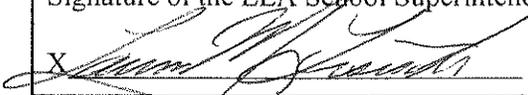


SIG GRANT--LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Holmes Elementary	Applicant's Mailing Address: 1255 Holmes Road, Ypsilanti, MI 48198
LEA Contact for the School Improvement Grant Name: Laura Frey-Greathouse Position and Office: Director of Academic Programs Contact's Mailing Address: 1885 Packard Road, Ypsilanti, MI 48197 Telephone: 734-221-1207 Fax: 734-221-1208 Email address: lfreygreathouse@yescschools.us	
LEA School Superintendent/Director (Printed Name): Laura M. Lisicki	Telephone: 734-221-1221
Signature of the LEA School Superintendent/Director: X 	Date: 05/30/2014
LEA School LEA Board Vice-President (Printed Name): Don Garrett, Jr.	Telephone: 734-730-9680
Signature of the LEA Board Vice-President: X 	Date: 5/30/14
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

GRANT SUMMARY

Di District Name: Ypsilanti
Community Schools
ISD/RESA Name:
Washtenaw Intermediate
School District

District Code: 81020
ISD Code: 81

FY 2013
School Improvement Grant – Section 1003(g)
District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA that will implement one of the four models: attach the full listing using form below in Section A , Schools to be Served, and the criteria for selection as attachments to this grant.

- Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.
- Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.
- Turnaround Model:** Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.
- Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the Priority schools it will serve with a School Improvement Grant.

From the list of eligible schools (Attachment I), an LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school. Detailed descriptions of the requirements for each intervention are in Attachment II.

SCHOOL NAME	NCES ID #	INTERVENTION			
		turnaround	restart	closure	transformation
Holmes Elementary	263645007233	X			

Note: An LEA that has nine or more Priority schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

For each Priority school that the LEA commits to serve, the LEA must:

1. Describe the process the LEA used to analyze the needs of the school and how the intervention was selected for each school.

The LEA must analyze the needs of each Priority school using complete and consistent data. (The school building plan provides a possible model for that analysis. Do not attach a copy of the district or building CNA.) Maximum length 1 page

The intervention selected for Holmes elementary was selected to best utilize the time that both students and teachers have available. The district determined through a series of community forums that Holmes Elementary would be selected for the 2014-15 school year to pilot a balanced calendar. Additionally, 5th grade would be added for the 2014-14 year and 1st grade added for the 2015-16 school year. The reorganization of time is the most prominent portion of the redesign plan.

The building currently serves a population of high-needs students, of which 87% qualify for free/reduced lunch. The needs of this high-poverty student population must be taken into consideration. The balanced calendar was chosen as an intervention because of the data that shows that the learning gap for students in high poverty only widens with each summer away from instruction. With the balanced calendar, the longest period of time students would not be in school is the month of July.

The school has begun implementation of the redesign plan earlier than required. The district and building have shown commitment to changing the instructional and learning outcomes for this building. The second grade team has taken the charge by piloting the Instructional Learning Cycle. One of the second grade classrooms is a blended, co-taught special education room that utilizes one-to-one technology. The building has examined the data of the student outcomes in this room and has determined that this model will be expanded to a co-taught classroom per grade level and one-to-one technology throughout the whole building.

Over the 2013-14 school year, the school staff reviewed its discipline data and office referrals. The principal and school improvement team recognized that many of the students were not achieving academically because of high socio-emotional needs. They immediately began a partnership with the Washtenaw County Community Mental Health department. It is the intent of the building and the Health department to continue this partnership, however, both realize that it is not enough to support the high needs of the students. This is why intentional planning for non-academic, mental health support is needed.

2. Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Maximum length 1 page

The LEA has the capacity to use SIG funds and related support for Holmes Elementary. Currently, the Director of Academic Programs and the Grants Coordinator has provided support through the redesign plan and planning for the 2014-15 year. The Academic Programs office will continue to provide support and hold a seat on the Holmes Governance council. Ultimately, it is the role of the Governance Council to provide support and monitor improvement. The district will support the Governance Council in this endeavor. The district and school are already implementing the redesign plan and the building level staff have full buy in of the plan moving forward. The staff will be evaluated using the new rubric in June of 2014. Any staff that is not willing or able to work within the redesign plan will be reassigned so that the building employs the most competent and able staff to make the changes required.

The district currently manages approximately \$20,000,000 in federal and local grant funds to support general fund education. The LEA has the capacity to effectively manage the funds if awarded.

Note: If the LEA is not applying to serve each Priority school, explain why it lacks capacity to serve each Priority school.

If an LEA claims lack of sufficient capacity to serve each Priority school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Priority schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board. Notifications must include both signatures to be considered.

The notification must include the following:

- A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a "Getting Started" or "Partially Implemented" rating in at least 15 of the 19 areas with a description of efforts to improve.*
- Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a listing of teachers who are teaching out of certification levels*

3. For each Priority school in this application, the LEA must describe actions taken, or those that will be taken to Maximum length 1 page:

- a. Design and implement interventions consistent with the final Requirements:** The district and Holmes Elementary have designed interventions to improve the educational outcomes for the students and families served by the building. The interventions will improve use of time, teacher professional development, provide mental health supports and coordinate community resources.
- b. Select external providers from the state's list of preferred providers**
The two primary external providers that the building will utilize will be Communities in Schools and Washtenaw Intermediate School District. The building will have full control of which providers they will use. If a provider is not operating as required or if the data does not show success, the building will have the authority to end services with the provider. If new providers are required, only providers on the MDE pre-approved list will be selected.
- c. Align additional resources with the interventions:** The district is aligning the use of Title I and 31a funds to provide additional academic supports to students. Additionally, the district is aligning Special Education funds to provide more co-taught, academically supportive classrooms for students with IEPs to decrease the number of pull-out time that students receive for services. General funds are utilized to provide an additional 0.5 Unified Arts teacher to allow for all grade level teachers to have a prep period at the same time, twice a week. The district is coordinating existing community resources as able.
- d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively:** With union leadership, the district created the balanced calendar for Holmes Elementary. The teachers will utilize the intersession weeks to add additional learning time to the year. The agreed upon amount of pay is \$25/hour for any additional time. During the intersession weeks, students will participate in extended learning opportunities that target specific areas of deficit. While students who are meeting grade level goals will not attend, those students who need additional support will attend the sessions. The teachers will utilize areas of deficit as identified on the NWEA MAP assessment. Instruction will be designed to meet these specific needs.
- e. Sustain the reforms after the funding period ends.**
After the three year funding period ends, the district will intentionally plan for sustainability. During the funding cycle, the hired social worker will receive specific cognitive behavioral therapy training in partnership from University of Michigan. The model that the social worker will be trained in can be transferred to the classroom teachers and special education staff. Even with the transferability of these skills, the district will attempt to continue the support of this additional social worker. The Communities in Schools partnership will continue through the use of Title I or 31a funds for the district. The instructional coaching will continue on a more limited basis through the district Title II funds depending on the needs that the data shows.

4. **Include a timeline delineating the steps to be taken to implement the selected intervention in each Priority school identified in the LEA's application.** *Include the action steps to be taken, who is responsible, start and end dates, and the metric to be used to determine completion. For example:*

Action Step	Person Responsible	Start Date	End Date	Success Metric
Balanced Calendar	Superintendent, Laura Lisiscki, Director of Academic Programs, Laura Frey-Greathouse, Principal, Charles Raski	August 6, 2014	Ongoing	Student academic achievement improvement
Monthly Governance Council Meetings	Laura Frey-Greathouse	August 18, 2014	Ongoing	Site based decisions
Common Planning Time	Charles Raski, Laura Lisiscki	August 6, 2014	Ongoing	Teacher perception data, completed common assessments, common learning calendar
Instructional Learning Cycle	Charles Raski	August 6, 2014	July 1, 2015	At least one ILC completed by each grade level
One-to-one computing – purchase of equipment	Charles Raski, Laura Frey-Greathouse, Karen Domino, Technology Director	August 6, 2014	Ongoing	All students in grades will use technology for learning, improved student achievement
Technology Professional Development	Charles Raski, Laura Frey-Greathouse	August 4, 2014	Ongoing	Technology usage by all teachers and students
One co-taught classroom in upper and lower grades	Charles Raski, Jeannette Woltman, Special Education Director	August 6, 2014	Ongoing	Improved services and achievement for students with IEPs
Ongoing Intel Math Professional Development and MAISA unit	Laura Frey-Greathouse, Kristen Rickman, Instructional Coach	June 25, 2014	Ongoing	Improved student achievement in mathematics, use of MAISA

professional development				units for Common Core instruction
Hiring of a Social Worker	Charles Raski	July 2014	June 2017	Improved mental health screening, services, and support for students
Contracting with Communities in Schools	Laura Frey-Greathouse	August 1, 2014	June 2017	Improved coordination of community services for families
Contracting with WISD for data coach and school improvement support	Laura Frey-Greathouse	August 1, 2014	June 2017	Common assessments created, student achievement improved because of use of data to design instruction
Contract with Restorative Practices Facilitator/Coach	Laura Frey-Greathouse	August 1, 2014	June 2017	Improved use of Restorative Circles, improved teacher capacity to use Restorative Practices to reduce discipline referrals
Hiring of Instructional Coaches	Charles Raski	August 2014	June 2017	Improved instructional practices

5. Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Priority schools that receive school improvement funds.

	Current Proficiency Rate 2014-15	Goal for 2015-2016	Goal for 2016-2017	Goal for 2017-2018
Reading	31%	51%	61%	81%
Mathematics	10.5%	30.5%	50.5%	70.5%
Writing	26%	46%	66%	86%
Social Studies	Not tested currently			
Science	Not tested currently			

6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. (No response needed.)

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds. (No response needed.)

8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Priority schools. Describe how this process was conducted within the LEA Maximum length 1 page.

The Governance Council was identified in partnership with the Director of Academic Programs, the Principal, and the School Improvement Facilitator from WISD. The council contains district, classroom teacher, special education, parent, principal, community mental health, local post-secondary, and county representation. A smaller faction of this governance council group chose the model selected. The building level school improvement team leadership worked with the Director of Academic programs to choose interventions and initiatives chosen for the School Improvement Grant. The governance council met and approved the improvement initiatives budgeted with the School Improvement Grant funds.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve.

- The LEA must provide a budget (*see budget submission packet, beginning on the following page*) that indicates the amount of school improvement funds the LEA will use each year to—
 - Implement the selected model in each Priority school it commits to serve;
 - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Priority schools; and
 - Support school improvement activities, at the school or LEA level, for each Priority school identified in the LEA’s application.

Note: An LEA’s budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve.

An LEA’s budget for each year may not exceed the number of Priority schools it commits to serve multiplied by \$2,000,000.

LEA Ypsilanti Community Schools BUDGET

	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Priority School #1- Holmes Budget	\$630,000	\$494866	\$494866	\$494866	\$2,114,600
LEA-level Activities	\$20,000		\$20,000	\$20,000	\$60,000 (plus \$133,303 indirect)
Total Budget	\$1,144866		\$514866	\$514866	\$2,307,303

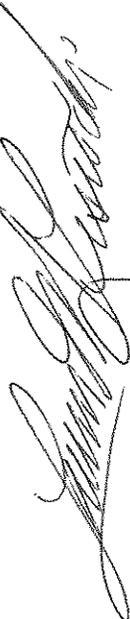
SCHOOL IMPROVEMENT GRANT BUDGET

APPLICANT INFORMATION

TYPE OR PRINT:

	Legal Name of District Ypsilanti Community Schools	District Code 81020
APPLICANT	Address of District 1885 Packard Road	
	City and Zip Code Ypsilanti 48197	Name of County Washtenaw
	Name of Contact Person Laura Frey-Greathouse	Title Director of Academic Programs
CONTACT PERSON	Address 1885 Packard Road	Telephone (Area Code) (734-) 221 - 1207
	E-Mail Address lfreygreathouse@yescschools.us	City Ypsilanti
		Zip Code 48197
		Facsimile (A.C./No.) (734) 221 - 1208

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL



Date

05/30/2014

SIGNATURE OF LEA BOARD VICE-PRESIDENT



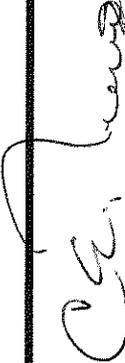
Date

5/30/14

SCHOOL BUILDING BUDGET

Districts and ISDs may apply for School Improvement grants for individual eligible school buildings within their jurisdiction for the purposes of this grant, eligible school buildings are those identified as a Priority school. Signature by the authorized representative indicates that the authorized representative of the school building will work cooperatively with the administrative and fiscal agent for this project. List the name of the school building for which you are applying below. **(Please use duplicate pages as necessary. A separate budget and budget detail narrative is required for each building. The budget must cover the three-year period of the grant. Year 1 must be separated into Pre-implementation activities and Implementation activities. See Page 7 for example.)**

SCHOOL BUILDING

Legal Name of School Building Holmes Elementary	Building Code 01805	Name and Title of Authorized Representative Charles Raski, Principal
Mailing Address (Street) 1255 Holmes Road	Signature 	
City Ypsilanti	Zip Code 48198	Telephone (Area Code/Local Number) (734) 221 - 2100
Name and Title of Contact Person Charles Raski, Principal		Date Signed (m/d/yyyy) 5-30-14
Mailing Address (if different from agency address)		

SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM

INSTRUCTIONS: The Budget Summary and the Budget Detail must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). Please complete a 'School Improvement Grant Budget Approval Form' for EACH building. Duplicate 'School Improvement Grant Budget Approval Form' for each school.

I. BUDGET SUMMARY FOR: Holmes Elementary

LEGAL NAME OF APPLICANT: Ypsilanti Community Schools	District Code 81020
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BUDGET OBJECTS:

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
125	Instruction -- Added Needs Field Trips to support H.C.s, admittance to museums, 1/year/grade level in year 1, 2/year/grade level in year 2, M.A.T.S.A unit supplies.				100,000			100,000
211	Trojan/Abolition Services							
212	Guidance Services							
213	Health Services Contracted nurse services			50,000				50,000
214	Psychological Services							
216	Social Work Services One Social Worker, three years at \$50,000/year	150,000	58,500					208,500
216	Communities in Schools \$70,000/year x 3 years			210,000				210,000
216	Support for Communities in Schools activities \$20,000/year x 3 years				60,000			60,000
216	Parent Support Services Restorative Practices Coach/Facilitator, \$40,000 x 3 years			120,000				120,000
221	Instructional Staff Services Two Instructional Coaches at \$65,000 each x 3 years	390,000	152,100					542,100
221	Improvement of Instruction Technology Professional Development, \$10,000/year for three years			\$30,000				30,000

Handwritten signature
5/30/14

4. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

- **INSTRUCTIONS:** Please review the assurances and certification statements that are listed below. Sign and return these pages with the completed application.

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL*Disclosure Form to Report Lobbying*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929**

ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS APPROPRIATION ACT OF 2010

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These

materials were developed under a grant awarded by the Michigan Department of Education.”

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.

A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, “No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity.” In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In

addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92` of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers to upon the request of the Michigan Department of Education.

ASSURANCE AGAINST TRAFFICKING IN PERSONS

The applicant assures that it adopts the requirements in the code of Federal Regulations at 2CFR 175 as a condition for this grant. You as a sub recipient under this award and your employees may not—

- I. Engage in severe forms of trafficking in persons during the period of time that the award is in effect,
- II. li. Procure a commercial sex act during the period of time that the award is in effect; or
- III. lii. Use forced labor in the performance of the award or sub awards under the award.
- IV. Under this condition, the Federal awarding agency may terminate this grant without penalty for any violation of these prohibitions by the grantee, its employees or its sub recipients.

ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS

The applicant assures that it prohibits text messaging and emailing while driving during official grant business. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

CERFICIATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS

The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering systems (DUNS) number. As a condition of a sub recipient of a federal grant award, you must supply a DUNS number to MDE. No entity may receive a federal sub award without a DUNS number. MDE will not make a sub award to an entity unless that entity has provided its DUNS number.

ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that subaward data be reported for all new Federal grants funded at \$25,000 or more with an award date on or after October 1, 2010.

An applicant or subrecipient assures that it will timely report data as needed to MDE for the purposes of federal reports for any subaward on a grant awarded by the U.S. department of Education will be reported for each action or subaward that obligates \$25,000 or more in Federal funds that does not include Recovery funds (as defined in section 1512(a)(2) of the American Recovery and Reinvestment Act of 2009, Pub. L. 111-5).

IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority school that it serves with school improvement funds.
7. If the recipient implements a restart model in a Priority school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
9. The recipient must monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
10. The recipient must report to the SEA the school-level data required under section III of the final requirements.

ASSURANCES AND CERTIFICATION: By signing this assurances and certification statement, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications on page 2, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

DATE 05/30/2014

SUPERINTENDENT OR
AUTHORIZED OFFICIAL



SIGNATURE

TYPED NAME/TITLE: LAURA M. LISICKI, SUPERINTENDENT

5. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

Waiver 3: Priority schools list waiver

In order to enable the State to replace its list of Tier I, Tier II, and Tier III schools with its list of priority schools that meet the definition of "priorities schools" in the document titled *ESEA Flexibility* and that were identified in accordance with its approved request for ESEA flexibility, waive the school eligibility requirements in Section I.A.1. of the SIG final requirements.

***Waiver 4: Period of availability of FY 2013 funds waiver**

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. 1225 (b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEA's to September 30, 2017.

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Holmes Elementary School Building Code: 01705	Mailing Address: 1255 Holmes Road, Ypsilanti, MI 48198
School Building Contact for the School Improvement Grant Name: Charles Raski Position and Office: Principal Contact's Mailing Address: 1255 Holmes Road, Ypsilanti, MI 48198 Telephone: 734-221-2100 Fax: 734-221-2103 Email address: craski@yescschools.us	
LEA School Superintendent/Director (Printed Name): Laura M. Lisiscki	Telephone: 734-221-1221
Signature of the LEA School Superintendent/Director: X 	Date: 05/30/2014
LEA School Board Vice President (Printed Name): Don Garrett, Jr. 	Telephone: 734-730-9680 5/30/14
Signature of the LEA Board Vice President: X _____	Date:
Building Principal (Printed Name): Charles Raski	Telephone: 734-221-2100
Signature of the Building Principal X 	Date: 5-30-14
Union Representative (Printed Name): Kelly Powers	Telephone 734-221-2100
Signature of Union Representative: X 	Date: 5/30/14
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A

1. Analysis of data. Maximum length 1 page

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; graduation data, extended learning opportunities, etc. and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data Analysis and School Process Rubric Summary report. Consider how subgroups within the school are performing and possible areas to target for improvement. Do not attach the building CNA.

The current data demonstrates significant needs around math instruction. In 3rd grade on the Fall 2013 MEAP, only 13% of the students are at a level one or two. In fourth grade, 9% are proficient in math, 0% of those students are special education. Reading scores are slightly better with students, however, still show significant need for improvement. Third grade students were 29% proficient and 4th grade students were 33% proficient.

Holmes Elementary services 87% free and reduced lunch students. Sixty-six percent are African American, 27% Caucasian, 5% Hispanic, and 2% other.

Holmes discipline data shows high needs in socio-emotional areas of support. There were 68 incidents of assault, 27 incidences of disruptive behavior, 11 incidents of threats, 12 incidents of hostile confrontation, 31 incidents of endangering others, and 22 incidents of insubordination. This is quite high considering the building only services 350 students and is only grades 2nd-4th.

Because of these high needs area, the building and community determined that a balanced calendar to address academic needs and additional socio-emotional supports are needed for the building. Also, redesigning the services of special education students is needed.

What sources of data did the school use in their analysis?

The school used assessment data, MEAP and NWEA MAP tests, and demographic data.

Identify 3 things that the school will fundamentally change for turnaround to be successful.

For the turnaround to be successful, the school will maximize the use of time. For the 2014-15 school year, the building will operate on a balanced calendar, which is different than every other building in the district. Additionally, staff will utilize common planning time to utilize job-imbedded professional development, creating common assessments and common Instructional Learning Cycle units, and maximize the use of data in designing instruction. The special education delivery of services will undergo a redesign and one-to-one use of technology will be utilized.

Finally, staff will provide supports round mental health concerns for the students and families.

2. School Building Capacity – Resource Profile Maximum length 1 page

a. MDE requires the following positions/funding for schools receiving SIG funds during the three-year period of funding. These positions/funding may be funded with School Improvement Grant funds:

- School Improvement Grant Coordinator/Facilitator (may not be the school principal)
- Family liaison position
- Data Coach
- Funding to support mental health services

b. Professional development must be provided throughout the school year (late start, early releases, school days without students, etc.) at least 8 hours per month for all professionals in the building including the administrators and support staff. All professional development cannot occur during the summer.

For the 2014-15 school year, staff will receive four hours per month of whole-staff development time. Additionally, staff will receive two hours per week (for a total of 8 hours) of grade level team time. During the grade level team time, the staff will work with the data coach and ELA and math instructional coaches to improve instruction.

Staff will participate in district-wide professional development a total of five days during the school year. The staff will work together an additional two-three days additionally before the beginning of the school year to plan for the balanced calendar year and learn how their instruction will be designed differently because of the new calendar.

Additionally, the staff has developed their own after-school support network, The Game Changers, in which they develop and provide their own professional development. This may be a book study, bringing in an expert on utilizing NWEA scores, or learning how to utilize a certain technology tool. This voluntary group meets every other week.

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

<input checked="" type="checkbox"/> General Funds <input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input checked="" type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start	<input checked="" type="checkbox"/> Special Education

<input type="checkbox"/> Title IV Part A	<input checked="" type="checkbox"/> Section 31 a	<input type="checkbox"/> Head Start	<input checked="" type="checkbox"/> Special Education
<input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Even Start	

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement. Union representation must be included in the development of this grant application **Maximum length 1 page.**

- a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.
Holmes Elementary Staff has been directly involved in the writing of the redesign plan, all instructional decisions, and building planning. The principal has hiring authority for all new staff. The second grade team has taken on the task of piloting an Instructional Learning Cycle project for the spring of 2014 with the plan of teaching the rest of the building how to implement the process in the 2014-15 year. The staff, realizing the need to improve the instruction for the students, created a Game Changers after school professional learning community that examines needs as they arise in the building. This group of teachers realized that they were the change that would improve their scores, nothing that the principal or district implemented would improve the building unless they took the charge.
- b. Explain the district and school's ability to support systemic change required by the model selected. The school has already begun systemic change. With the consolidation of the district, more than 50% of the staff was replaced. The principal had authority to fill the vacancies with the candidates that would best fit the needs of Holmes Elementary. He will retain this

authority moving forward. Additionally, even though the plan must be in place for the 2014-15 school year, the staff has already begun the necessary changes. The building implemented the common planning time in winter of 2014 and provides this for Holmes out of General Funds budgeting. The district also turned over the decision making process for budgeting and instructional initiatives to a Governance Council. They met in May of 2014 and will meet again in June 2014, and monthly during the school year to monitor progress.

- c. Indicate whether or not an agreement with the union will be required to support extended learning time, and if so, will the agreement be signed prior to SY 2014-15? Yes, an agreement may be required. Because there is no current contract, the union previously signed an agreement that stated that teachers would be paid \$25/hour for any additional time that may be required for professional development or extended learning.

4. School Improvement Plan

Attach School Improvement Plan (**DO NOT** insert here, upload as a separate file)

5. External Provider Selection

Describe the process the building will use to screen and select external providers or note that the school will select external providers from the MDE pre-approved list. **Maximum length 1 paragraph.**

The two primary external providers that the building will utilize will be Communities in Schools and Washtenaw Intermediate School District. The building will have full control of which providers they will use. If a provider is not operating as required or if the data does not show success, the building will have the authority to end services with the provider. If new providers are required, only providers on the MDE pre-approved list will be selected.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

Maximum length 1 page

- a. Describe how the district/building's human resources will be more involved in intentional hiring of the best staff possible to build capacity.
Currently, the building principal has hiring authority for the building. Additionally, only staff that are willing to work in a balanced calendar building will be assigned to the building for the 2014-15 school year and thereafter.
- b. Describe how community resources will be aligned to facilitate implementation of the intervention selection. For the building's redesign plan, it is indicated that the building will contract with Communities in Schools to coordinate the wealth of community resources in Ypsilanti. The building staff has realized the need to coordinate the resources for the students and families of the building. Because of the building's location in Washtenaw County, there are many community services and partnerships available. A specific point person must be utilized to coordinate these services and work directly with the families in the building. Ypsilanti Community High School has formed a successful partnership with Communities in Schools over the last three years. The partnership will continue with Holmes Elementary.

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed

Maximum length 1 page.

- a. Describe how extended learning time (lengthening the school day, week or year) will be scheduled. With union leadership, the

district created the balanced calendar for Holmes Elementary. The teachers will utilize the intersession weeks to add additional learning time to the year. The agreed upon amount of pay is \$25/hour for any additional time.

- b. Describe how extended learning time will be spent engaging students in learning, not just adding clock time to a schedule. During the intersession weeks, students will participate in extended learning opportunities that target specific areas of deficit. While students who are meeting grade level goals will not attend, those students who need additional support will attend the sessions. The teachers will utilize areas of deficit as identified on the NWEA MAP assessment. Instruction will be designed to meet these specific needs.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2014-2015 school year.

2013-14

- Writing and approval of the redesign plan
- Implementation of the common planning time for grade level teams
- Pilot of the Instructional Learning Cycle with the second grade team
- Start of the Game Changers Professional Learning Community
- Beginning work on common assessments and common learning calendar
- Initial meeting of the Governance Council
- Summer 2014 professional development on balanced calendar, MAISA instructional units, participation of teachers in the Intel math professional development
- Cultural Proficiency training and examination of instructional materials

- Begin partnership with Washtenaw County Public Mental Health to provide referrals and screenings for students and families

2014-15

- Monthly Governance Council meetings
- Common planning time for grade level teams during the instructional day
- Completion of common assessments and common learning calendar
- Implementation of the balanced calendar and intercessions
- All grade levels participate in at least one Instructional Learning Cycle
- Ongoing professional development and implementation of the MAISA ELA instructional units
- Ongoing professional development for Intel math
- Hiring of a Social Worker to partner with University of Michigan in Cognitive Behavioral Therapy (CBT) group sessions and anxiety and depression screeners
- Hiring of Communities in Schools
- Contract with Data Coach
- Contract with School Improvement Facilitator
- Contract with a Restorative Practices Facilitator/Coach
- Continue partnership with Washtenaw County Public Mental Health to provide referrals and screenings for students and families
- Continue Cultural Proficiency training and examination of instructional materials

2015-16

- Continue all initiatives
- Provide training for teachers with the hired Social Worker in the U of M CBT for sustainability

2016-17

- Continue all initiatives
- Plan for sustainability once funding has ended

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate 2014-15	Goal for 2015-2016	Goal for 2016-2017	Goal for 2017-2018
Reading	31%	51%	61%	81%
Mathematics	10.5%	30.5%	50.5%	70.5%
Writing	26%	46%	66%	86%
Social Studies	Not tested currently			
Science	Not tested currently			

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application **Maximum length 1 page.**

The Governance Council was identified in partnership with the Director of Academic Programs, the Principal, and the School Improvement Facilitator from WISD. The council contains district, classroom teacher, special education, parent, principal, community mental health, local post-secondary, and county representation. A smaller faction of this governance council group chose the model selected. The building level school improvement team leadership worked with the Director of Academic programs to choose interventions and initiatives chosen for the School Improvement Grant. The governance council met and approved the improvement initiatives budgeted with the School Improvement Grant funds.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends **Maximum length 1 page.**

After the three year funding period ends, the district will intentionally plan for sustainability. During the funding cycle, the hired social worker will receive specific cognitive behavioral therapy training in partnership from University of Michigan. The model that the social worker will be trained in can be transferred to the classroom teachers and special education staff. Even with the transferability of these skills, the district will attempt to continue the support of this additional social worker. The Communities in Schools partnership will continue through the use of Title I or 31a funds for the district. The instructional coaching will continue on a more limited basis through the district Title II funds depending on the needs that the data shows.

12. State Reform Plan

Attach approved State Reform Plan (**DO NOT** insert here, upload as a separate file)

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention **Only select the model that aligns to the approved SRO Plan.**

- Attachment A – Transformation
- Attachment B – Turnaround
- Attachment C – Restart
- Attachment D – Closure

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2014-15. Complete

budgets for each building together with narratives must be entered into the MEGS+ system.

Example:

Ypsilanti Community Schools					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Priority School #1 Holmes Elementary	\$630,000	\$494,866	\$494,866	\$494,866	\$2,114,600
LEA-level Activities	\$20,000		\$20,000	\$20,000	\$60,000 (plus \$133,303 indirect)
Total Budget	\$1,144,866		\$514,866	\$514,866	\$2,307,901

Section D.

Baseline Data Requirements

MDE is required to send this information to USED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Turnaround
Number of minutes in the school year	70200
Student Data	
Dropout rate	n/a
Student attendance rate	95.92%

For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	n/a
International Baccalaureate	n/a
Early college/college credit	n/a
Dual enrollment	n/a
Number and percentage enrolled in college from most recent graduating class	n/a
Student Connection/School Climate	
Number of disciplinary incidents	264
Number of students involved in disciplinary incidents	100
Number of truant students	20
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	Highly Effective 10% Effective 90% Minimally Effective Ineffective 1 teacher
Teacher Attendance Rate	99% average daily attendance

Fiscal Information

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2014-2015, 2015-2016, and 2016-2017.

USES OF FUNDS

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

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

Intensive monitoring of grant implementation and evaluation are required.

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

Select only 1 Model

Attachment B—Turnaround Model

The following items are required elements of the turnaround model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal

During the summer of 2013, the principal was moved from Holmes to another building that was a better fit. Mr. Charles Raski was selected as the principal for Holmes for the 2012-13 school year because of his work in the Willow Run High School around the priority work there, and his experience in Kaiser Elementary with a high-needs student population. In winter 2013, all Willow Run and Ypsilanti Public Schools employees were laid off. In Spring 2013, all staff had to reapply and interview for their jobs. At that time, Mr. Raski was still in his first year of principalship of Holmes Elementary. It was determined that he was the best fit to continue his work at Holmes. He is now in his second year as principal.

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.

Ypsilanti Community Schools is utilizing the Danielson model for student evaluation. In the redesign plan, it is indicated that beginning in 2013-14, a year earlier than required, Holmes staff will be evaluated using 40% of student growth data. The building level school improvement team along with the principal has created the rubric for evaluation.

3. Screen all existing staff and rehire no more than 50 per cent. This was done in Spring of 2013 with the district consolidation. More than 50% of the Holmes staff is new to the district.

4. Select new staff.

This was done during the 2013-14 school year.

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

Holmes School has traditionally had a high rate of attrition / staff turnover. Consequently it has been an instructional challenge to build upon teacher competencies from year to year. New this year, the employment agreement for YCS (Ypsilanti Community Schools) reflects a \$3000 incentive stipend for "hard to fill positions" for which Holmes teachers will qualify after successfully completing the school year with a satisfactory evaluation that meets all targets for student growth/ achievement. In order to retain highly effective teachers at Holmes School, incentives include a membership to NCTM (National Council of Teachers of Mathematics) professional organization, a stipend for additional teaching supplies, and participation in the emerging Math University (or commensurate conference) will also occur.

6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff

Dedicated instructional coaches will be available in math and reading to support teachers in implementing best practices at Holmes School. Data team meetings will be held monthly to evaluate student progress and make necessary adjustments in the learning process. Teachers will loop grade levels with their students in grades 2-4 allowing for continuity of the curriculum, consistency in behavior management systems and stability for students.

Common Planning time for grade level teachers and support staff to allow for fidelity in implementation of instruction and curriculum will be evident. Quarterly planning days for grade levels to create road maps, common assessments and to participate in professional development specific to grade level instructional needs will occur.

All Holmes staff will model Understanding by Design instructional model. This model identifies learning outcomes, which are aligned to the state standards, along with discrete assessment evidence connected to the big ideas or larger conceptual themes. Math and

reading workshops will be observed in all classrooms; daily-guided reading will occur for all students. More at risk students will consistently receive double instructional support (in reading and mathematics) at a "just right" level.

7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)

Holmes Elementary has studied both the governance structures put in place at Rogers Lane Elementary, Wyoming Public Schools and the Local School Council work in Chicago Public Schools (Byrk, Sebring, Allensworth, Luppescu, & Easton, 2010). In each example, the local school community organized a governance council that was granted authority to approve the annual school improvement plan and budget (including the Title I funds), monitor the implementation of the plan, and align or seek supportive resources. The Chicago governance model had additional authority around hiring and evaluation, which we are not proposing in the model for Holmes at this time. Below is a description of the new governance structure for turnaround at Holmes Elementary.

Holmes Governance Council Responsibilities:

1. Approve the Turnaround/School Improvement Plan
2. Monitor implementation of the Turnaround/School Improvement Plan
3. Approve the usage of the Title I, 31 A allocations, as recommended by the Holmes School Improvement Team
4. Align and seek supplemental supports for the Turnaround/ School Improvement Plan

Composition includes:

- Principal
- Holmes Teacher
- Parent (2 representatives)
- Intermediate School District Specialist
- Superintendent or Designee
- Turnaround Office Designee
- Restorative Practices Liaison
- Post Secondary Liaison
- County Mental Health Liaison

Composition of the Holmes Governance Council seeks to create a voice for each one of the essential elements in the Framework of Essential Support articulated by Bryk, et. Al, 2010. These include: the technical core of classroom instruction, instructional guidance, professional capacity, school learning climate, and parent, school and community ties.

The governance council will be assembled by January 2014 and hold monthly meetings. Minutes will be collected and shared with the Board of Education, along with the 4 quarterly Board updates required by MDE on an annual basis. Further, school members of the Governance Council will share the minutes and communications with all staff during the staff meetings or in memo format on a quarterly basis. The Turnaround Office will review appointed members on an annual basis.

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.

The following are underlying causes for pervasive underachievement at Holmes School:

Organizational turmoil and leadership change at the district level for many years

77% free and reduced eligibility; generational poverty

50% turn over of staff each year

Absence of instructional resources due to an erosion of the economic base

No evidence of consistently implemented guaranteed curriculum

Absence of an aligned scope and sequence of instructional objectives with state standards; absence of vertical and horizontal alignment

Absence of embedded professional development; limited understanding of effective evidence based practices

No formative or summative assessments other than the MEAP; no systemic analysis of data trends

Absence of an accountable and well-supervised teaching and learning environment; absence of consistent evaluation rubrics

No targeted, measurable learning targets

High number of students exhibiting social emotional distress manifested as disruptive behavior detracting from a focused learning environment

These challenges were further complicated when Willow Run

Community Schools closed four elementary schools since 2008. The remaining few schools existed in isolation from like peers (grade level configuration). While schools had autonomy to make building based decisions the autonomy was disconnected from a larger framework of accountability. Furthermore, when students were reassigned to Holmes and Ford Elementary Schools staff was unprepared to work with students with a wider range of achievement, culture, behavioral and special needs.

An instructional team comprised of Holmes staff and district consultants examined aggregate and disaggregated MEAP data in mathematics and reading as the Priority Plan was under development. As stated earlier in this Plan, there is a disappointing absence of multiple data sources at this point of time. Newly purchased district assessments such as the NWEA will provide additional future indicators to support improving achievement efforts. The Holmes data team will coordinate the development of building based formative assessment to monitor achievement and complement MEAP and NWEA indices.

The newly configured Holmes data team determined that the most compelling areas for improvement in mathematics must address a lack of understanding of math vocabulary/concept, enhance fact fluency needed for computational automacity, review base ten concepts with place value and an understanding of fractional representation. Fact fluency strands indicate only a 46%-56% level of competency with a consistent decline in achievement over time, according to MEAP metrics. Holmes students consistently demonstrated lower proficiency than state averages in almost all areas. Holmes students struggled on strands requiring counting to 1000 by 1s, 10s and 100s and reading and writing numbers to 1000, which would indicate a lack of understanding of, place value and basic number sense. Additionally a majority of students were unable to solve problems for missing variables using all operational areas.

Holmes teachers will now implement the math workshop model during their 90-minute instructional period balancing mini lessons with differentiated math instruction dividing students into smaller/flexible learning groups. Students will regularly be asked to share their mathematical thinking and to engage in problem solving activities. Teachers will implement Everyday Math curriculum with fidelity; using

exit slips and quick assessments to monitor weekly math achievement. IXL math technology will be embedded within the math workshop model.

The limited ELA data indicates over arching areas of weakness in comprehension, reading fluency and limited vocabulary when reading informational and narrative text. Again this conclusion is derived from MEAP scores and available classroom assessments. The limited data made it difficult at this point in time to arrive at a deeper understanding of student needs; the team looks forward to upcoming NWEA testing results.

No universal screening currently exists. However, an analysis of MEAP results over a three-year span reflects comprehension scores ranging from 63% to 57% declining from 63% in 2010 to 57% in 2012 with a small increase last year to 58%. Educational research would suggest that low comprehension scores are often the result of low reading fluency, an absence of strategic word attack skills and limited vocabulary. As a result Holmes School will implement reading and writing workshops, monitor daily guided reading sessions and word work strategies (phonemic awareness and phonics instruction). Teachers will alternate fiction with non-fiction reading text during guiding reading lessons. Grade level lessons will be developed by staff, which will provide opportunities for text-to-text comparison and beyond the text discussion. Students will be carefully matched with "just right text level" reading material.

Low scores in informational reading caused us to focus on comparing and contrasting as a specific strategy for improving comprehension across all grade levels and content areas. Writing across the curriculum will occur and will be used to give students opportunity for text comparisons. Reading and writing journals will be regularly used during ELA instruction. School-wide writing prompts and grade level writing rubrics will be developed.

Teachers will be coached to use higher order questioning to elevate the rigor in both math and reading lessons. Holmes staff and students would benefit from running records and/or quick check assessments such as the Dibels or SRI. While there are few ELL students attending Holmes, SIOP training regarding the language demands inherent in all

lesson design would help staff become more aware of anticipating language/ vocabulary needs. Early oral language development must be nurtured during classroom discussions.

Based on recent MEAP results social studies and science are also areas of instructional deficit. Improved writing proficiency, science and social studies will be addressed through embedded use of informational text and expository writing (writing for various purpose and audience). However, the highest academic priority will remain, improving mathematics proficiency.

Holmes school currently has 2 Title 1 math support teachers, 1 Title 1 reading support teacher and 1 31A Instructional Advocate who is supporting students in reading.

The following elements will be a focus for the instructional program:

- *The curriculum will be aligned to the Michigan Common Core State Standards. Vertical and horizontal alignment will occur.

- *Pacing guides will be used to align each grade and to ease the transition for students from one grade to the next.

- *Common formative assessments will be developed. Grade level teams will collaborate on a monthly basis to create a common reading and math assessment to measure student progress on a regular basis.

- *Data walls will be used to display the results of formative assessments from the four- six week learning cycles. Based on this data students will be identified as Tier I, II, and or III within specific subject areas. Additional supplemental support will be provided to students based on their identified needs.

- *Researched based instructional resources will be used to ensure student learning. These research-based resources include:

- o_ Everyday Mathematics "Everyday Mathematics is a research based and field tested curriculum that focuses on developing children's understandings and skills in ways that produce life-long mathematical power." (everydaymath.uchicago.edu)

- o_ Everyday Counts Calendar Math: "From Pre-K through Algebra the Every Day Counts® family enriches math classes, provides immediate differentiation, builds understanding, and can be flexibly implemented in 10 minutes a day." (<http://www.hmhco.com/shop/education-curriculum/math/elementary-mathematics/every-day-counts/why-every-day-counts#sthash.8vO1S2dp.dpuf>)

o_Reading Street Series K-8 "Independent evaluators found that Reading Street students demonstrated statistically significant gains in reading achievement." (assets.pearsonschool.com)

o_Phonics First

*Instructional Consultation Teams will support Tier 3 students who are not making adequate progress to address underlying causes.

*Professional Learning Communities will be structured. Grade level PLC's will be implemented in 2014-2015 school year. During weekly team meetings assessment data will be analyzed, instructional best practice will be shared, and student supports will be determined. Instructional Rounds will begin in January 2014.

*The YCS district has chosen to allocate Title 1 funds at Holmes to be used for additional support staff in Math and Reading to target at risk students.

Starting in January 2014 the following teaching and learning strategies will be implemented school-wide

Mathematics:

- Vocabulary: Teachers will focus on grade level appropriate math vocabulary. Vocabulary will be displayed on posters in all classrooms and hallways. (SIP plan)
- Fact Fluency: Teachers and support staff will spend a minimum of 15 minutes per day for fact practice with small group instruction. (SIP plan)
- Place Value: Teachers will use Everyday Counts calendar math daily with a focus on the place value components including the daily depositor. Place value will be a focus of a math toolbox for students to use including items such as place value mats, base ten blocks and hundreds charts.

Reading:

- Fluency: Teachers and support staff will spend a minimum of 15-20 minutes per day during guided reading on increased fluency including sight words, strategic word attack /word work strategies, and increasingly complex reading passages.
- Comprehension: Teachers will explicitly teach and model the strategy of compare and contrast across all content areas to improve reading comprehension. Students will identify themes

- and the characteristics of multiple genres.
- Vocabulary: Teachers will focus on grade level appropriate vocabulary. Vocabulary will be displayed on posters in all classrooms and hallways. (SIP Plan)

9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.

NWEA (Northwestern Evaluation Association-Measures of Academic Progress MAP) will be administered district-wide beginning in November, 2013. Staff and principals not familiar with this assessment will have "administrative buddies" from a pool of leaders with prior familiarity and will coach new users through the implementation and use of the data feedback. Multiple data sets and regular analysis of student performance and authentic student work is needed in order to promote the continuous use of data.

Holmes and every other school will identify leaders who will be trained in the Instructional Consultation Protocol this school year. It is expected that each school will then establish a team familiar with the process of collaborative problem solving. By so doing, more differentiated instruction will occur without over identifying students for special education.

Priority school funding has been allocated to Holmes to secure additional 31 A funded supplemental support teachers who will work in teams with classroom teachers to provide strategic instruction and differentiation for at risk students.

After school tutoring with highly skilled instructional staff will also occur.

There are initial plans to secure additional funding for consultants from NCREL and/or Teaching Works (University of Michigan) to establish a scope and sequence of high learning objectives and common formative assessments for each grade that align with state standards and across grade spans. This development work will result in a much-needed vertical and horizontal alignment of curriculum. Such a framework will allow the district to better monitor the distribution of resources (staffing, materials, curricula) in the future and achievement trends. The principal at Holmes School will begin a series of school improvement meetings using the data dialogue format with whole and small groups of staff to better assess current practices. Instructional

Rounds and the use of the Descriptive Data Collection Tool by building and central staff will provide critical feedback and guidance.

The newly consolidated district will permit Holmes to collaborate with 4 other (similarly configured grades 2-5) elementary school staffs and principals whereas Holmes was previously isolated as the only upper elementary school in Willow Run. This larger network will give Holmes a significant opportunity to connect with other teaching/ learning partners. Such professional exchange will have a generative, positive impact.

10. Establish schedules and implement strategies that provide increased learning time.

The Holmes School principal and staff fully appreciate the importance of extended time, but even more importantly they understands the need for "targeted" instructional time for groups of students in order to close the achievement gaps. During this school year, Holmes students are currently scheduled to attend 15 more school days with 13 additional instructional minutes each day. The present staff calendar reflects 20 additional days. A subsequent school calendar and length of the instructional day will be negotiated during upcoming collective bargaining.

Holmes School is currently exploring a non-traditional master schedule so teams of teachers (classroom and support staff) can more effectively differentiate instruction and increase staff collaboration. For the 2013-14 school year, the district hired additional Unified Arts staff to allow for two common planning periods in a week per grade level during the school day. The grade level team meetings are joined by district level administrators and curriculum consultants. A protocol for sharing and using data points, establishing common instructional strategies A protocol for sharing data points, using data to make instructional decisions, designing common instructional practices and identifying additional professional development needs has been development. District level administrators and curriculum coordinators join the weekly grade level meetings and planning for professional development needs is embedded in the team meeting agenda. Previously, the staff did not have any collaboration time except for after school meetings. Additionally, Title II funding has been set aside to support data team training, ICT training, and book studies. Ninety minute, math and English Language Arts blocks are now built into the schedule. Implementation of reading, writing and math

workshop models are expected during the 90 minute period. Unified arts (art, music and physical education) lesson plans integrate core content objectives as determined by recent academic assessments. Repurposing some of this time for students who would benefit from integrated learning, fewer transitions, and a smaller instructional unit is underway. Breakfast and lunch programming have already been configured differently to reduce negative impact on adjacent learning time. Under consideration for the 2014-15 school year is the idea of implementation of additional intercessions to core academic instruction for additional support, remediation, and enrichment activities as student data indicates is necessary. This will allow for students to have set intervention times each day, allowing for more differentiation during this intervention time in addition to classroom teacher instruction. Students who are eligible only be pulled for support services

Additional supplemental support positions made available by Title I and 31 A funding, complement the classroom teaching faculty. The creation of the Instructional Advocate position is newly reflected in the 31 A grant allocation for Holmes School. This position will help to strategically address achievement for eligible students. Instructional Advocates may flex their teaching schedules in order to meet before school and/or after school with small groups of students considered at risk. After school tutoring and Saturday School are other options currently being explored by Holmes School.

The identification of students for support is as follows: NWEA Percent Scores 0-35% and below - Sees Title I teacher sometime during the year (per marking period, semester, or all year) depending on need and growth 30-45% - After school tutoring, Saturday School, Summer Program 36-45% - Eligible for services (academic mentors, after school tutoring). 46% - Grade level, stays in class, teacher differentiates instruction with small group and direct instruction. Exit when at grade level

Accelerated learning (summer program) MEAP scores (3's and high 4's), independent learner, principal/teacher recommendation
The principal and staff look forward to exploring alternative scheduling options such as staggered school hours to mitigate the high degree of morning tardiness. Holmes School will definitely benefit from the new district's interest to explore a year-round balanced calendar in 2014-

The exploration of a balanced calendar to implement year-round schooling will also allow for expanded enrichment opportunities during intercessions (scheduled school breaks). These intercessions have the potential to ensure timely remediation and enrichment support for designated students. A team of district educators is currently conducting on site visits to Holt Public Schools and Warren Consolidated Schools.

During the intercessions of the year round calendar, students will still receive instruction through targeted skill area support sessions. Instead of attending summer school, students will attend intercessions throughout the year. Intentional and ongoing "intervention" throughout the school year during the scheduled intercessions will prevent students from falling further into deficit learning while offering additional opportunities to become more proficient in fundamental skills. Students will also benefit from a menu of enrichment opportunities during the scheduled intercessions to include field trips, hands-on project based learning and extended fine arts. Research indicates that year round learning or a balanced calendar prevents summer regression (the summer slide) and positively enhances transitions from year to year. Students attending Holmes Elementary will experience a much more enriched learning experience that balances strategic intervention with enrichment activities designed to increase the relevancy of learning within a culturally competent environment provided by highly trained educators.

Students at Holmes are invited to participate in after school tutoring. This program is to begin second semester of the 2013-14 school year. Teachers will provide tutoring in targeted areas (differentiated across grade levels) for one hour, two days a week. Students who are eligible to receive Title I and 31 A at risk support will be scheduled to attend after school tutoring provided by grade level and/ or supplemental support teachers. These after school sessions will be organized according to skill need as determined by NWEA assessments. Holmes students will therefore begin to receive 2 hours of additional instructional support tailored to meet their individual needs beginning this school

As mentioned earlier in the Plan, 30 days of professional development was provided during the month of August 2013 prior to the start of the school year. All hired/ re-hired staff was expected to attend and received stipends for their attendance. This professional development calendar is available for review. All staff benefited from:

- Review of effective instructional practices by Dr. Bryan Goodwin,

NCREL

- Training in cultural competencies by the University of Michigan
- Training in restorative justice practices co hosted by the Conflict Resolution Center
- Review of effective mathematics instructional strategies presented by Nicole Garcia, from Teaching Works / University of Michigan
- Training in Small Learning Communities
- Use of data and data dialogue techniques

The district is committed to providing on going training in Restorative Practices and cultural competency over the next 3 years. Holmes School has a restorative practices coach funded by the Title I grant to expedite the implementation of these climate-related strategies. The job description and program evaluation outcomes are available for review.

Data teams and embedded professional development will become systemic behaviors during weekly staff meetings and school improvement conversations at Holmes School.

Starting mid-year in 2013-14, professional development will be provided during common planning times for each grade level provided by school based instructional coaches. The district hired additional Unified Arts Staff to allow for all grade level teachers to have common planning twice a week during the school day. During each grade level team meeting a member of the turn-around office , the principal, and/or one of the district instructional coaches will be in attendance to facilitate discussion. According to the needs of each grade level, these additional support resource personnel will facilitate discussions around data, instructional practices, curriculum implementation, and planning. Because of the professional collaboration and data discussions, staff members will hold each other accountable for following through on best practices and common assessment data to bring back to the team for discussion and analysis. Grade level teams will identify common formative assessments in order to measure the impact of the newly implemented grade level strategies. One staff meeting per month will be dedicated to professional development based on instructional needs of the teachers and the monthly data team findings.

11. Provide appropriate social-emotional and community-oriented services and supports for students.

The Holmes staff has determined an urgent need for outside agencies/partnerships to assist with the abundance of students needing social and emotional supports. It has been identified via discipline data collected and managed in Power School that we have a concentrated group of approximately 40 habitual offenders displaying insubordinate and unsafe behaviors on a weekly basis. Within this particular group is a subgroup of 10-12 very extreme cases that involve students suffering from severe social/emotional trauma. These students often enter the school building in crisis as a result of underlying neglect, abuse, and/or social maladjustment. These students create a disruptive environment in the school, often distracting staff away from instruction in order to maintain safety. The goal is to afford all students appropriate access to highly effective educational opportunities while maintaining an educationally appropriate experience for students who demonstrate safe, responsible behaviors in school. As an alternative to suspension, Holmes would like to provide an opportunity for parents to access and engage in services provided by Washtenaw Youth and Family Services. Parent consent for these opportunities will make available therapeutic interventions, parent training, and other necessary family resources.

Students are identified as requiring additional support in a variety of manners. Academically, students are identified by NWEA, MEAP, and classroom level data (assessments, teacher recommendation). The building utilizes 31a worksheets to determine students for the At-Risk services. Areas of concern are also documented by the school Social Worker who keeps track of needs of homeless students, students who are abused, neglected, or who have educational neglect (poor attendance). At the district level, technology staff is working to create an early alert system using the Power School database. This will allow for the principal to run pre-built reports to weekly check for flags for poor attendance, poor achievement, or increased discipline concerns. The district plans to have this in place by Fall 2014.

District leadership is investigating additional support staff funded through Special Education funds to support the high number of students with IEPs, therefore reducing caseload sizes to allow for more student support.

Additionally, Holmes will intentionally collect data around student

socio-emotional needs and incidents of disruptive classroom behavior. This data will be utilized to determine next steps for student and staff support. The school will complete the Healthy School Action Tool survey to analyze building level needs in Asthma Management, Healthy Eating & Nutrition, Physical Activity & Physical Education, Tobacco-Free Lifestyles, Violence & Injury Prevention, and Social & Emotional Health. This data will be examined by the Coordinated School Health Team and used to plan for the needs identified. The following outlines changes in school practices and community partnerships that will be implemented to better provide appropriate social and emotional supports for at risk students.

New changes in school climate practices will include:

- School Crisis Team and Crisis Plan created and implemented
- Safe Room opened in the building where students can calm down with adult support
- Reconfigured breakfast, lunch/recess, and dismissal periods - management of less structured time
- Restorative practices - affirmation groups
- Peer Mediation provided by the School Social Worker
- Parenting programs offered by community agencies

Although it may at first appear incongruent with a community struggling with financial challenges, the district schools are rich in community partners and local agencies anxious to volunteer time and support. This is a credit to the deep heart and sincere desire of the community to improve the educational experience for all local students.

The following community partners are on site at Holmes School:
Washtenaw County Youth and Family Services Foster Grandparents
Community Trauma Team
Washtenaw County Community College--nursing program Ypsilanti
Pastoral Alliance
Washtenaw County Sheriff Department
U of M Student Teachers
Girl and Boy Scouts
YMCA after school athletics
Growing Hope gardening club
Coordinated School Health team
Pastor Coleman volunteers to mentor young boys
Washtenaw Community Mental Health: Youth and Family Services
Trauma Informed Resource Team
Dispute Resolution Center

National Alliance of Mental Illness

In response to a growing number of students who exhibit social and emotional concerns, Holly Heaviland, Washtenaw Intermediate District Specialist and school staff have begun to explore Communities in Schools as an ancillary support for Holmes. Communities in Schools was implemented successfully within the Kalamazoo School district as a component of their school reform work. Communities in Schools is mission driven guided by the collective needs of students and families. Level 1 implementation includes a site coordinator who will initiate a needs assessment, followed by implementation of benchmark targets and coordination of existing community resources. Level 2 programming is predicated on a case management format to include home visits, direct services monitoring and referral systems. Communities in Schools will aid in coordinating the various services. Due to the increased time spent by the principal and staff focusing on student achievement, coordination of outside resources and partnerships has been lacking. Utilization of Communities in Schools will fill this need. This partnership opportunity will begin in 2014-15. 21st Century Bright Futures currently provides the most successful example of community/school enrichment for the Ypsilanti Community Schools. Bright Futures is a partnership with Eastern Michigan University self described as resources for children to teach them something new, support their interests and mentor them as they develop goals and plans for their future. YMCA sponsored after school clubs will be a foundation for future co-curricular activities at Holmes.

Eastern Michigan is currently in the process of applying for the after school programs at Holmes. If their grant is awarded, programming will begin in September of 2014. This program allows for three hours of programming after school, four days a week. The first half of programming provides homework help and the second, clubs in areas of interest as indicated by the students.

Although there are many agencies wanting to volunteer services, coordination of community agencies has been lacking throughout the YCS district. Ypsilanti Community Schools is exploring support from the United Way to fund a supervisory position. A job description and policy language to ensure fair and consistent coordination of services and facility use has been recently drafted. This proposed position should enhance opportunities for students at Holmes.

African American Young Men of Promise initiative (AAYMPI) is a new

partner for Holmes School. This initiative finds support at the state level. Participation and coordination is available through Michigan Department of Education.

In order to support teachers with appropriate support and instruction, particularly with at-risk students, designated staff will fully participate in Instructional Consultation Training (ICT). Washtenaw Intermediate Schools District consultant, Sandra Riley, is a nationally recognized trainer. She is training ICT leaders for each school and will be working immediately with Holmes staff to implement this problem-solving framework. ICT prioritizes staff collaboration to assess the social, emotional and academic needs of students in a collaborative manner in order to intervene proactively prior to consideration of special education.

Utilizing ICT will provide the building with multi-tiered systems of support, as well as, further professional development in best practices for students. Students receive the first tier of instruction from their classroom teacher. If identified as at-risk using the 31a qualifiers, students will receive additional support from 31a or Title I teachers. If students are still not achieving, a classroom teacher may refer them to the ICT team for evaluation. This additional step before referring to special education allows for teachers to adjust instruction to fit student needs, rather than just referring for special education evaluation. Only once the ICT process is complete and a student still is not achieving will a student be referred for testing.

There are two co-taught inclusion classrooms at Holmes School, which are populated by special needs and typically developing grade level peers in a multi-graded configuration. This model is a point of pride for the school and district. Special Education programming is moving to an inclusive model throughout the district provided appropriate team teaching opportunities are available. This type of programming allows for a team teaching approach with para-educator support so that small group centers (the workshop instructional model) are more manageable and appropriate for students of varying behavioral and academic needs.

While Restorative Justice Practices have been a district wide initiative, Holmes Elementary has been afforded the opportunity to have a Restorative Justice Coach placed in the building. The RJ Coach is an additional resource for crisis prevention, and proactive support of social/emotional needs of students. The RJ Coach helps students, staff,

and parents correlate the connection between behavior, problem resolution, and academic success in the classroom/school, shifting the climate to proactive problem solving by students with staff. The RJ coach will continue to work closely with the building principal to determine the most effective means to embed RJ practices through the school culture. The goal is to keep all students engaged in highly effective academic instruction for longer periods of time. This coach is a support for teachers, increasing their comfort and capacity around utilizing the RJ model. As previously mentioned, there is a small group of "habitual offenders." The presence of the RJ Coach allows teacher to effectively resolve conflict in the classroom and allow for more instructional time for those student who would have previously been sent to the office for disrupting class. Previous year's data has shown that a significant achievement issue in the building is time missed from classroom instruction due to behavioral issues. Holmes staff is taking the step with the aid of the RJ Coach to keep students in the classroom.

As a result, the school climate will be enhanced by the following reforms: Highly functional School Crisis Team and Crisis Plan
Implementation of a Safe Room where students will calm down/de-escalate in a safe/supervised manner
Reconfigured breakfast, lunch, and dismissal - management of less structured time
Fully implemented restorative practices - affirmation groups
Implementation of peer mediation

The following items are permissible elements of the turnaround model. Provide a brief description after each element that the school plans to implement under the proposed reform plan.

1. Any of the required and permissible activities under the transformation model
2. A new school model (themed, dual language academy, etc.)
Holmes Elementary will operate as a balanced calendar building starting in August 2014. A waiver for the calendar has been submitted to MDE.

Appendix Budget Detail

FUNCTION CODE	FUNCTION TITLE	DESCRIPTION
125	Instruction -- Added Needs Field Trips to support ILCs, admittance to museums, 1/year/grade level in year 1, 2/year/grade level in year 2, MAISA unit supplies,	In order to provide comprehensive Instructional Learning Cycles, the grade level groups will take field trips pertinent to their units of study.
216	Pupil Support Services Restorative Practices Coach/Facilitator, \$40,000x3 years	The coach/facilitator will work with students and staff to increase competency in restorative circles and practices.
213	Health Services Contracted nurse services	Contracted nurse for building level needs.
216	Social Work Services One Social Worker, three years at \$50,000/year	The social worker will work with U of M to implement Cognitive Behavioral Therapy screeners and services, and, by the end of the grant, increase the building capacity to continue to provide these services.
216	Communities in Schools \$70,000/year x 3 years	As a requirement of the grant, this external provider will allow for greater collaboration and coordination of community partners, services, and fill the needs of the students and families outside of academics.
216	Support for Communities in Schools activities \$20,000/year x 3 years	The funds will support the activities of the Communities in Schools facilitator to provide family events.
221	Instructional Staff Services Two instructional Coaches at \$65,000 each x 3 years	The data shows a need for improvement of ELA and mathematics instruction. These staff members will provide on-site, job embedded coaching.
221	Improvement of	Because of the one-to-one initiative, the

	Instruction Technology Professional Development, \$10,000/year for three years	funds will be used to train teachers in the effective use of the purchased technology.
221	Instruction -- Basic Programs Contract with WISD for School Improvement/Data Coach, \$40,000/year x 3 years	As required by the grant, Holmes Elementary will contract with an external provider, WISD, to provide a Data Coach and an Improvement Coach
225	Instruction Related Technology Purchase of 4 iPad cards, 12 laptop carts, 16 documents cameras, software	The building has determined to provide one-to-one technology for the students based on success in one of the current classrooms. This funding will provide one-to-one iPads in the lower grades and one-to-one laptops in the upper grades
271	Transportation	Transportation for the field trips to complement the Instructional Learning Cycles.
284	Central Support Services Technology Contracted Support Services	To support the installation and integration of technology in the building, the district will contract for technology services

Section D—Baseline Data—Federal Requirement

Chart fully complete	25 points	Score
Chart partially complete	10 points	Score
Chart not completed	0 points	Score

Section E – Priority for Schools that have not Previously Received SIG funds

School has not previously received School Improvement Grant Funds	100 points	Score
School has previously received School Improvement Grant Funds	0 points	Score

Section F – Priority for Reform Model Selected

School selected Transformation Model	100 points	Score
School selected Turnaround Model	100 points	Score
School selected Restart Model	0 points	Score
School selected Closure Model	0 points	Score