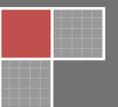


2010

Reform/Redesign Plan

A.L. Holmes School
Leenet Campbell-Williams, Principal
Reform/Redesign Plan



ATTACHMENT III

A. L. Holmes Elementary School

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

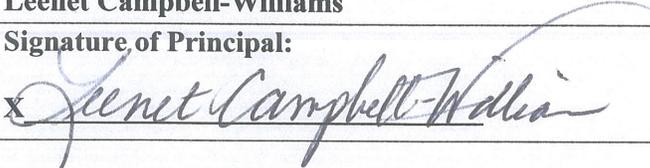
The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code A. L. Holmes Elementary School 165	District Name and Code Detroit 82010
Model for change to be implemented: Transformation	

School Mailing Address: 8950 Crane Street, Detroit, MI 48213	
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Contact for the School Improvement Grant: Name: Leenet Campbell-Williams Position: Principal Contact's Mailing Address: 8950 Crane Street, Detroit, MI 48213 Telephone: (313) 866-5644 Fax: (313) 866-2299 Email address: leenet.campbell-williams@detroitk12.org
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Principal (Printed Name): Leenet Campbell-Williams	Telephone: (313) 866-5644
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Signature of Principal: <input checked="" type="checkbox"/> 	Date: November 15, 2010
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The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.

SECTION I: NEED

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

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

A.L. Holmes is both economically and academically challenged. Test data indicates that students within all subgroups struggle to meet state standards on reading and math assessments. The data indicates a need for rigorous intervention to address a huge deficit between the delivery of instruction and the knowledge retained by students.

An intense focus on teaching and learning is crucial to address the deficits in classroom and test performance. The process for identifying struggling learners and providing early interventions must be refined. It must be clear whether a student has a true disability or one consequential from a succession of ineffective teachers.

The use of data to drive instruction will be paramount in targeting subgroups that are underperforming. Studying trends at the school, district and state levels will enable the staff of A.L. Holmes to understand shifting dynamics of subgroup performance. Hence they will be able to apply relevant and practical strategies to increase achievement. Targets for improvement include: intense professional development on data-driven instruction, intervention and differentiated instruction. Technology will be used to create individualized learning plans along with providing cutting edge, creative approaches to 21st century learners.

MEAP Performance Three Years

Percent of Students meeting State Proficiency Standards

Grade	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
03	43.05	36.84	58.53	52.05	42.10	71.42	27.39	16.36	41.09	31.48
04	44.64	46.29	52.50	44.64	40.00	42.50	5.35	7.54	23.21	28.84
05	13.84	20.00	25.53	40.67	28.00	47.91	14.75	14.58	32.20	19.14
06	21.15	30.43	17.50	42.00	31.25	66.66	39.21	47.82	46.00	34.78
07	27.65	39.34	33.33	31.91	38.70	47.50	44.68	26.22	28.26	33.33
08	9.09	28.57	34.14	36.36	46.51	59.09	38.18	47.72	34.54	44.18

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 03	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	39.65	37.5	58.53	48.27	41.66	71.42	24.13	19.14	37.93	32.6
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	43.47	36.84	58.53	51.42	42.1	71.42	27.14	16.36	40	31.48
Hispanic										
White										
Students with Disabilities										
Limited English Proficient										
Migrant Student										
Male	38.23	33.33	52.38	44.11	45.83	63.63	17.64	17.39	32.35	26.08
Female	47.36	39.39	65	58.97	39.39	80	35.89	15.62	48.71	35.48
School Aggregate	43.05	36.84	58.53	52.05	42.1	71.42	27.39	16.36	41.09	31.48
State Aggregate Scores	90.1	91.29	94.79	86.4	86.4	89.9	57.3	61.09	80.89	83.19

Percent of Sub-group meeting State Proficiency Standards

Grade 04	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	44.44	54.05	52.63	46.66	38.46	44.73	4.44	7.89	22.22	31.57
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	45.45	47.16	52.5	45.45	38.88	42.5	5.45	7.69	23.63	29.41
Hispanic										
White										
Students with Disabilities										
Limited English Proficient										
Migrant Student										
Male	31.81	45.16	38.88	45.45	38.7	33.33	4.54	6.45	22.72	26.66
Female	52.94	47.82	63.63	44.11	41.66	50	5.88	9.09	23.52	31.81
School Aggregate	44.64	46.29	52.5	44.64	40	42.5	5.35	7.54	23.21	28.84
State Aggregate Scores	85.79	87.89	92.19	84.5	82.69	84.09	44.4	44.39	76.4	76.6

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 05	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	15.09	21.42	25.53	43.75	29.26	47.91	16	17.5	33.33	17.94
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	14.28	18.36	26.66	40.35	29.16	50	15.25	14.89	33.33	19.56
Hispanic										
White										
Students with Disabilities										
Limited English Proficient										
Migrant Student										
Male	22.72	19.23	26.08	42.1	33.33	41.66	10.52	16.66	36.84	20.83
Female	9.3	20.83	25	40	21.73	54.16	16.66	12.5	30	17.39
School Aggregate	13.84	20	25.53	40.67	28	47.91	14.75	14.58	32.2	19.14
State Aggregate Scores	74.19	76.8	79.5	81.6	81.6	85.2	58.89	63.4	77.59	78.2

Percent of Sub-group meeting State Proficiency Standards

Grade 06	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	22.72	34.28	15.38	45.45	32.43	65.85	43.18	48.57	50	37.14
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	21.15	30.43	17.5	42	31.25	66.66	39.21	47.82	46	34.78
Hispanic										
White										
Students with Disabilities		10			10			20		10
Limited English Proficient										
Migrant Student										
Male	25.92	35	17.64	33.33	23.8	63.15	29.62	40	33.33	25
Female	16	26.92	17.39	52.17	37.03	69.56	50	53.84	60.86	42.3
School Aggregate	21.15	30.43	17.5	42	31.25	66.66	39.21	47.82	46	34.78
State Aggregate Scores	72.69	79.89	82	81.79	80.49	87.69	72.7	75.7	79.59	79.5

Percent of Sub-group meeting State Proficiency Standards

Grade 07	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	29.72	40.81	31.57	36.11	38	47.36	45.94	28.57	36.11	33.33
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	28.26	39.34	33.33	32.6	38.7	47.5	43.47	26.22	28.88	33.33
Hispanic										
White										
Students with Disabilities										
Limited English Proficient										
Migrant Student										
Male	30.43	45.45	31.57	26.08	36.36	42.1	34.78	21.21	17.39	31.25
Female	25	32.14	35	37.5	41.37	52.38	54.16	32.14	39.13	35.71
School Aggregate	27.65	39.34	33.33	31.91	38.7	47.5	44.68	26.22	28.26	33.33
State Aggregate Scores	72.7	82.6	82.19	72.4	79.6	81.99	76.69	77.9	74.39	80

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 08	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	12.19	34.28	36.84	36.58	44.44	60.97	36.58	47.22	36.58	41.66
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	9.09	28.57	32.5	36.36	47.61	58.13	38.18	48.83	34.54	45.23
Hispanic										
White										
Students with Disabilities										
Limited English Proficient										
Migrant Student										
Male	10.71	47.05	33.33	35.71	41.17	52	35.71	38.88	32.14	47.05
Female	7.4	16	35.29	37.03	50	68.42	40.74	53.84	37.03	42.3
School Aggregate	9.09	28.57	34.14	36.36	46.51	59.09	38.18	47.72	34.54	44.18
State Aggregate Scores	71.59	74.5	70.29	77.19	75.6	83.39	69.79	74.19	75.29	76.79

Sub Group Non-Academic Data Analysis

All Students	# Students			# Students with Absences						# Students with Suspensions					
	07-08	08-09	09-10	2007-08		2008-09		2009-10		2007-08		2008-09		2009-10	
				>10	<10	>10	<10	>10	<10	In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged	592	507	490	241	101	201	106	364	123						
American Indian/Alaskan Native	3	2	3	1	1	2		3							
Asian/Pacific Islander	2	1	1		1		1	1							
Black/African American	651	534	516	265	110	211	111	376	137						
Hispanic		1	1					1							
White	2	2	4	2		1		2	2						
Students with Disabilities	133	112	105	63	22	56	18	85	20						
Limited English Proficient	1	1													
Migrant Student															
Male	330	267	258	134	52	111	51	193	64						
Female	328	273	267	134	60	103	61	190	75						
School Aggregate	658	540	525	268	112	214	112	383	139						

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 08	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	12.19	34.28	36.84	36.58	44.44	60.97	36.58	47.22	36.58	41.66
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	9.09	28.57	32.5	36.36	47.61	58.13	38.18	48.83	34.54	45.23
Hispanic										
White										
Students with Disabilities										
Limited English Proficient										
Migrant Student										
Male	10.71	47.05	33.33	35.71	41.17	52	35.71	38.88	32.14	47.05
Female	7.4	16	35.29	37.03	50	68.42	40.74	53.84	37.03	42.3
School Aggregate	9.09	28.57	34.14	36.36	46.51	59.09	38.18	47.72	34.54	44.18
State Aggregate Scores	71.59	74.5	70.29	77.19	75.6	83.39	69.79	74.19	75.29	76.79

Sub Group Non-Academic Data Analysis

All Students	# Students			# Students with Absences						# Students with Suspensions					
	07-08	08-09	09-10	2007-08		2008-09		2009-10		2007-08		2008-09		2009-10	
				>10	<10	>10	<10	>10	<10	In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged	592	507	490	241	101	201	106	364	123						
American Indian/Alaskan Native	3	2	3	1	1	2		3							
Asian/Pacific Islander	2	1	1		1		1	1							
Black/African American	651	534	516	265	110	211	111	376	137						
Hispanic		1	1					1							
White	2	2	4	2		1		2	2						
Students with Disabilities	133	112	105	63	22	56	18	85	20						
Limited English Proficient	1	1													
Migrant Student															
Male	330	267	258	134	52	111	51	193	64						
Female	328	273	267	134	60	103	61	190	75						
School Aggregate	658	540	525	268	112	214	112	383	139						

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	490					
Race/Ethnicity	521					
Disabilities	105					
LEP						
Homeless						
Migrant						
Gender						
Male	258					
Female	267					
Totals	525	18		491		

**Enrollment and Graduation Data – All Students
Year: 2009-2010**

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	45						45
1	36						36
2	45						39
3	30						29
4	36						
5	37						32
6	35						31
7	34						31
8	34						32

**Number of Students enrolled in Extended Learning Opportunities
Year: 2009-2010**

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6			0		
7			0		
8					

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

A.L. Holmes qualifies for ARRA, Title 1 funding, Section 31A and a Good Schools Skillman grant. These funding sources providing the following:

- Support Staff
- Technology Resources
- Formative Assessments
- Extended Day Program
- Literacy and Math Coaches
- Reading Recovery
- Professional Development for Teachers
- External Partners
- Summer School

The School Improvement team meets regularly to review goals and resources allocated to those goals to ensure district and school based resources are being used reasonably and effectively. The School Improvement team also researches grant opportunities aligned to school goals in an effort to secure additional funding to support the school improvement and redesign plan.

School Resource Profile

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

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

General Funds ✓ Title I Part A Title I Schoolwide Title I Part C Title I Part D	Title I School Improvement (ISI)	Title II Part A Title II Part D USAC - Technology	Title III
Title IV Part A Title V Parts A-C	✓ Section 31 a Section 32 e Section 41	Head Start Even Start Early Reading First	Special Education
Other:			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected transformational model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement. Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

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

The District, in collaboration with the Detroit Federation of Teachers, has established a common language relevant to the operation of Priority Schools. Rigorous instruction, extended learning opportunities, new leadership, creative scheduling and selection of dedicated staff are among the agreed upon terms set by both parties. Staff members applying to work in Priority Schools have agreed to work with the new principal and leadership team to engage in professional development aimed at effective teaching and learning practices, to use data for targeted instruction, to create individualized learning plans for students and to provide extended learning opportunities for students.

A.L. Holmes agrees to meet the requirements of the Transformational model by doing the following:

- Replace the principal (The new principal, Leenet Campbell-Williams was assigned August 6, 2010)
- Implement district initiatives (i.e. Extended Day, Learning Village, Professional Development courses, Supplementary Materials, Extended time for Literacy and Math, etc.)
- Work with Wayne Resa (ISD) to monitor and evaluate School Improvement Plan
- Align the School Improvement Plan, the Redesign Plan and the district academic plan with state standards and expectations.
- Work with Synesi, the partner provider, to develop effective leadership and instruction, to create positive school climate and culture and to develop a technology plan.

The Synesi model provides a supportive approach to school reform:

Conduct a school audit

The Synesi Team conducted a school audit based on building walkthroughs, classroom visits and staff interviews. The school audit recognizes observed strengths in leadership, parent and community, professional capacity, student centered learning climate and ambitious instruction.

Leadership-The most important aspect of school improvement is in the area of school leadership. School leadership means not only a good principal, but also a shared leadership model that includes the wider school community.

Parent/Community Ties- School staff needs to understand the school in the context of the community. Schools need to reach out to the community, specifically to the parents, in order to maximize the potential for school improvement. Schools need to be user friendly for all clients: students, parents, community members and school staff.

Professional Capacity- Schools need to attract and retain experienced, highly qualified teachers and develop a professional community that is collegial, nurturing and rich in programs that are targeted for the school's individual needs.

Student Centered Learning Climate- This climate can be achieved by having a clean and safe building where instruction is all-important. Delivery of instruction must be varied, rigorous and driven by high expectations. Collectively, this means that the school environment is nurturing, yet challenging, and that the professional community is centered on the children.

Create a Building Capacity Plan

Synesi works with the principal and the School Improvement team to develop a building capacity plan that looks at data, resources and staffing. The plan develops strategies and recommendations to ensure that identified needs and goals for achievement are met, evaluated and adjusted as needed.

Provide Leadership and Instructional Support

Synesi offers multiple programs to support and assist the principal throughout the school year, offering guidance, support and development assistance. With our new teacher mentoring program, we make sure that new teachers are properly integrated into the school system. Experienced teacher coaches work with new teachers and offer assistance with a variety of issues including: familiarity with district initiatives, classroom management, organizational tasks, lesson planning, time management, development of classroom learning centers, and successful teaching strategies. Having

one consultant handle no more than three teachers at one time we ensure a successful first year for teachers. Synesi is present for 20 days of the first semester to monitor progress and offers written observational reports and suggestions after each visit. They also provide monthly summaries of work and an end of the semester action plan. Synesi also offers a Leadership Academy for principals, where they provide monthly support and check-ins, strengthening and solidifying pathways for consistent school improvement. Their experienced school and district leaders will spend one-on-one time with principals and help them to evaluate opportunities for improvement at their specific school and offer them solutions to common problems within schools.

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

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

Emphasis on Data

A.L. Holmes will use qualitative and quantitative data such as MEAP, Quarterly benchmark assessments, DIBELS and classroom data to evaluate and streamline steady growth. The data will guide decision-making and professional development. We expect to see steady growth in student performance based on the strong interventions and instructional strategies we are putting into place. Through the addition of a school level assessment coordinator and the intensive support of the partner provider, the teachers, through yearlong job embedded professional development, will work to incorporate data to drive instruction

Extended Learning Opportunities

The district has already agreed to funding two hours of after school programming-one hour in reading and one hour in math. Additional time for reading and mathematics is available to all students through the new master schedule. Reading and math teachers receive professional development on new district initiatives like 7th grade PreAlgebra in courses available through the

“solutionwhere” website. The school is also committed to before school assistance to students with reading, math and test preparation activities that will assist students and “catch them up” while not taking away valuable instructional time. In order to ensure all students get the help they need, the school will institute Individual Learning Plans that will target those students who would benefit from extra instructional assistance. All of the data gathered from these extended learning opportunities will be used to chart the course of student growth.

Teacher Selection Process

In collaboration with the Detroit Federation of Teachers, the District negotiated new contractual language under “Priority Schools” that allows for flexibility regarding seniority rules and enables Priority Schools to hire to retain those individuals who will best meet the needs of the Priority School’s student population.

The principal and selection committee has hired new staff committed to the reform process and implementation of this redesign plan. Highly qualified, committed and effective staff members have been chosen for this process. We are committed to attracting and retaining effective teachers to reach the goals outlined in this plan.

Teacher Evaluation Process

The teacher evaluation process/tool was developed in collaboration with the Detroit Federation of Teachers. The evaluation tool is based on a continuous improvement model comprised of the following key elements:

Core competencies that define Effective Teaching

- Planning and Executing Effective Teaching
- Creating and Managing a Learning Environment
- Maintaining a Professional Learning Community Through Teacher Leadership

Outcomes-Driven (reflective of student growth)

Evidence-Based (reflective of student growth)

Guidelines for Evaluation Teacher Practice

System of Professional Development and Support

Self-Assessment

Accountability

A.L Holmes will be a pilot school for the district's new teacher evaluation plan. During staff meetings feedback will be collected and used to revise and improve the evaluation tool. Teachers who struggle with the core competencies will be recommended to the Peer Assistance Review process. Training and implementation procedures for principals and teachers will be rolled out in Year 1 and full implementation will begin in Year 2. Currently a schedule of walkthroughs, observation and individual teacher conferences has been established. Any teacher not meeting the evaluative criteria required by Priority schools shall receive either intensive professional support to assist in meeting performance standards or will undergo the necessary process leading to non-reappointment/non-renewal.

Principal Selection Process

The district conducted individual performance reviews to assess each principal's performance relative to expected outcomes and provide critical formative and summative feedback relative to using resources to improve teaching and learning. Principals will also be critiqued on how well they use organizational and contextual factors that impact improvements in teaching and learning in their prospective buildings. They will be charged with using self-reflection measures to assess growth as well as personal and professional development. The evaluation process will rely significantly will rely significantly on student achievement growth data.

The new principal, Leenet Campbell-Williams, has been hired and is on board. She was hired with the understanding and the support of the Reform/Redesign model. The new principal is being given maximum flexibility in the decision making process and great latitude in the development of the goals and the objectives. The selected partner provider, Synesi, is already working with the new principal as a critical friend with a priority of maximizing inclusive leadership processes. These are highlighted in the Goals, Objectives and Activities detailed in this grant application.

Principal Evaluation Process

The principal evaluation process has been developed in collaboration with representatives of the principal "unit" and is based on the following key components:

- Core Competencies that define Effective Leadership
- Focus on Learning

- Monitoring Teaching and Learning
- Building Professional Learning Communities
- Acquiring and Allocating Resources
- Maintaining a Safe Learning Environment
- Effective Engagement with Families and External Community
- Outcomes-Driven
- Evidence-Based
- Guidelines for Evaluation Leadership Practice
- System of Professional Development and Support
- Self-Assessment
- Accountability

The new evaluation processes/tools are aligned and a key component of the District's comprehensive academic plan to support continuous improvement in teaching and learning.

If the principal is not meeting the evaluative criteria required by Priority schools, they shall receive either intensive professional support to assist the individual in meeting performance standards or will undergo the necessary process leading to non-reappointment/non-renewal. The new principal, Leenet Campbell-Williams, has already received an enormous amount of support from leadership coaches, a process mentor from Wayne RESA and a School Improvement Coach that has been assisting with aligning and revising this plan.

District's Role

The district has embraced systemic change and has led in the administration of the process in the early stages. They have developed action plans to bring support to the school in the area of funding for extended day, extended year, technology supports, assessment options, conflict resolution support, Read 180, Leadership training, District level PD on literacy and math, district and school level literacy coaches, Springboard, Renaissance Learning and support of an external partner provider. The district has also successfully renegotiated portions of the agreement with the Detroit Federation of Teachers. Among the concessions granted were changes in the teacher evaluation process, progress on shared decision-making processes, collaboration on the selection of Priority Schools and School Based Performance Bonuses.

The district has also provided a partner provider, Synesi, that will work with the principal and leadership team to develop a comprehensive schedule of professional developing with emphasis on teaching and learning and well as provide a framework for understanding the elements of shared-decision making. A.L. Holmes will also work with Wayne RESA math and data coaches and the process mentor, Eldora Stevens, assigned to work with the principal and School Improvement Team.

Data-driven decision-making

Through the use of a partner provider the school will be given a base line quality review. From this review a Capacity Building Plan will be developed based on research from the Consortium on School Reform based at the University of Chicago. Additionally the partner will focus on using data to drive instruction and for individualizing the teachers' lesson plans. The Goals Objectives and Activities notes that the principal will be given assistance to develop grade level and vertical team meetings that will concentrate on data discussions involving student performance and developing strategies to ensure success. The partner provider will use modeling and coaching activities to maximize the effectiveness of the professional development activities for teachers.

Professional Development

The partner provider, through a quality review, will identify professional development needs and assist the school in the development of a yearlong-ongoing professional development focus, based on identified needs and rigorous standards based instruction. The emphasis for the partner provider on administering a professional development process is job embedded in nature. The partner will be available for traditional professional development activities but the primary focus of the professional development will be modeling and coaching, and leading in the development and the administration of horizontal grade level and vertical team meetings as a professional development model. In addition to the partner provider's quality review process, the staff of A.L. Holmes completed a comprehensive analysis of professional development needs based on school achievement data and teacher perceptions. Professional Development topics include using data to drive instruction, effective instructional practices, student learning styles and technology integration.

Technology

Learning Management Systems and Hybrid Virtual Learning options are being explored to accelerate growth. Training is being provided through the Learning Village, the district's initiative. Connections Academy learning program is also being explored as another option for virtual, online and distance learning that will support individualized learning plans. Intense professional development is needed to prepare teachers for this new and innovative approach to learning. Interactive technologies will be purchased along with staff development on how to use these resources with students.

Shared Decision Making

Shared decision making allows the school leadership team to determine the work rules and working conditions that are required for their school in order to fully and successfully implement the components for the school's reform model. The School Leadership Team will work collaboratively in identifying issues, defining goals relative to academic achievement, developing school budgets and establishing policies and practices by consensus. The School Improvement Team, currently serving as the School Leadership team, has begun to establish guidelines for this process. Shared-decision making will allow A.L. Holmes to have more flexible work conditions according to our Comprehensive Needs Assessments.

School Based Performance Pay and Flexible Work Conditions

A.L. Holmes staff will have an opportunity to apply for school based performance pay based on the district's guidelines:

- Measurable improvements in student and staff attendance
- Performance on standardized test
- Overall student grade point averages
- Maintaining Adequately Yearly Progress

A.L. Holmes has provided flexible work conditions under the Priority School agreement by implementing the following:

- Extended school day-designed by the School Leadership Team
- Participation in Shared Decision Making
- Staff members will be selected with the assistance of the School Leadership Team
- Retention of staff based on performance and directly tied to student growth

- Mandatory prescriptive and prescribed professional development as indicated by quarterly data analysis
- School Leadership Team will have flexibility in setting schedules such as block scheduling.
- Budgeting will include input from the School Leadership Team.

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

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

- % OF TESTED STUDENTS THAT MET OR EXCEEDED STANDARDS.

SOURCE: MDE MEAP RESULTS

Slight gains in our overall reading scores, significant gains in 3rd grade and small gains in math allowed A.L Holmes to remain in Phase 1 of Adequately Yearly Progress. Implementing the core curriculum with fidelity and curriculum alignment are major factors resulting in achievement gaps and are being addressed in the redesign and school improvement plan.

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

The staff of A.L. Holmes is committed to using data and scientifically based research to guide instruction. Staff has been trained on how to utilize Learning Village to retrieve student data from Data Director, access curriculum and lesson plans, be apprised of curriculum updates and to create individualized lessons for students.

The Literacy coach works with Wireless Generation and staff members to sync DIBELS data and target struggling readers. Wayne RESA will work with staff to analyze MEAP data, revise and

monitor the School Improvement Plan and provide professional development on teaching and learning strategies like brain-based learning and All Kinds of Minds. The disaggregation of MEAP data examines core strands and key concepts students missed on the state assessment. Teachers work collaboratively on strategies to re-teach these concepts in an innovative and accelerated manner in an effort to close achievement gaps.

To address the gaps in literacy evident in classroom and school-wide data, the Response to Intervention methods include a Reading Recovery program funded through the district who works one-on-one and in small groups with first grade students. A literacy coach has been hired to work with Reading teachers on assessment, intervention, proper curriculum implementation and effective use of resources. Although the extended day program will be open to all students, students who scored in the Intensive category have been targeted for extended day which using intervention strategies and materials like BURST and Destinations. Double dosing in Reading and Math are built into the master schedule to allow extra instruction and intervention exercises within the classroom.

The district has provided on-going, embedded professional development for reading and math initiatives. Teachers and administrators can register for courses online at www.solutionwhere.com. Staff members continue to take advantage of opportunities for professional development offered by the district.

Based on data derived from various sources (i.e. MEAP, Quarterly Benchmarks, DIBELS, classroom assessments, Summer School Pre and Post Test, etc.), decisions about instructional practices, professional development and supplemental resources will be made for each tier of instruction.

- Tier 1- At or above benchmark
- Tier 2- Strategic Intervention
- Tier 3- Intensive Intervention

Teachers, School Service Assistants, Literacy coaches from Wayne Resa and Synesi will use progress monitoring, DIBELS and other assessment data as evaluative tools to measure progress and continue to boost literacy skills as part of the district's and school's academic plan. Technology

resources, like Destinations and Learning Village, will be used to create individualized plans for learners within each tier.

A.L. Holmes is also committed to using technology to support and enhance instruction. In addition to the creation of two additional computer labs, resources outlined in the School Improvement plan place Smartboards and student workstations in each classroom and provide document readers and LCD projectors for classroom usage. A schedule of on-going professional development sessions on effective usage of classroom technologies is under construction with the principal, technology coordinator and technology team. The partner provider, Synesi, will provide consultation and support as the team develops a technology plan for the school aligned with district initiatives and Michigan Technology standards.

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

One hundred and five minutes each week is designated for planning and collaboration. Common lunch and preparation periods are used to discuss student work, plan lessons and develop behavior intervention plans. Staff members have committed to being a part of school teams or committees that promote a healthy school climate, in addition to social and academic excellence. There is time set aside monthly for each team to work on projects and programs geared towards building a cohesive and collaborative team.

Teacher leaders have been identified in each cluster as “cluster” leaders (K-2; 3-5; 6-8) who serve on the School Improvement team. The School Improvement team has committed to using the SIP to drive every instructional decision and allocate resources that will support each goal, objective and strategy identified in the plan.

The SIP team will meet bi-monthly to monitor progress outlined in the plan and roll out pertinent information to each staff member either through whole staff or cluster meetings.

The professional learning communities formed within each cluster are committed to using research, educational blogs, assessment data, sharing best practices and participating in workshop and PD to meet the academic and social needs of the students at A.L. Holmes.

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

A.L. Holmes is committed to involving parents, community partners and outside experts to support its efforts to produce positive results. Parents have been informed in the first Title 1 meeting of the school’s redesign plan which focuses on teaching and learning to accelerate student achievement. Parents were in agreement with the decision to focus the bulk of school funds and any additional funds received on staffing to support math and literacy, professional development for teachers and technology to enhance instruction.

Parental Involvement

We understand that student achievement increases when parents are involved in their child’s learning. We seek to always keep the lines of communication between home and school open and involve parents in a variety of ways. There are homework folders that require parent signatures, progress reports, parent-teacher conferences, parent letters and surveys, a monthly calendar and ConnectEd, which sends phone and text messages to parents. A Title 1 meeting has already been held to explain MEAP results and how funds have been allocated for the 2010-11 school year. The LSCO (Local School and Community Organization) will meet monthly to discuss the direction of the school and academic progress. Parental Involvement initiatives include:

- LSCO meetings
- Title 1 Parent meeting
- Parent-Teacher Conferences
- Grade-level Parent Meetings
- Open Houses
- Pre-School Monthly Parent Meetings and Home Visits

In addition, the district has partnered with Detroit Parent Network and provided a DPN liaison to work with each school to provide resources to parents, help run the parent organization and get parents involved at the school level.

Community Partnerships

A.L. Holmes is partnering with the State of Michigan through an on-site Family Resource Center serving families whose students attend A.L. Holmes. The school also partners with Neighborhood

Legal Services and area businesses to provide services and resources for students and parents.
Community

Outside Experts

Wayne Resa has worked with Detroit Public Schools to provide workshops, mentors and coaches all geared at increasing student achievement. A.L. Holmes has been assigned a Process Mentor who specifically works with the principal and the School Improvement Team to monitor and revise the School Improvement Plan. The process mentor helps interpret data and keeps the team abreast of workshops and resources available to students and staff members.

The district has also assigned Partner Providers to work with individual schools to support them in implementing the reform model. Synesi will work with the staff A.L. Holmes to evaluate academic and procedural strengths and weaknesses and provide recommendations and support for those identified areas of improvement. A more detailed description of Synesi's role is outlined in Section III of this proposal.

SECTION III: PROPOSED ACTIVITIES

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

A.L. Holmes will address the need for improved academic achievement by following the state guidelines for the transformational reform model. Interventions are integrated within the school improvement plan. Teacher and school leader effectiveness will be immediately attended to through the appointment of a new principal and staff members committed to school reform and the vision of the school. Both principal and staff will engage in shared decision-making and a community based environment will be created among all staff, parents, students and local community leaders. A new master schedule will be created to allow double dosing in both math and literacy, as well as planning time for teachers to collaborate and offer collegial support. Comprehensive teacher evaluations will ensure instructional strategies are based on best practices and offer the students an academic rigor of the highest expectations. There will be true accountability at all levels.

In order to efficiently reach these goals, we will be working with Synesi Associates, a state approved external partner, and with Wayne RESA. Synesi will provide the school with a school quality review team. The quality review audit will include: a general overview of the school, observed strengths, observed areas of concern, a summary of observations and data review, and recommendations for improvement. Synesi will then provide a capacity building plan which will represent change that is also targeted within our school improvement plan. The core members of the Synesi team include: a leadership coach to work closely with and support the new principal, a literacy coach to support ELA teachers, a data coach to support staff with implementing data driven instruction and other coaches to address specific needs.

Wayne RESA will also provide math, literacy and data coaches (geared toward upper grade levels) to model lessons using best practices, support teachers in writing individualized learning plans for students and assist teachers in utilizing student data to dictate areas of instruction and remediation. Extended day and extended year activities will provide students with comprehensive instruction in areas of deficit.

Synesi Associates, a Michigan approved vendor, will be responsible for school improvement technical assistance and evaluation. They are experienced in bringing technical assistance to the development and implementation of school improvement plans and have practical experience in developing and monitoring plans for urban school systems. Through the use of the Capacity Building Plan, the providers will also be responsible for monthly evaluation reports on progress which will be presented to both the school and the district. Synesi will begin their work with the school by providing an intensive quality review. The Quality Review Process is conducted using a four-step process:

1. Research and Analysis
2. On-Site School Visits
3. Collaborative Teamwork-Discussion-Brainstorming-Report Construction
4. Ongoing Intensive Leadership and Instructional Support

Research and Analysis

This first step in the process involves intensive background work. Synesi Associates will begin by gathering relevant district and school level information from a variety of sources including public domain data, as well as previous school level reports and/or school improvement documentation

that the new turnaround principal and central office make available. The objective is to procure a solid foundation of information and data on each school, before setting foot on-site. Synesi will rely on community, school, and district level interviews and dialogue as well as relevant information shared by Detroit administrative staff as the foundation for our understanding of the system itself, defined goals, priority initiatives, and of the individual schools. This prep work allows consultants to walk on to each campus ready to engage in meaningful conversations with school staff. It also provides a contextual foundation for the time they will spend in the school.

On-Site School Visits

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

The Synesi Team places significant value on the time spent in school buildings with educators and considers this step to be a pivotal part of the district and school partnership. All information will be collected by means that maintain the level of integrity, confidentiality and authenticity necessary in order to document actionable findings, and make solid plans for moving forward. At the same time, Synesi will work with the central office in order to accurately identify and highlight any priorities or initiatives that should be specifically evaluated or measured.

Areas of focus during the quality review:

Development of School Instructional Audit protocols, specific to DPS, include the following features:

- Pertinent School Statistics, including Staff and Student Attendance Review
- Principal Interview

- Interview with non-instructional staff/parents
- Budget review
- Instructional review and Assessment review
- Bilingual/English as a Second Language (ESL) Education Program review
- Discipline Policy review
- Security review/Ethics Issues
- Parent-Community review
- Special Education review
- School Audits
- State Reconstitution Plan
- School Fiscal Audits

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

Collaborative Teamwork-Discussion-Brainstorming-Report Construction

School quality review reports will include written report of findings: General Overview of School; Observed Strengths; Observed Areas of Concern; Summary of Observations and Data Review; Actionable Recommendations.

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

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

Each report will examine these areas and outline the positive actions currently underway at each school, the areas of concern that need immediate attention, and provide actionable recommendations for addressing these concerns. The most powerful part of these reports will be the concrete recommendations for improvement. These recommendations will be used as the foundation for the school improvement effort and Corrective Action Plan. This process was designed to validate positive efforts within the school, successful district initiatives, and any other such activity that should be noted and highlighted as successful. Investing in building upon

strengths and isolating weaknesses will be the foundation that consultants will stand on in order to effectively collaborate with school personnel. It is essential that each side of this equation (school and consultant) start from this common ground. Each consultant is invested in the success of his/her school and effort will be put forth in order to ease the improvement plan.

Ongoing Intensive Leadership and Instructional Support

The core strengths of Synesi Associates as a turnaround partner are the diverse group of experienced and seasoned educators that make up the firm, and the successful track record it has in improving student outcomes. The core members, who will be on site for no less than 125 school days, will focus on strategic and, what we consider to be, high voltage components of each school. The following areas represent the Core Synesi Team.

Leadership Coach- Serves as coach to the school principal and coordinates the work of the team. This member would also have to advise on data, and/or special education issues and scheduling issues

Literacy Coach- Provides instructional guidance on matters related to ELA, and literacy across curricular areas

Data Coach- Provides instructional guidance on matters related to school level and classroom level performance data

Other Coaches or Support- Teaching Quality Director, ELL Coach, Special Education Coach, Climate and Culture Coach, Instructional Technology Coach, Family/Community Engagement Advisor, Classroom Management Coach

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

GOALS, OBJECTIVES AND INDICATORS FOR A.L. HOLMES SCHOOL

Through a collaborative process including the principal, key staff members, district personnel and the external service provider, a series of goals and objectives were developed to guide the process over the next three years. Goals were formulated by using the five strands of the Michigan School Improvement Frameworks. This ensures coordination with present and future school improvement plans and brings continuity to the tasks that need to be completed.

Holmes School seeks to develop and implement a rigorous instructional program based on grade level standards and best practice methods. The school will concentrate on three key areas:

- Bringing supports to the classroom teacher in the areas of literacy across the curriculum,
- Using data to drive the instructional program
- Emphasizing job-embedded, year long professional development focus to ensure that this concentration is successful in accelerating student achievement and building internal capacity to the school stakeholders.

The plan brings in the necessary supports to bring success to every child no matter where they are, academically, at the start of the year. In addition to academic support, Holmes proposes a wide range of social and emotional supports that frequently stand in the way of success. School leadership will be coached, guided and assisted in developing an inclusive team approach to school leadership. Through the effective establishment of leadership teams, vertical teams, grade level teams, increased parental involvement and community support the school will be able to bring a climate of collaboration and focus into the school's vision.

A.L. HOLMES ACTION PLAN FOR SUCCESS

In order to make sure that the goals and objectives are being met, the school, the district and the external partner have developed an action plan. This plan details the activities and the processes needed for successful implementation of the goals and objectives. It also designates who is responsible for implementation, what the indicators are for success and it notes the costs that will be needed to implement successfully. The Action Plan emphasizes building internal capacity processes so that at the end of the three year grant period, the school will be at a place to continue success without external supports and dollars.

GOAL 1 TEACHING FOR LEARNING

A.L. Holmes will provide a rigorous standard based instructional program driven by the use of data driven processes using all available assessment and non-assessment data.

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

Activity	Person(s) Responsible	Cost factor	Indicator of Success	Timeline
1.1a- Provide 135 minutes of reading instruction and 90 minutes math instruction per day	Principal; instructional staff	N/A	Increased classroom performance and assessment scores	On-going
1.1b- Provide extended day program to targeted students in need of additional remediation (one additional hour of math and reading)	District	District funded	Attendance	On-going
1.1c- Develop a schedule of educational field trips for students to enhance their educational experience throughout the school year	Principal, grade level teams	*3 trips one per month, nine months	Attendance	On-going
1.1e-Using Learning Village, create individual learning plans for all at risk students.	Principal, teachers	N/A	Completed plans	Year 1

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

Activity	Person(s) Responsible	Cost Factor	Indicator of Success	Timeline
1.2a – Literacy Coach will be hired to provide instructional support, interpret data and monitor progress	District	District funded	Increased test scores	On-going
1.2b – Through the use of	Principal,	Costs covered	Observation,	Year 1

the partner provider, school will emphasize strategies to incorporate reading across the curriculum.	Synesi	by district year one	increased test scores	
1.2c – Reading Recovery teacher will be hired to address the deficits in early literacy.	District	District costs	Improved DIBELS	On-going

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

Activity	Person(s) Responsible	Cost Factor	Indicator of Success	Timeline
1.3a– Professional development will assist teachers in incorporating technology into their instructional program.	Principal, technology team	*In service costs	Increased use of technology through observation	On-going
1.3b– District will provide Netbooks for all 6-8 grade students.	District	District cost	Observation	Year 1
1.3c– One additional computer lab will be added	Principal	*One computer lab	Observation	Year 1
1.3d- 30 laptops for teacher use as instructional and management tool	Principal	*30 laptops	Observation of use	Year 1
1.3e – Smartboards, Document cameras and LCD projectors for each classroom	Principal	*Related costs	Observation of use	Year 1

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

Activity	Person(s) Responsible	Cost Factor	Indicator of Success	Timeline
1.4.a – School will work	Principal LSCO	Cost of supplies	Decreased discipline referrals, decreased	On-going

with community partners, RCT team and LSCO members to provide workshops for parents and students that address social and emotional needs (i.e. Anti-bullying & Conflict Resolutions, Raising a Generation of Readers, etc.)	Support Staff		suspensions, healthy school climate	
1.4b – Character Education workshops, guest speakers, motivational assemblies & rallies	Principal	Costs of supplies & purchased services		On-going

GOAL 2 LEADERSHIP

Support will be given to ensure the principal spends 50% of the day on instructional leadership activities

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

Activity	Person(s) Responsible	Cost Factor	Indicator of Success	Timeline
2.1a- Partner provider will assist principal in the development of a leadership team, vertical team meetings and grade level meetings	Principal, Synesi	Costs provided by district year one	Minutes and agendas	Year 1
2.1b – Partner provider will provide a quality review visit to present base line data on the new staff and the school learning environment	Principal, Synesi	District provides costs year one	Complete quality review	Year 1
2.1c – Partner will provide a Capacity Building Plan to target specific actions the principal can take in leading the school to improved	Principal, Synesi	Costs provided by district year one	CBP completed	Year 1

academic performance				
2.1d – School will develop and institute and inclusive school walk through process led by the principal	Principal, Synesi	Costs provided by district year one	Walk through schedules	On-going

OBJECTIVE 3.1- SCHOOL PRINCIPAL AND STAFF WILL BE REPLACED PER THE TRANSFORMATIONAL MODEL REQUIREMENTS

Activity	Person(s) Responsible	Cost Factor	Indicator of Success	Timeline
3.1a – District will appoint a new principal	District	District	New principal	Year 1
3.1b – Principal will complete a process of interviewing and hiring new staff	Principal	District	New staff	Year 1

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

Activity	Person(s) Responsible	Cost Factor	Indicator of Success	Timeline
3.2a – Partner provider will guide the school through a professional development plan based on data an current performance and review or amend the current School Improvement Plan	Principal, school leadership team, Synesi	Costs covered by district year one	Completed PD Plan and SIP	Year 1
3.2b- Plan will emphasize modeling and coaching and will build internal capacity	Principal, partner	Costs covered by district year one	Completed plan	Year 1
3.2c – Plan will mirror best practices and highlight Professional Learning	Principal partner	Costs covered by district year one	Completed plan	Year 1

Communities				
3.2d – Two day planning session for selected staff to ensure an effective school calendar that complements the instructional program	Principal	10 people, 2 days, 10 hours total	Completed school calendar that ensures instructional program will be implemented with no interruptions	Year 1

GOAL 4 SCHOOL COMMUNITY RELATIONS

Parental and Community Involvement will increase by 50%

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

Activity	Person(s) Responsible	Cost Factor	Indicator of Success	Timeline
4.1a – Curriculum focus nights for families will be planned for core content areas.	Principal, teachers	Refreshments, related costs	Attendance, increased parental involvement	On-going
4.1b – Community Schools Partnerships will be brought into the school.	Principal	CSP costs	Improved participation	On-going

OBJECTIVE 4.2 STUDENT ATTENDANCE WILL INCREASE TO AYP GUIDELINES

Activity	Person(s) Responsible	Cost Factor	Indicator of Success	Timeline
4.2a – Motivational prizes and incentives will be given for increasing attendance and achievement.	Principal, Cluster Teams	Incentive costs	Increased attendance	On-going
4.2b – The Blackboard system adopted by the district will provide a process of calling the parents/guardians of absent students.	Principal		Increased attendance	On-going

GOAL 5 DATA AND INFORMATION MANAGEMENT

Data will be used to lead the instructional program.

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

Activity	Person(s) Responsible	Cost Factor	Indicator of Success	Timeline
5.1a – District will purchase Learning Village for the school	District	District costs	Increased use of benchmark data, teacher made tests	On-going
5.1b – Partner provider will concentrate on modeling coaching and guiding teachers on using data to drive instruction.	Principal partner	Costs covered by district year one	Observation	Year 1 On-going
5.1c- Administration will be trained on using data effectively and using data to lead professional development opportunities.	Principal, Synesi	Costs covered year one	Observation, increased test scores	Year 1
5.1d – Data will be made public through the use of displays, data walls, and related activities	Principal, Synesi	Costs covered year one	Observation, increased test scores	On-going
5.1e - Partner provider will highlight MEAP data, Learning Village data and local assessment data to inform instruction and to develop situational grouping in classrooms based on student needs.	Principal, Synesi	Costs covered year one	Observation, increased test scores	Year 1 On-going
5.1f – Teachers will be trained on developing classroom assessments that can guide instruction and identify student remediation	Principal, Synesi	Covered by district year one	Observation, increased classroom performance	Year 1 On-going

needs.				
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**** Items with an (*) will be funded using School Improvement Grant dollars provided A.L. Holmes qualifies for and receives additional funding.

BENCHMARK DATA/TARGETS

ANNUAL STUDENT TARGETS:

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

PERCENT PROFICIENT

DETROIT PUBLIC SCHOOLS: A.L. HOLMES SCHOOL

	READING				MATH			
SUBGROUP	BASE LINE	2011	2012	2013	BASE LINE	2011	2012	2013
Total	55.8%	61.4%	67.5%	74.3%	36.7%	40.3%	49.4%	58.8%
Students w Disabilities	29.0%	31.8%	39.4%	51.3%	22.2%	24.5%	30.0%	42.0%
LEP Students	N/A							
White	N/A							
African American	56.1%	61.7%	74.2%	86.7%	36.7%	40.3%	49.4%	58.8%
Asian/Pacific Islander	N/A							
American Indian/Native American	N/A							
Hispanic	N/A							
Others	N/A							
Economically Disadvantaged	56.5%	62.3%	74.8%	87.1%	36.5%	40.5%	49.7%	59.8%
ATTENDANCE								
Students with Disabilities	90%	92%	94%	97%				

2. **Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.**

Synesi's quality review will include an assessment of school-wide testing data. They will present their analysis of the data to the staff along with a plan to increase student achievement. Their capacity building plan will address deficits and be a tool for instructional focus and monitoring of student progress. The data coaches will assist staff in analyzing student data and using that information to plan lessons using technology and best practices. From these findings a schedule of professional development will be created to address specific needs. The School Improvement team will monitor progress of these activities and use data results to make adjustments where needed.

i. **Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.**

Based on the data collected from walkthroughs and observations along with data generated from the classroom teacher (lesson plans, conversations, quizzes, projects and assessments), goals for each subgroup will be evaluated and refined if necessary. The School Improvement team will meet bi-monthly to review the plan and determine if progress is being made. That information will be relayed to the school staff and district office. As new data is generated, further analysis of subgroups will be conducted and modifications made to the plan. We are confident that if our focus remains solely on quality instruction and we utilize all of the support systems available and the resources provided and purchased, gains will be made.

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

A school leadership team will focus on the school's data and ensure all decisions are data driven and directly tied to the outcome of increased achievement. Data will be collected from Data Director, Data 4SS MEAP results, classroom assessments, distributed to parents and posted throughout the school. The Office of Research and Evaluation and Pupil Population Management will be a resource to interpret and collect any missing data on student demographics. Surveys from staff, parents and community partners will be distributed each semester to provide perception and process data.

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

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

Synesi's data and literacy coaches, along with Wayne RESA's math and literacy coaches will work closely with teachers to offer support and modeling of instructional lessons designed to incorporate technology and actively engage students in the learning process. Lessons will be tied to state standards and district curriculum as well as to data from benchmark tests and assessments. Professional development will be provided to teach educators how to use data to plot the course of instruction, how to measure student progress and how to adjust instruction if it is ineffective. Teaching styles must be monitored and adapted to fit the needs of the students. Synesi and RESA will provide ongoing classroom evaluations, professional development specific to the needs of the students and the school and continuous student assessments. Data must show an increase in student achievement.

iv. **Describe and name any local or national assessments used to measure student progress at each grade level.**

The MEAP test is administered to students in grades three through grade eight. Students in all grades take Reading and Math test. Students in grades five and eight take the Science test and students in grade six take the Social Studies assessment. Dibels testing is done with students in grades kindergarten through grade five. Students are testing on Letter Naming, Phonics and Oral Reading Fluency. The also

take a comprehension test called TRC. Read 180 will be used as an assessment tool in grade eight. The district also administers a quarterly benchmark test through the Houghton-Mifflin literacy series. Learning Village provides Destinations which allows teachers to tailor assessments to each student and enables students to progress at his/her own pace.

- v. **Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsd.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.**

Synesi will guide A.L. Holmes in developing a professional development plan. The plan will be based on the results of the school-wide quality review and will focus on academics, current professional development status, rigorous, data-driven instruction, school climate and parent/community partnerships. After the results of the quality review are shared with the administration and staff, the school community will be inserviced on the NSDC standards for staff development, initial work on the data driven decision making and relevant district level initiatives. A staff professional development plan will be based on accelerating student achievement. The plan will be completed after a review by all stakeholders and will then be immediately implemented.

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

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

schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

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

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

Section IV: Fiscal Information

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

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

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

USES OF FUNDS

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

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

Intensive monitoring of grant implementation and evaluation will be required.

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

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

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

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

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

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

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

• Financing	X		
• Instructors		X	
• Evaluation	X		
• Mentoring	X		
Budgeting			
School funding allocations to major spending categories • School staff input on allocation	X		
• Approval of allocation	X		
• Change of allocation midyear	X		
Major contracts for goods and services • Approval process streamlined		X	
• Restrictions (e.g., amounts, vendors)		X	
• Legal clarifications		X	
• Process		X	
• Stipulations (e.g., targeted vs. unrestricted spending)		X	
• Timeline	X		
• Points of contact	X		
Auditing of school financial practices Process	X		
• Consequences	X		

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

District Name
School Name
Reviewer Number

Detroit Public Schools
A.L. Holmes

Transformation Model	Page numbers	Reviewer Comments
Develop and increase school leader effectiveness		
<p>Replace principal*</p> <p>Use rigorous, transparent evaluation systems for teachers and principal* -- Student academic achievement/growth data is included as a significant factor in evaluation; --Multiple observation-based assessments of performance; - -Designed and developed with teacher and principal involvement</p> <p>Reward school leaders, teachers, staff who have increased student achievement/growth and graduation rates and remove leaders and staff who have not increased student achievement*</p>	<p>11, 15 Leenet Campbell-Williams</p> <p>12 Leadership and Instructional Support</p> <p>14 Teacher Evaluation,</p> <p>15 Principal Evaluation</p> <p>15 Principal Selection Process</p>	
	<p>14 Teacher Selection Process,</p> <p>15 Principal Evaluation,</p> <p>14-15 Teacher Evaluation Process</p>	
Required Activities		

	<p>Provide ongoing, high-quality, job-embedded Professional Development (PD) to ensure that teachers are equipped to facilitate teaching and learning*</p>	<p>17 Professional Development, 27 Ongoing Leadership and Instructional Support, 36 Question 2, 38 Question 2v</p>	
	<p>Implement financial incentives, opportunities for career growth, and more flexible work conditions*</p>	<p>18-19 Shared Decision Making, School Based Performance Pay, and Flexible Working Conditions</p>	
<p>Permissible Activities</p>	<p>Provide additional compensation to attract and retain staff*</p>		
	<p>Institute system for measuring changes in instructional practices resulting from PD</p>		
	<p>Ensure the school is not required to accept a teacher without consent of teacher and principal regardless of seniority*</p>		
	<p>Include in the planning teachers and principals from other buildings in the LEA</p>		

Comprehensive instructional reform strategies

Required Activities			
Permissible Activities	<p>Use data to identify and implement instructional program</p> <p>Continuous use of student data (formative, interim, summative) to inform and differentiate instruction</p> <p>Conduct reviews to ensure curriculum is implemented with fidelity and is impacting student achievement</p> <p>Implement school-wide Response to Intervention (RtI) model</p> <p>Provide PD to implement strategies to support students with disabilities and English language learners</p> <p>Use and integrate technology-based interventions</p> <p>(in high schools) Increase rigor (AP, IB, STEM, and others)</p> <p>Improve student transition from middle to high school</p> <p>(in high schools) Increase graduation rates through credit recovery and other strategies</p>	<p>13 Emphasis on Data, 17 Data-driven decision making 19-21 Question 4, 36 Question 2i, 37 Question 2iii</p> <p>14 Emphasis on Data, 19-21 Question 4, 36 Question 2ii, 37-38 Question 2iv</p> <p>20</p> <p>18 Technology</p>	

Establish early-warning systems to identify students at risk of failure or dropping out		
Increasing learning time and creating community-oriented schools		
<p>Establish schedules to provide increased learning time* -- using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for core academic subjects, other subjects, enrichment activities, teacher collaboration or PD</p>	<p>13 Extended Learning Opportunities, 18 Connections Learning Academy, 21 Question 5, 23 Question 1</p>	
<p>Provide ongoing mechanisms for family and community engagement</p>	<p>22-23 Parent, Community, and Outside Experts</p>	
<p>Partnering with parents and community organizations to create safe school environments that meet students' needs</p>		
<p>Extend or restructure school day to add time for advisory periods to build relationships between students and staff*</p>		
<p>Improvement of school climate and discipline, for example, positive behavioral supports, anti-bullying</p>		
Required Activities	Permissible Activities	

	Offer full-day kindergarten or pre-kindergarten		
Providing operational flexibility and sustained support			
Required Activities	Give the school sufficient operational flexibility (staffing, calendars/time, budgeting) to implement comprehensive approach*	18-19 Shared decision making, School Based Performance Pay, Flexible Working Conditions,	
Permissible Activities	<p>Ensure the school receives ongoing intensive Technical Assistance from LEA, SEA, or turnaround organization</p> <p>Allow the school to run under new governance in LEA or SEA*</p> <p>Implement weighted per-pupil school-based budget formula based on student needs</p>	<p>16-17 Districts Role, 23-27 Synesi, WRESA, Detroit Public Schools</p> <p>38-39 Office of Priority Schools</p>	

General Comments