



## **Redesign Plan**

Holmes Elementary

Ypsilanti Community Schools

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# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	6
Additional Information .....	7

## **Priority School Assurances**

Introduction.....	9
Priority School Assurances.....	10

## **Operational Flexibility Assurance**

Introduction.....	12
Assurance of Operational Flexibility.....	13

## **Turnaround Redesign Diagnostic**

Introduction.....	16
PART A: REFORM TEAM PERSONNEL.....	17
PART B: TEACHING AND LEARNING PRIORITIES.....	18
PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	23

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES..... 28

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT..... 49

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

The Willow Run Community Schools and Ypsilanti Public Schools Boards of Education voted in an August 2012 joint meeting to put the vote of district consolidation on the November 2012 local ballot. Over 60% of voters in both communities passed the measure and the districts, under the guidance of the Washtenaw Intermediate School District, began the process of consolidation.

Willow Run Community Schools and the School District of Ypsilanti were officially unified on July 1, 2013 to become the Ypsilanti Community School District. Prior to consolidation, both respective districts experienced years of declining enrollment and budget deficits. Combined enrollment is expected to be 3800-4000 students in the fall of 2013, a decline from 7600 students only 8 years ago. Many area students currently enroll in the growing number of charter school options and/or enroll in other public schools in the area through the school of choice process.

Rather than simply merging operations after the decision was made to consolidate, district, community, parent and student school leaders set their sites on the ambitious task of creating a new cradle to career educational system. This decision was based on a desire to create a vibrant and revised educational model, to improve the achievement outcomes for students. The Standards for Quality outlined by AdvancED and MDE guided the restructuring process.

It is within this context that Holmes (the identified Priority School) is making a turnaround. The systemic structures put in place to improve Holmes will also significantly improve all schools in the new Ypsilanti Community Schools, some of whom are singled out as Focus Schools. Briefly said, Holmes was part of a failing district but is now reforming concurrently with a district that is recreating itself from the ground up.

Comparative student achievement trends have been alarming low although some recent "growth data" indicates improvement in literacy/language arts. Holmes School was identified on July 12, 2013 by the Michigan Department of Education as a "Priority failing school" and Estabrooke Elementary was identified as a Focus School. While the call to action and reform was evident before consolidation efforts began, there is now an urgent mandate to make substantive changes.

It is not possible to separate Holmes' turnaround work from the district's systemic restructuring. For this reason, the progress made by Holmes will benefit other schools but it will also be made more difficult because improvements are inextricably linked to improving the overall needs of the entire system. While this is an ambitious undertaking and one the new district was undertaking prior to the Priority School identification, it is an urgent necessity for all 4500 students (projected by the recent Count Day data) currently enrolled in YCS.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

For the last 2 years, Holmes Elementary School was configured for grades 2-4. Ford Elementary School is configured as a Pre K-first grade building. Students attending Ford School and Perry School transition into Holmes School. Prior to 2011, Holmes was a K-6th grade building and a K-5th grade building before that. These multiple changes in configuration while responsive to enrollment and fiscal realities, have made instructional continuity at Holmes School a large challenge.

The initial reform work for Holmes and all other district schools began by comprehensive strategic planning with the combined community. With support from Washtenaw Intermediate School District over 200 parents, faculty, student and community members joined 7 advisory groups over 4 months time. These groups met frequently between December, 2012 and March, 2013 to analyze the districts' challenges and to research the most effective practices currently implemented across the country.

The 200-plus participants agreed on the following guiding principles for all advisory group decision-making:

- 1) High expectations for ALL learners
- 2) Evidenced-based "best" practices while allowing for innovation and creativity
- 3) Family and community partnerships
- 4) Student voice and empowerment
- 5) Efficiency and financial viability

Furthermore, every decision made during the re-design process and subsequently during implementation of the recommendations of which Holmes School was a part, will reflect the following Core Values:

Diversity  
High Expectations for all students  
Student voice and empowerment  
Resilience  
Vibrant community and family partnerships  
Creativity and Innovation  
Respect  
Responsibility

Each of the Community Advisory Groups reported back in March, 2013 to the new School Board with recommendations comprising a multi-year strategic improvement plan which will enhance a) early childhood b) culture and climate c) ensure teacher quality and effective teaching practices d) provide for leadership at all levels, e) create opportunities to gain college credit and career credentials f) promote shared identity across both communities and g) offer a comprehensive co-curricular program. These recommendations and underlying research have been shared with the entire community (see website). Administrative point persons from YCS and Washtenaw Intermediate Schools will oversee the restructuring and redesign. A new governance structure will be in place specifically for Holmes School to ensure the Priority Plan meets its targets and has broad authority to make necessary adjustments. Specific deliverables and a timeline for implementation will ensure responsive accountability.

The new vision for Ypsilanti Community Schools states that Ypsilanti Community Schools is the first choice for an exceptional cradle to career education. All current and future re-design work will reflect the 5 Pillars agreed to by the advisory committees. These agreements will ensure that the systemic practices not only address past failures but ensures students will matriculate successfully in the future with skills necessary to thrive in the 21 century:

- 1) Birth Through Kindergarten Entry
- 2) Leadership at all levels
- 3) Positive Culture/ Climate focused on Learning
- 4) High Quality Teachers and Teaching at all levels
- 5) Every Student will Have an Opportunity to Earn College Credit or a Career Credential Prior to High School Graduation

These five pillars are the foundation of the new district, and set forth more than a belief statement but a clear transformative multi-year path that will establish measures for excellence within a climate of accountability, innovation and partnership. It is within this context that Holmes School will implement its Turnaround Plan.

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

YCS--Ypsilanti Community Schools is very pleased to emerge from the consolidation process with a clear purpose for improvement and a deep commitment to reshape all internal practices to dramatically improve student achievement. While some schools in the districts have been closed, others have been reopened with a new defining focus and repopulated with students from both districts. Students may now choose to attend one of 5 elementary schools, 2 middle schools, and/or 3 high schools. Perry Preschool and Family Center will maintain its historically strong commitment to excellence in early childhood programming. Middle and high schools will restructure around the small learning community concept. STEMM academies are available at the elementary and middle level. The popular New Tech High School and a newly formed middle level International Baccalaureate Program (WIMA) are also choice options. A high school focused on arts integration in the 21 Century is also a choice for students. All schools will partner with post secondary colleges.

All teachers and administrators were either re-hired or terminated this spring through a rigorous interview process conducted by outside consultants. The new teacher leader positions will help facilitate the small learning community model and lead candid conversations about student data and academic growth. Teacher Advocates will work along side Title I and other support staff to ensure at risk students receive the most effective supplemental support possible. Teacher Coaches will collaborate with colleagues to model effective, rigorous instructional practices and ensure curriculum is imparted with fidelity. Holmes School will benefit from more favorable student/ teacher staffing ratios and incentives to attract and retain highly effective teachers.

## Additional Information

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

A balanced, year-round calendar will be investigated for the 2014-15 school year. A balanced, year-round calendar bridges instructional months traditionally dedicated to "catch up" substituting intensive interventions, enrichment and opportunities with off campus field trips for the more traditional remedial summer school. Partnerships with Washtenaw Community College, Eastern Michigan University and the University of Michigan will give high school students added opportunities to gain college credit through dual enrollment and summer internships. All this will occur within a climate less focused on disciplinary punishment but more focused on restorative practices, cultural relevancy and personal responsibility. A multi-year professional development plan began in August with the University of Michigan and trainers. Check and Connect modules are being considered by the Neutral Zone as a supervisory mentorship program for adolescent youth. Students will be taught those "soft skills" (attendance, team work, problem-solving, timeliness, self advocacy, resiliency etc) necessary to be successful in school and the work place during restorative practice implementation.

These enhancements will be further improved with a multi-tier alternative education support program for struggling students with extended wrap around counseling and social work support. Specifically at Holmes School, Coordinated School Health and Communities in Schools will be integrated at the school site. Both programs were highly successful components of the Kalamazoo reform process. A well-organized co-curricular program is under development to provide more than athletic after school options for students who want to explore music, theater, robotics, academic games and other entrepreneurial activities.

The plan for reform and redesign described above is ambitious. The stakes are high. The challenges are great for all district schools as well as Holmes Elementary. But, the potential benefits for students and families are very exciting and long over due. The administration, teaching staff and community partners are dedicated to making these changes and ensuring a dramatic turn around for students attending the newly consolidated, Ypsilanti Community Schools. Holmes School has embraced the Priority identification as an opportunity to accelerate the reforms described above and implement aggressive school-based changes to meet the unique needs of students and families.

There is NO turning back, only learning forward!

# Priority School Assurances

## **Introduction**

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

## Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	Attached is the final teacher evaluation rubrics for Ypsilanti Community Schools.	YCSTeacherEvaluationRubrics

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	Attached is the final administrator evaluation rubrics for Ypsilanti Community Schools.	YCSPrincipalEvaluationRubric

# Operational Flexibility Assurance

## **Introduction**

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

## Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes	Because there is not a teachers' contract in place, there is no Addendum or MOU to upload. Teachers are assured protection under Michigan Labor Laws. A teachers' contract is in the process of being written. Union leadership has been elected and beginning negotiations have started.	

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	No	Because we are a new district, there is no CBA. We are working with teacher leadership to create cooperative agreements for the redesign work at Holmes Elementary. Union leadership has read the Priority School Plan and is working with district leadership to ensure compliance.	Holmes Teacher Contract Notification

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	There is no current teacher contract. The district is working with teacher leadership around the redesign plan. There is an agreed upon MOU for Holmes staff.	YCS Holmes MOU

Label	Assurance	Response	Comment	Attachment
	<p>Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.</p>	Yes		YCS Signature Page

# Turnaround Redesign Diagnostic

## **Introduction**

The Turnaround Model addresses four specific areas: 1) developing teacher and school leader effectiveness, 2) implementing comprehensive instructional reform strategies; and 3) extending learning time and community-engagement. The Turnaround Model includes among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program. Overall, you will write a reform/redesign plan to address nine separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

## PART A: REFORM TEAM PERSONNEL

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

Charles Raski, Principal Holmes School craski@ycschools.us

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Kelly Powers, Physical education, newly elected Teachers' Union President, powers@ycschools.us

Jackie King, Social Worker, jking@ycschools.us

## PART B: TEACHING AND LEARNING PRIORITIES

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school. (These should come from the data dialogue that initiates your planning efforts.)**

Big Ideas are outcome driven strategies for action that will yield transformational change. Big Ideas will help Holmes School identify opportunities for professional growth, resource allocation and improved classroom practices. Using the available data, Holmes staff and administration identified the following Big Ideas upon which the Holmes School Turnaround Plan is predicated:

1) Effective instructional Practices will have clearly articulated scope and sequence aligned with grade level competencies:

Academic and elective lesson design will reflect an effective balance between direct instruction, checking for understanding, independent practice, and small group differentiated learning. Teachers will systematically adjust their daily instruction to reflect formative feedback to ensure students are consistently mastering lesson objectives (particularly in mathematics). Classroom teachers will consistently coordinate instruction with all support personnel (Title I and 31 A funded teachers) to ensure at-risk students are receiving supplement support in fundamental skills necessary to accelerate learning and reduce achievement gaps. Students will be given opportunities to explain their thinking and understanding during instruction. Greater attention will be paid to gender difference with respect to demonstrated competencies and differences in achievement between sub groups. Teachers will reflect an understanding of teaching / learning modalities in their lesson preparation (for instance, students may be asked to demonstrate an understanding of a concept and /or draw alternative solutions to a problem).

Teachers will use higher order questions to engage students in more rigorous intellectual discourse and inquiry. Teachers will pay special attention to coordinating math instruction to ensure lessons are coordinated between teachers at the same grade level and across grade levels. Pacing guides will be developed. Teachers will identify 4 high leverage objectives in math for which formative assessments will be developed at each grade level. Individualized plans will be developed for all students who tested "non proficient" on the MEAP in 2012-13. The school's master schedule will reflect 90-minute ELA and 90 minute math blocks during which teaming and strategic instructional support will also occur.

Enhanced planning and coordination between the feeder early elementary school, Ford Elementary (grades K-1) and Holmes Elementary (grades 2-4) will occur. Looping from grade to grade will be prioritized to minimize lost instructional time as students adjust to new classroom routines and teacher expectations at the beginning of each new school year. Looping is considered an evidence-based, best practice and will be seriously considered for implementation at Holmes next school year.

Music, art, and physical education will be repurposed as integrated unified arts. This curriculum will use an interdisciplinary approach to implementing the fine arts integrating academic outcomes into instruction with a specific focus on math objectives where students have struggled (according to prior assessments).

The district will provide new curriculum coordination and instructional coaching to enhance classroom practice. The district will provide professional development in order to implement Instructional Rounds and Instructional Consultation Teams at Holmes Elementary School. The building principal and district support team will closely monitor instructional rigor and student achievement. Monthly monitoring of disaggregated data will occur--focusing especially on African American, students with disabilities, and economically disadvantaged students.

2) Instructional Climate will be enhanced by embedding an understanding of cultural competency, restorative justice practices and implementing a Coordinated School Health model:

Teachers will reflect cultural understanding in their lesson design. These competencies will be evident when engaging students, selecting instructional prompts, connecting to prior knowledge and contextual learning relevant to the students.

All classrooms will implement Restorative Justice Circles to teach and reinforce problem solving skills and personal responsibility. Volunteers and hourly workers such as lunch personnel and after school tutors will also be trained in these skills/ procedures.

The district will use 31 A funding to provide an on site RJ coach to accelerate the implementation of Restorative Practices. Holmes School will monitor all disciplinary and attendance data. It is expected that disciplinary incidents will decrease significantly and attendance (tardiness) data will improvement dramatically.

The district will provide resources to ensure professional development in cultural competencies provided by the University of Michigan and restorative practices coordinated by the Dispute Resolution Center will continue over the next 3 years.

The Communities in Schools model and Coordinated School Health concept will be implemented to provide critical social/ emotional supports for students and families. These wrap around supports will guide differentiated learning protocols for groups of students benefiting from personalized programming and mental health intervention allowing for connection and coordination of community resources and services.

3) Embedded use of expanded assessments will occur and be used to guide instructional lesson design and decision making:

The district will implement NWEA (Northwestern Education Assessment) assessments in grades K-12. Training will occur for administrators and for teaches prior to implementation in November 2013. The associated use of the DesCartes component will allow teachers to group and regroup students to better align strategic instructional strategies and interventions. Holmes School has not previously had an objective assessment other than the MEAP. The implementation of NWEA will be extremely helpful.

A data wall will be developed over the course of the year. Assessment results will be posted after each administration of the test. Growth charts will be shared with parents and with students. Students will be encouraged to set personal academic goals. Data teams will analyze student growth on targeted outcomes every 6 weeks. Data teams will coordinate with implementation of Instructional Rounds.

4) Expanded "use of time":

Holmes School will benefit from the district's investigation of a year-round calendar for the 2014-15. A balanced calendar will both expand instructional opportunity through the implementation of "intercessions" and militate against the negative impact of summer regression. Intercessions will allow for remedial support so students are always "learning forward" rather than in a failing or deficit position. Community partners may also use intercessions to expose students to enrichment opportunities.

During the 2013-14 school year, Holmes students are scheduled to attend 15 more days of school. Each instructional day is currently 13 minutes longer. Staff is currently scheduled to report 20 additional days during this school year. Increased instructional time and school calendar (working conditions) will be discussed during upcoming negotiations with the teachers' union.

Holmes School will explore an expanded day for Title I eligible students, coupling after school tutorial with federally funded dinner. This has the potential to create a favorable learning environment and a more family-friendly opportunity to engage caretakers during pick up time.

To diminish a pattern of pervasive student tardiness, Holmes staff would like to eliminate other barriers to create a learning environment that better reflects the needs of working parents. The Holmes staff will ask parents for input and investigate the practical considerations of getting students to school on time.

### **State what data were used to identify these ideas**

Holmes Early Learning Center engaged in a thorough review of available data, which was further enhanced by the data dialogue facilitated on 9/30/2013 by MSU consultants.

The accessible data was limited because past practice of assessing outcomes other than information provided by the MEAP was non-existent. A data culture has not previously existed at Holmes School. Accessing reliable data this school year was further complicated by the fact that when the two school districts consolidated the student accounting and data retrieval systems were compromised and not available to the Holmes reform team until late in the fall. With the new use of NWEA this school year, the climate of data use, data driven decision-making will positively change. With the advent of new data sources, it will be necessary to provide Holmes school staff with professional development tailored to enhance competencies in data literacy, data dialogue, and data analysis.

Recent MEAP data for mathematics revealed the following trends:

In 2012-13, 34% of African American students at Holmes scored in the bottom 30% in mathematics on the MEAP (159 students)

In 2012-13, 39.8% of African American students at Holmes scored in the middle 40 % (182 students)

In 2012-13, 25.4% of African American students scored in the top 30% in mathematics (116 students)

In 2012-13, 17.5 % of White students scored in the bottom 30% in mathematics on the MEAP (33 students)

In 2012-13, 42% of White students scored in the middle 40% in mathematics on the MEAP (81 students)

In 2012-13 39.7 of White students scored in the top 30% in mathematics on the MEAP (75 students)

Although African American students performed well below Caucasian peers, all students at Holmes Elementary scored well below State averages in almost all areas.

A closer look at these meta trends revealed little discrepancy between genders:

25.8% of females scored in the bottom 30% while 32% of the males scored in the bottom 30% although there were only 72 females compared to 116 males.

28.7 % of females scored in the top 30% (80) while 30.3% of males scored in the top 30% (110).

There was statistically little difference in percentage proficiency in over all math performance between third, fourth or fifth grades. Our item analysis of the MEAP results indicates that previous curriculum and instruction was not effectively meeting the diverse needs of Holmes' students as evidenced by the lack of fundamental competencies such as number sense, base ten place value, and fact families necessary for computational automaticity. More over, more rigorous expectations such as solving problems with missing values and applying algorithms to 2 and 3 digit computation using all operations is well below State averages. At the 4th grade level, students struggled with fractional

## Redesign Plan

Holmes Elementary

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understanding of the concept part to whole, equivalent fractions and fractional computation. This is particularly concerning since an understanding of fractions is linked closely to future success in algebra (a gate keeping expectation for meeting graduation expectations and college readiness). The over all pattern of depressed math scores for all groups of students would suggest the need for the following instructional improvements:

Review of curriculum alignment and instructional rigor

Monitoring of evidence based best practices in the classroom

Review of time on task for core instruction

Opportunities for staff to enhance understanding of mathematics pedagogy and content knowledge.

Coordination of support services with core instruction

A recent review of the MEAP reading data indicates:

In 2012-13, 35% of African American students at Holmes scored in the bottom 30% in reading on the MEAP (160 students)

In 2012-13, 40.9% of African American students at Holmes scored in the middle 40 % (187 students)

In 2012-13, 24.1% of African American students scored in the top 30% in reading (110 students)

In 2012-13, 20.6 % of White students scored in the bottom 30% in reading on the MEAP (39 students)

In 2012-13, 47% of White students scored in the middle 40% in reading on the MEAP (89 students)

In 2012-13 32.3 of White students scored in the top 30% in reading on the MEAP (61 students)

Achievement discrepancies persist at all grades in reading between African American and Caucasian students. According to our MEAP item analysis students struggled to make meaning from both information and narrative text. Students were unable to make text-to-text comparisons and to draw conclusions "beyond the text". In almost all areas, Holmes students scored below State averages. These results would suggest that students have not been exposed to the rigorous demands reflected in the Common Core and grade level standards.

A closer look at the reading data also revealed a much higher percentage of females reading proficiently than males although an alarming number of both genders were not proficient readers.

25.8% of females scored in the bottom 30% while 34.3% of the males scored in the bottom 30% although there were only 72 females compared to 125 males.

38.4 % of females scored in the top 30% (107) while 19.7% of males scored in the top 30% (72).

A similar distribution of proficient to non proficient students in reading occurred in grades 3-5 suggesting an overall depressed leaning experience in language arts similar to that found in the area of mathematics. This trend raises the following questions for the school improvement team to explore:

- 1) Are students matriculating from grades K-1 (Ford Elementary School) adequately prepared for the rigors of second - fourth grade instruction at Holmes School?
- 2) If an achievement gap already exists by second grade for the majority of students at Holmes School what interventions and / or articulation is need for students prior to coming to Holmes School?
- 3) Do instructional practices at Holmes School reflect the rigor inherent in the Common Core standards?
- 4) Is ample time allocated each day to the instruction of reading and are students receiving 4-5 guided reading sessions each week at their "just right" text level?

5) Is early "oral language" being developed to the fullest extent possible through classroom engagement?

As stated earlier, a culture of assessed accountability and data-driven decision-making has been absent at Holmes School (and throughout the district) for many years. While a history of administrative changes and accruing operational debt contributed to these conditions, the ensuing result is that students have not been engaged in the kind of active, critical thinking that underlies comprehension and problem solving to become academically proficient. Beginning this year, new and ongoing formative assessments will be in place. A system of data analysis and application will be supported which will significantly enhance student learning and instruction.

## PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

**Requirement #1: Replace the principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all four turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: In your response, describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

Holmes Part C: Develop School Leadership and Teacher Effectiveness:

When the Willow Run Community Schools and the Ypsilanti School District consolidated on July 1, 2013 and become the Ypsilanti Community Schools (YCS) all teachers, building administrators, support staff, office professionals and central administrators had to re-apply for positions within the new district. This process included a comprehensive interview guided by a team comprised of reputable, non-district educators. Those classroom teachers who re-applied for positions were required to permit classroom observations. Applications and surveys from previous administrators also informed the hiring/ rehiring process. Initially 62 % of the prior staff from both districts was re-hired.

The following rubric outcomes were used during the hiring / re-hiring process which highlighted sought-after teaching competencies:

Evidence of life long professional learning

Evidence of setting high expectations in the classroom

Evidence of positive relationships with other staff, students, and families

Evidence of teaching with cultural competency, value for diversity and multiple perspectives

Evidence of setting measurable learning targets, strong pedagogical knowledge, use of data and aligned standards-based curriculum

Evidence of using formative and summative assessments to guide instructional decision making with analysis that improves student achievement

Evidence that instruction is responsive to students' needs and is self monitored and adjusted to improve student achievement

Evidence of active participation in professional learning and collaboration

Evidence that students are accountable for positive classroom environment

Evidence of collegial commitment and commitment to embrace new district vision and values

A comprehensive and exhaustive state-wide search then commenced to fill the available vacancies for classroom and administrative positions. The University of Michigan and Eastern Michigan University partnered in this search by recommending new graduates and seasoned instructional staff who would "fit" the instructional needs of the newly consolidated Ypsilanti Community Schools. Washtenaw Intermediate School District administrators and support staff continue to be integrally involved in the reform and consolidation initiative. These resources will remain significant and available throughout the turnaround process.

Throughout the hiring process special attention was paid to recruiting teachers with proven teaching competencies especially in the area of mathematics and within an urban teaching/ learning environment. This was particularly true as teaching and supplemental support positions

## Redesign Plan

Holmes Elementary

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were filled at Holmes Elementary School. An aggressive process to recruit teachers with a strong understanding of mathematics pedagogy and cultural competency commenced for Holmes Elementary School. Similarly, special attention was paid to securing administrators and teacher leaders who have previously demonstrated the ability to connect with students and families to address pervasive under achievement and behavioral issues.

### Requirement 1A:

Mr. Charles Raski is currently the principal of Holmes School for the 2013-14 school year. Although he has held previous teaching and administrative positions within the Willow Run district he only recently assumed responsibility for Holmes School. For all practical purposes he is a "new hire" for the school, which meets the turnaround expectation. His appointment is considered an exceptional match for Holmes School because he has proven capacity to demonstrate the five (5) turnaround competencies required for this Plan

### Early wins

Break organizational norms

Address systemic issues expeditiously

Collect and analyze available data

Create a climate that galvanizes staff, students, and community around the big ideas necessary to turn around Holmes School.

Mr. Raski immediately engaged central administration, staff and community members to address climate related issues impacting the teaching/learning environment. Evidence of this is the redesigned breakfast and lunch program and the establishment of team teaching partners to increase instructional collaboration. Additionally, Mr. Raski is working closely with community agencies to create a wrap around system of social supports for families and students struggling with the ravages of generational poverty, social isolation, homelessness and emotional trauma. Communities in Schools social networking and Coordinated School Health programming are two such programs that will begin at Holmes School. The impact and positives benefits will be more fully described in Part E: Indicator 9.

Mr. Raski has hired an on-site coach to model Restorative Practices to enhance student problem solving, personal responsibility, attendance, and instructional responsiveness. Together, Mickel Brown and Mr. Raski have been working with a subgroup of male students for whom differentiated programming and specialized interventions are needed. Mr. Brown is also tasked with increasing teacher capacity in Restorative Practices.

Mr. Raski has already invited staff to think creatively about non-traditional scheduling of time in order to positively impact instructional needs. He has secured consultants and educational experts to analyze historical data trends and school improvement opportunities. This fall, Mr. Raski successfully advocated for resources from the Regional Assistance Grant provided by the Washtenaw Intermediated School District to fund a data specialist who will support the ubiquitous use of data to inform instructional practices at Holmes and monitor the effectiveness of current instructional practices.

Mr. Raski's manner is best described as focused, inclusive and student-centered. He is clear about the urgency to turnaround Holmes School and has shared this urgency with staff and the community. While he clearly nurtures collaboration amongst staff, he will not hesitate to make the "hard decisions" necessary to establish high expectations and change failing past practices. Mr. Raski is willing to think outside the proverbial box in order to implement innovative structures to create the "early wins" expected of a Priority Plan.

The district has secured a "leadership coach" and school improvement facilitator as support for Mr. Raski. Washtenaw Intermediate School district administrative staff and instructional consultants are also available to Holmes School as additional resources and reform partners. Central administrators at both the YCS and Washtenaw Intermediate are represented on the school improvement team. A new governance body modeled after the Chicago Reform efforts and most recently implemented by Wyoming Schools will provide another layer of leadership

guidance at Holmes School.

These new leadership initiatives will ensure that the following Big Ideas and strategies will be embedded in the turnaround efforts:

Systematic and sustained focus on student achievement, instructional efficacy, data collection and monitoring where previously there was little coherence

Systemic oversight of a guaranteed curriculum implemented with fidelity within grade levels and articulated vertically across grades; aligned with state and common core standards where previously there was inconsistency and disconnected autonomy

Instructional coaching and Instructional Rounds implemented consistently and coordinated with periodic data team analysis of student achievement supported by a data specialist hired for Holmes School

Development of formative assessments consistently implemented to monitor carefully selected instructional targets and program effectiveness

Community health wrap-around supports to address pervasive concerns about social/ emotion issues creating an educationally unsafe environment

Eliminating Barriers for Learning modules provided by U.S. Department of Health and Human Services along with Coordinated School Health to improve school climate; a review of all referral processes, at risk factors, attendance patterns and community mental health supports

Exploration of year-round schooling with carefully structured intercessions to provide remedial and enrichment opportunities

Repurposing "unified arts" to provide an integrated multi disciplinary approach when providing art/ music/ physical education for groups of students

Integrating aspects of Math University as a component of onsite professional development, consistent with the research conducted by Dr. William Schmidt, Professor of Mathematics at Michigan State University on Preparing Teachers of Mathematics

**Requirement #2: The district uses locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environments to meet the needs of students.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher and leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth**

**Indicator 2B: Also, detail the process to screen existing staff and criteria used to rehire no more than 50% of staff and select new staff. Attach the teacher evaluation and Administrator Evaluation. (Narrative)**

Although there is currently no collective bargaining agreement within the new district, YCS staff is protected by all the labor and employment laws recognized by the MEA. Dissolution of the previous CBA was a consensus agreement as part of the district consolidation process. A new collective bargaining agreement will be developed this year. Bargaining to craft this new CBA has just begun. The union leadership has read the plan, provided feedback, and has signed the Redesign Signature Page.

A teacher and principal evaluation tool was developed this fall by a collaborative group of teachers and administrators developed with the help of MSU consultant, Bob Galardi. The evaluation document is predicated on the Charlotte Danielson model. Implementation of the new evaluation process is already underway. The first round of classroom observations will be completed by mid November. Student growth as measured by the newly administered NWEA assessment and MEAP will be a factor in receiving a satisfactory evaluation this year; 40% of a teacher's evaluation will be based on student achievement metrics beginning with the 2013-14 school year.

A revamped mentoring program for probationary teachers is also under review.

The following rubric outcomes were used during the hiring / re-hiring process which highlighted sought-after teaching competencies:

- Evidence of life long professional learning
- Evidence of setting high expectations in the classroom
- Evidence of positive relationships with other staff, students, and families
- Evidence of teaching with cultural competency, value for diversity and multiple perspectives
- Evidence of setting measurable learning targets, strong pedagogical knowledge, use of data and aligned standards-based curriculum
- Evidence of using formative and summative assessments to guide instructional decision making with analysis that improves student achievement
- Evidence that instruction is responsive to students' needs and is self monitored and adjusted to improve student achievement
- Evidence of active participation in professional learning and collaboration
- Evidence that students are accountable for positive classroom environment
- Evidence of collegial commitment and commitment to embrace new district vision and values

The newly consolidated district (YCS) has hired a consultant to work collaboratively with staff and administrators at all levels to develop an evaluation plan/ process. This process is just beginning and will be made available to the Priority Plan oversight team as it progresses.

6 of the 16 staff members at Holmes School were re-hired this school year using the outcomes (rubric) described above. 10 teachers are new to the building and reflect the competencies in the hiring rubric.

**Requirement #3: The district will implement such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions designed to recruit, place and retain staff to meet the needs of students in a transformational school.**

**Indicator 3A: In your response, identify the strategies that will be used to recruit staff based on student needs.**

**Indicator 3B: In your response, identify the strategies that will be used to assign staff based on student needs.**

**Indicator 3C: In your response, identify the strategies that will be used to retain staff.**

As mentioned above an aggressive and targeted recruitment process was used to secure new staff for Holmes School. New hires are characterized by their proven efficacy, prior training with renowned national experts, and ability to provide professional development training for fellow colleagues. Prior to recruiting new hires for Holmes School a review of grade level student achievement indices was completed. As a result, the importance of hiring teachers with a firm understanding of effective math practice/ pedagogy and culturally relevant practices became a priority. Similarly hiring teachers who demonstrated comfort when collaborating with colleagues and team teaching was important. There was a concerted effort to "match" teaching competencies so that teachers at each grade complement each other's instructional strengths resulting in highly effective math and language arts teaming partners. In this way, Holmes School is positioned to implement a practice of "looping" each year as students matriculate from grade to grade. The practice of looping will minimize the transitional period that occurs each fall as students become acclimated to classroom routines, peers and teachers, thus enhancing instructional time and the classroom climate.

The depth and breadth of professional experience reflected in new hires at Holmes School is very impressive. The deep commitment by all Holmes staff to address current achievement challenges and to explore new systemic processes and organizational norms is evident.

## Redesign Plan

Holmes Elementary

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Holmes School has traditionally had a high rate of attrition / staff turn-over. 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.

Although financial resources within the district are very limited (district consolidation was largely due to deficit budget conditions) the district has favored Holmes School with staffing that reduces class size. Earlier this year, Washtenaw Intermediate School District applied to the Michigan Department of Education on behalf of the new Ypsilanti Community Schools for grant funding to support reform and restructuring efforts. The generous grant allocation from MDE allowed YCS to provide stipends to staff to attend 30 days of professional development during the month of August prior to the start of the school year. This calendar is available upon request.

District reform efforts reflect newly configured small learning communities, teacher leader positions at the secondary level, all day kindergarten for all students, instructional coaches K-12. Instructional-advocates for at risk students, and expanded preschool for three-year-old children. A cradle to career/ college promise is a tenant of the restructuring efforts. All students will graduate from YCS with college credits and/or career endorsements as a result of the partnership with Washtenaw Community College and Eastern Michigan University. Holmes School students and faculty will benefit from these new district reforms. Similarly, other schools within the Ypsilanti Community School district will benefit from the initiative implemented by Holmes staff as part of the Priority Plan turnaround.

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #4:** The district provides staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school.

**Indicator 4A:** In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of PD on instructional practices.

**Goal 1:**

All students will demonstrate improvement in mathematics

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in math vocabulary at each grade level in Mathematics by 06/30/2014 as measured by an increase of at a least 10% as measured by NWEA math scores and MEAP scores..

**Strategy1:**

Develop and Strengthen Math Vocabulary - Teachers will focus on grade level appropriate math vocabulary from resources such as Everyday Mathematics, Every Day Counts calendar, and CCSS. Vocabulary will be displayed on posters in all classrooms and hallways. Students will maintain math journals with daily math work from Everyday Counts including a vocabulary list with definitions, models, and pictures to demonstrate comprehension and mastery of concepts and vocabulary.

Research Cited: Beck, I.L., McKeown, M.G., & Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction, New York: Guilford. Blachowicz, C.L.Z. & Fisher, P. (2006). Teaching vocabulary in all classrooms. (3rd edition). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall

National Council of Teachers of Mathematics (2000). Principles and standards for school mathematics.

Marzano, R. & Pickering, D. (2005). Building academic vocabulary: Teacher's Manual, ASCD: Alexandria, VA.

Strategy Tier:

Activity - Math Word Wall	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide a designated space for math vocabulary words to be taught, as well as used as a resource tool for students. Hallway walls will provide additional word wall space with a focus on CCSS math vocabulary words by grade level.	Academic Support Program			07/01/2013	06/30/2014	\$0 - Title I School Improvement (ISI)	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Para Educators.

## Redesign Plan

Holmes Elementary

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional and support staff will participate in book studies using Critical Friends Group protocols to increase their understanding of ways to effectively teach and increase students' math vocabulary skills.	Professional Learning			07/01/2013	06/30/2014	\$1300 - Title II Part A	Principal, Classroom Teachers, Title I Teachers, Teacher Consultants, Resource Room Teachers, ESL Teacher, Paraeducators, Custodial, Office, Lunchroom Staff

### Measurable Objective 2:

80% of All Students will demonstrate a proficiency in Numbers & Operation strand in Mathematics by 06/30/2014 as measured by the math NWEA and MEAP.

### Strategy1:

Improve math facts and operations - Teacher consultant, Classroom Teachers and Title teachers will spend a minimal of 5 minutes per day for fact practice with small group instruction. The Title teachers will identify students based on desegregated 2012 MEAP results and NWEA Math strand scores. Implementing family math nights quarterly for lower and upper elementary students to increase family involvement. Extended day instruction and professional development opportunities will be offered to facilitate vertical alignment of the curriculum with the CCSS.

Research Cited: Ball, D., Pollock, J., (2001). Classroom instruction that works: Research based strategies for increasing student achievement, ASCD, Alexandria, VA.; Loveless, T. (2003) Trends in math achievement: The importance of basic skills. Presentation at the Mathematics Summit, Washington D.C.; Biffle, C. (2003) Whole brain teaching for challenging kids; (and the rest of your class too). Whole Brain Teaching LLC first edition.

Strategy Tier:

Activity - Everyday Counts Calendar	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Everyday Counts calendar as a daily instructional tool. Everyday Counts calendar uses focus on a sequential repetition of basic math skills to build math fluency in students. Students will use their math journals to demonstrate their thinking and problem solving skills.	Direct Instruction			07/01/2013	06/30/2014	\$2500 - Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title Teachers, Para Educators.

## Redesign Plan

Holmes Elementary

Activity - Math Technology & Support Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice basic math facts and math skills daily. Technology such as Ipad, calculators, computers, and responders will be used to improve skills. Internet resources such as NWEA MAP math, Brainpop, Xtra math website, IXL.com, Online Envision and Online Math sites will be used to practice facts and other math skills. Practice facts using mad minutes, flashcards, etc...	Other			07/01/2013	07/01/2013	\$5000 - Title I Schoolwide	Principal, Classroom Teacher, Title teachers, ESL Teachers, Teacher Consultants, Resource Room teachers.

Activity - Parent Involvement Math and Science Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For the Parent Involvement Math and Science events, classroom teachers, Title teachers, and support staff will present math and science concepts, skills, and projects that students are learning and engaged in during the school day. In addition, staff will model and share math games, online games and programs, and strategies that parents can use to facilitate and reinforce math and science skills development at home. Parent Involvement events may include Math Nights, Math Carnivals, Science Fairs/Family Nights, and interactive presentations and projects facilitated by community organizations such as the Hands on Museum, Leslie Science Center, and U of M Science and Natural History.	Parent Involvement			07/01/2013	06/30/2014	\$2000 - Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title Teachers, Para Educators.

### Measurable Objective 3:

80% of All Students will demonstrate a proficiency in problem solving skills in Mathematics by 06/30/2014 as measured by as measured by NWEA scores.

### Strategy1:

Implementing Problem Solving Strategies - All teachers will implement problem solving strategies during a segment of their 90 minute math instructional block. Problem solving strategies and materials will include Creative Publications Problem Solving Series; math journals for reflecting, summarizing and explaining; Problem Solving Organizers.

Research Cited: Ball, D., Boerst, University of Michigan in Elementary Math. (Collaborative Assessment of Teaching Ongoing Research Project); Marzano, R., Pickering, D., Polluck, J. (2001). Classroom instruction that works; Research based strategies for increasing student achievement, ASCD, Alexandria, VA;

Strategy Tier:

## Redesign Plan

Holmes Elementary

Activity - Math Journal/Notebook	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize math journals and notebooks for reflecting, connecting, summarizing, and questioning mathematical content, vocabulary and concepts.	Academic Support Program			07/01/2013	06/30/2014	\$1000 - Title I Schoolwide	Principals, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Para educators.

Activity - Problem Solving Center	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have a differentiated problem solving center in a designated area in their classroom. Students will have the opportunity to solve problems and demonstrate their thinking in their math journals/notebooks.	Academic Support Program			07/01/2013	06/30/2014	\$500 - Title I Schoolwide	Principal, Classroom Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Resource Room Teachers, Para Educators.

Activity - Problem Solving Center	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize Creative Publications Problem Solver series. The following strategies will be taught: Find a Pattern, Make a Table, Work Backwards, Guess and Check, Draw a picture, Make a list, Write a number sentence, and use logical reasoning. Students will explain their thinking in their math journals/notebooks.	Direct Instruction			07/01/2013	06/30/2014	\$1000 - Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, Title I Teachers, ESL Teachers, Para educators.

### Narrative:

As a partner in the reform work, WISD secured a generous grant in January 2013, from the Michigan Department of Education for funding to support the consolidation efforts. With these additional resources, YCS was able to secure consultation support from Dr. Bryan Goodwin, NCREL (North Central Regional Educational Laboratory) and Dr. Brandon Doubek Ed. D (Professional Development Associates Leadership and Learning Center) to contribute to the reform work. These same resources has helped to rebuild the following:

- All new child accounting, communication and reporting systems (technology)
- Inventory of instructional materials
- Newly reorganized secondary school options with a strong emphasis on small learning communities
- Exemplary teachers serving as teacher leaders
- Integration of science, technology, engineering and mathematics (STEM) into the elementary and secondary instructional
- Partnerships with the University of Michigan, Eastern University and Washtenaw Community Colleges to ensure a cradle to college / career continuum
- Interdisciplinary arts integration at the elementary level
- Ubiquitous implementation of Restorative Practices, Instructional Consultation Protocol and Cultural Competency throughout the district to positively reshape culture and climate
- All day kindergarten for all students

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
- Training in Small Learning Communities
- Use of data and data dialogue techniques

The district is committed to providing on going, embedded training in Restorative Practices and cultural competency over the next 3 years. Holmes School has a restorative practices coach funded by the 31 A 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.

ICT (Instructional Consultation Team) meetings will occur weekly at Holmes during the 2013-14 training year. The ICT process provide an integrated process of data trend review, student achievement monitoring, instructional task-analysis and collaborative problem solving. ICT meetings will be scheduled at a time that does not interfere with or interrupt core academic instruction.

**Requirement #5: The district has adopted a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, ore enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.**

**Indicator 5A: In your response, detail how the NEW governance structure will assist in decision making, sharing of information between the district and building, and removal of barriers to reform plan implementation. that will assist with the building turnaround process. Describe a process for monitoring implementation progress to inform plan refinement and how regular reporting will occur to all key stakeholders**

**Indicator 5B: Complete and attach the Assurance of Operational Flexibility for Priority Schools, signed by the Superintendent, School Board President and Union Representative, which certifies that the school has the autonomy required to implement the reform/redesign plan as written (Must complete the Assurance of Operational Flexibility and attach required evidence as stated in the Assurance Form). Include a statement that describes how the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations).**

### Indicator 5A: New Governance Structure

A district level governance structure is in place that:

- o Reflects a new way for the district and school to make decisions, share information, removes barriers to reform plan implementation, etc.
- o Describes a process for monitoring implementation progress to inform plan refinement
- o Provides regular reporting to key stakeholders (e.g., the school board)

For all these reasons (and more) Washtenaw Intermediate School District became a full operational partner in the reform work beginning more than 18 months ago. Please revisit the executive summary, which describes the high level of community engagement, demographic and achievement history, financial challenges and the new 5 Pillars for Success. A new Board was appointed to over see the consolidation process. The new Board of Education hired Washtenaw Intermediate School District Superintendent, Mr. Scott Menzel, to serve as interim superintendent of Ypsilanti Community Schools (YCS) along side Laura Lisicki, who previously served as Superintendent of the Willow Run Community Schools. Both leaders currently over see the consolidation process and operational issues for the district.

With community input the following administrative documents were developed:

1) 5 Pillars of Success around which substantive program reform is occurring:

Birth through kindergarten entry

Leadership at all levels

Positive culture and climate focused on learning

High quality teachers/ teaching

Every student will have an opportunity to earn college credit or career credentials

prior to high school graduation

2) 5 Guiding Principles which will frame operational practices and accountability measures:

High expectations

Evidence-based best practices while allowing for creativity and innovation

Family and community partnerships

Student voice and empowerment

Responsibility, efficiency and financial viability

3) Newly articulated core commitments, values, professional standards, and ethics which framed the hiring/re-hiring process and upon which the new district evaluation process will be predicated. All staff had to sign and agree to these commitments prior to hiring or re-hiring.

Laura Frey Greathouse and Crista Stencel comprise the new district's "turnaround office". Mrs. Stencel works closely with state and local officials to ensure all federal and state grants are appropriately configured to comply with compliance expectations. Her years of expertise and extensive networking are a major asset for the new district. Mrs. Frey- Greathouse and Ms. Lisicki co-supervise the academic programs and instructional needs of the district. This is no small undertaking as the school year gets started. Both know the Willow Run community well and served in central administration positions prior to the consolidation efforts.

As a partner in the reform work, WISD secured a generous grant in January 2013, from the Michigan Department of Education for funding to support the consolidation efforts. With these additional resources, YCS was able to secure consultation support from Dr. Bryan Goodwin, NCREL (North Central Regional Educational Laboratory) and Dr. Brandon Doubek Ed. D (Professional Development Associates Leadership

## Redesign Plan

Holmes Elementary

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and Learning Center) to contribute to the reform work. These same resources have helped to rebuild the following:

All new child accounting, communication and reporting systems (technology)

Inventory of instructional materials

Newly reorganized secondary school options with a strong emphasis on small learning communities

Exemplary teachers serving as teacher leaders

Integration of science, technology, engineering and mathematics (STEM) into the elementary and secondary instructional

Partnerships with the University of Michigan, Eastern University and Washtenaw Community Colleges to ensure a cradle to college / career continuum

Interdisciplinary arts integration at the elementary level

Ubiquitous implementation of Restorative Practices, Instructional Consultation Protocol and Cultural Competency throughout the district to positively reshape culture and climate

All day kindergarten for all students

Specifically, 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.

**Indicator 5 B: Operational Flexibility**

o The plan includes a statement that the School Improvement Team (see key terms) and building leader will determine the school's Title 1 budget (subject to federal regulations).

Both previous districts' labor groups were affiliated with the MEA; therefore, the current teacher labor group has recently (10-25-2013) voted to elect a president to enter into negotiations with the administration. Currently teachers have some MEA protections to help resolve labor disputes. The current administration will work with the new leadership to obtain a signed MOU required by the Priority School process.

The previous collective bargaining agreements were dissolved in order to give the newly consolidated district the greatest degree of flexibility to redesign effective internal structures, assign teaching staff, organize the instructional day and create an accountability framework that will hold staff and administrators to highest degree of proven success. All re-hired and newly hired staff signed an agreement with teacher/administrative commitments aligned with the new strategic plan. Currently, administrative staff has broad authority to hire and terminate ineffective teachers as long as "cause" and due process is documented. Administration and labor leaders have begun negotiating a comprehensive collective bargaining agreement for the newly consolidated YCS.

Specifically, Holmes School has 10 newly hired teachers and 6 rehired teachers. New teachers are largely coming from districts outside YCS and bring a deep understanding of instructional pedagogy, proven practice and experience in teaching in an urban/ rural district.

**Requirement #6: The district uses data to identify and implement an instructional program(s) that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.**

**Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources, (b) disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance.**

**Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies for building-wide implementation, (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research, and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program.**

**Goal 1:**

All students will demonstrate improvement in mathematics

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in Numbers & Operation strand in Mathematics by 06/30/2014 as measured by the math NWEA and MEAP.

## Redesign Plan

Holmes Elementary

### Strategy1:

Improve math facts and operations - Teacher consultant, Classroom Teachers and Title teachers will spend a minimal of 5 minutes per day for fact practice with small group instruction. The Title teachers will identify students based on desegregated 2012 MEAP results and NWEA Math strand scores. Implementing family math nights quarterly for lower and upper elementary students to increase family involvement. Extended day instruction and professional development opportunities will be offered to facilitate vertical alignment of the curriculum with the CCSS.

Research Cited: Ball, D., Pollock, J., (2001). Classroom instruction that works: Research based strategies for increasing student achievement, ASCD, Alexandria, VA.; Loveless, T. (2003) Trends in math achievement: The importance of basic skills. Presentation at the Mathematics Summit, Washington D.C.; Biffle, C. (2003) Whole brain teaching for challenging kids; (and the rest of your class too). Whole Brain Teaching LLC first edition.

Strategy Tier:

Activity - Math Technology & Support Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice basic math facts and math skills daily. Technology such as Ipad, calculators, computers, and responders will be used to improve skills. Internet resources such as NWEA MAP math, Brain-pop, Xtra math website, IXL.com, Online Envision and Online Math sites will be used to practice facts and other math skills. Practice facts using mad minutes, flashcards, etc...	Other			07/01/2013	07/01/2013	\$5000 - Title I Schoolwide	Principal, Classroom Teacher, Title teachers, ESL Teachers, Teacher Consultants, Resource Room teachers.

Activity - Everyday Counts Calendar	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Everyday Counts calendar as a daily instructional tool. Everyday Counts calendar uses focus on a sequential repetition of basic math skills to build math fluency in students. Students will use their math journals to demonstrate their thinking and problem solving skills.	Direct Instruction			07/01/2013	06/30/2014	\$2500 - Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title Teachers, Para Educators.

## Redesign Plan

Holmes Elementary

Activity - Parent Involvement Math and Science Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For the Parent Involvement Math and Science events, classroom teachers, Title teachers, and support staff will present math and science concepts, skills, and projects that students are learning and engaged in during the school day. In addition, staff will model and share math games, online games and programs, and strategies that parents can use to facilitate and reinforce math and science skills development at home. Parent Involvement events may include Math Nights, Math Carnivals, Science Fairs/Family Nights, and interactive presentations and projects facilitated by community organizations such as the Hands on Museum, Leslie Science Center, and U of M Science and Natural History.	Parent Involvement			07/01/2013	06/30/2014	\$2000 - Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title Teachers, Para Educators.

### Measurable Objective 2:

80% of All Students will demonstrate a proficiency in math vocabulary at each grade level in Mathematics by 06/30/2014 as measured by an increase of at a least 10% as measured by NWEA math scores and MEAP scores..

### Strategy1:

Develop and Strengthen Math Vocabulary - Teachers will focus on grade level appropriate math vocabulary from resources such as Everyday Mathematics, Every Day Counts calendar, and CCSS. Vocabulary will be displayed on posters in all classrooms and hallways. Students will maintain math journals with daily math work from Everyday Counts including a vocabulary list with definitions, models, and pictures to demonstrate comprehension and mastery of concepts and vocabulary.

Research Cited: Beck, I.L., McKeown, M.G., & Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction, New York: Guilford.

Blachowicz, C.L.Z. & Fisher, P. (2006). Teaching vocabulary in all classrooms. (3rd edition). Upper Saddle River, NJ:

Pearson/Merrill/Prentice Hall

National Council of Teachers of Mathematics (2000). Principles and standards for school mathematics.

Marzano, R. & Pickering, D. (2005). Building academic vocabulary: Teacher's Manual, ASCD: Alexandria, VA.

Strategy Tier:

Activity - Math Word Wall	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide a designated space for math vocabulary words to be taught, as well as used as a resource tool for students. Hallway walls will provide additional word wall space with a focus on CCSS math vocabulary words by grade level.	Academic Support Program			07/01/2013	06/30/2014	\$0 - Title I School Improvement (ISI)	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Para Educators.

## Redesign Plan

Holmes Elementary

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional and support staff will participate in book studies using Critical Friends Group protocols to increase their understanding of ways to effectively teach and increase students' math vocabulary skills.	Professional Learning			07/01/2013	06/30/2014	\$1300 - Title II Part A	Principal, Classroom Teachers, Title I Teachers, Teacher Consultants, Resource Room Teachers, ESL Teacher, Paraeducators, Custodial, Office, Lunchroom Staff

### Measurable Objective 3:

80% of All Students will demonstrate a proficiency in problem solving skills in Mathematics by 06/30/2014 as measured by as measured by NWEA scores.

### Strategy1:

Implementing Problem Solving Strategies - All teachers will implement problem solving strategies during a segment of their 90 minute math instructional block. Problem solving strategies and materials will include Creative Publications Problem Solving Series; math journals for reflecting, summarizing and explaining; Problem Solving Organizers.

Research Cited: Ball, D., Boerst, University of Michigan in Elementary Math. (Collaborative Assessment of Teaching Ongoing Research Project); Marzano, R., Pickering, D., Polluck, J. (2001). Classroom instruction that works; Research based strategies for increasing student achievement, ASCD, Alexandria, VA;

Strategy Tier:

Activity - Math Journal/Notebook	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize math journals and notebooks for reflecting, connecting, summarizing, and questioning mathematical content, vocabulary and concepts.	Academic Support Program			07/01/2013	06/30/2014	\$1000 - Title I Schoolwide	Principals, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Para educators.

Activity - Problem Solving Center	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize Creative Publications Problem Solver series. The following strategies will be taught: Find a Pattern, Make a Table, Work Backwards, Guess and Check, Draw a picture, Make a list, Write a number sentence, and use logical reasoning. Students will explain their thinking in their math journals/notebooks.	Direct Instruction			07/01/2013	06/30/2014	\$1000 - Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, Title I Teachers, ESL Teachers, Para educators.

# Redesign Plan

Holmes Elementary

Activity - Problem Solving Center	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have a differentiated problem solving center in a designated area in their classroom. Students will have the opportunity to solve problems and demonstrate their thinking in their math journals/notebooks.	Academic Support Program			07/01/2013	06/30/2014	\$500 - Title I Schoolwide	Principal, Classroom Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Resource Room Teachers, Para Educators.

## Goal 2:

All students will improve their reading proficiency.

## Measurable Objective 1:

A 20% increase of All Students will demonstrate a proficiency in word recognition, word study and vocabulary skills in Reading by 06/30/2014 as measured by an increase of at least 20% as measured by MEAP scores..

## Strategy1:

Improve Knowledge of Informational Text Structure and Features - Teachers will select appropriate informational text weekly and students will engage in peer to peer reading daily, small group, and whole group instruction/intervention, focusing on learning informational text structure and features.

Research Cited: Cilia-Duncan, J. (2008). Collaborative action research: The Daily Five. Collaborative Action Research: EDUC 6620-029; Collins Block, C., Mandell Morrow, L. & Parris, S. R. (2008). Comprehension instruction: research based best practices. The Guilford Press, New York, NY.; Huebner, T.A. (2010). Meeting students where they are. Educational Leadership, 67(5), 79-81.; Marzano, R.J., Pickering, D.J., Pollock, J. E. (2001). Classroom instruction that works: Research based strategies for increasing student achievement. Association for Supervision and Curriculum Development, Alexandria, VA.; Robb, L. (2006). Teaching reading. Scholastic Inc., New York, NY.; Ross, S., Nunnery, J., & Goldfeder, E. (2004). A Randomized experiment on the effects of Accelerated Reader/Reading Renaissance in an urban school district: Preliminary evaluation report. The University of Memphis, Center for Research in Educational Policy, Memphis, TN.

Strategy Tier:

Activity - Supplemental Informational Text & Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Informational news articles and iPad applications including Scholastic News, Social Studies Weekly, Read Naturally, and National Geographic for Kids will be used to increase students comprehension skills across the content areas. Paper copies of informational news articles will be used as a classroom intervention as well as homework supplements. These texts will be used during peer to peer (with adult support), small group, and whole class reading instruction and intervention. These texts primarily will be used during the Daily 5 reading block.	Other			07/01/2013	06/30/2014	\$5000 - Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Para educators.

**Narrative:**

Requirement 6

Use of data to identify and implement an instructional program that is based on research and aligned from one grade to the next, as well as with state academic standards

Indicator 6 A

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.

#### Indicator 6 B

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.

## Redesign Plan

Holmes Elementary

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\*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](http://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](http://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.

## Redesign Plan

Holmes Elementary

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Vocabulary: Teachers will focus on grade level appropriate vocabulary. Vocabulary will be displayed on posters in all classrooms and hallways. (SIP Plan)

During the 2014-2015 school year and beyond the following will be implemented:

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.

**Requirement #7: The district promotes the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction in order to meet the academic needs of individual student.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data (see key terms), (b) explain how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used to increase achievement and close achievement gaps (see key terms).**

### Goal 1:

All students will demonstrate improvement in mathematics

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency in Numbers & Operation strand in Mathematics by 06/30/2014 as measured by the math NWEA and MEAP.

### Strategy1:

Improve math facts and operations - Teacher consultant, Classroom Teachers and Title teachers will spend a minimal of 5 minutes per day for fact practice with small group instruction. The Title teachers will identify students based on desegregated 2012 MEAP results and NWEA Math strand scores. Implementing family math nights quarterly for lower and upper elementary students to increase family

## Redesign Plan

Holmes Elementary

involvement. Extended day instruction and professional development opportunities will be offered to facilitate vertical alignment of the curriculum with the CCSS.

Research Cited: Ball, D., Pollock, J., (2001). Classroom instruction that works: Research based strategies for increasing student achievement, ASCD, Alexandria, VA.; Loveless, T. (2003) Trends in math achievement: The importance of basic skills. Presentation at the Mathematics Summit, Washington D.C.; Biffle, C. (2003) Whole brain teaching for challenging kids; (and teh rest of your class too). Whole Brain Teaching LLC first edition.

Strategy Tier:

Activity - Everyday Counts Calendar	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Everyday Counts calendar as a daily instructional tool. Everyday Counts calendar uses focus on a sequential repetition of basic math skills to build math fluency in students. Students will use their math journals to demonstrate their thinking and problem solving skills.	Direct Instruction			07/01/2013	06/30/2014	\$2500 - Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title Teachers, Para Educators.

Activity - Math Technology & Support Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice basic math facts and math skills daily. Technology such as Ipad, calculators, computers, and responders will be used to improve skills. Internet resources such as NWEA MAP math, Brain-pop, Xtra math website, IXL.com, Online Envision and Online Math sites will be used to practice facts and other math skills. Practice facts using mad minutes, flashcards, etc...	Other			07/01/2013	07/01/2013	\$5000 - Title I Schoolwide	Principal, Classroom Teacher, Title teachers, ESL Teachers, Teacher Consultants, Resource Room teachers.

Activity - Parent Involvement Math and Science Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For the Parent Involvement Math and Science events, classroom teachers, Title teachers, and support staff will present math and science concepts, skills, and projects that students are learning and engaged in during the school day. In addition, staff will model and share math games, online games and programs, and strategies that parents can use to facilitate and reinforce math and science skills development at home. Parent Involvement events may include Math Nights, Math Carnivals, Science Fairs/Family Nights, and interactive presentations and projects facilitated by community organizations such as the Hands on Museum, Leslie Science Center, and U of M Science and Natural History.	Parent Involvement			07/01/2013	06/30/2014	\$2000 - Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title Teachers, Para Educators.

## Redesign Plan

Holmes Elementary

### Measurable Objective 2:

80% of All Students will demonstrate a proficiency in problem solving skills in Mathematics by 06/30/2014 as measured by as measured by NWEA scores.

### Strategy1:

Implementing Problem Solving Strategies - All teachers will implement problem solving strategies during a segment of their 90 minute math instructional block. Problem solving strategies and materials will include Creative Publications Problem Solving Series; math journals for reflecting, summarizing and explaining; Problem Solving Organizers.

Research Cited: Ball, D., Boerst, University of Michigan in Elementary Math. (Collaborative Assessment of Teaching Ongoing Research Project); Marzano, R., Pickering, D., Polluck, J. (2001). Classroom instruction that works; Research based strategies for increasing student achievement, ASCD, Alexandria, VA;

Strategy Tier:

Activity - Problem Solving Center	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have a differentiated problem solving center in a designated area in their classroom. Students will have the opportunity to solve problems and demonstrate their thinking in their math journals/notebooks.	Academic Support Program			07/01/2013	06/30/2014	\$500 - Title I Schoolwide	Principal, Classroom Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Resource Room Teachers, Para Educators.

Activity - Problem Solving Center	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize Creative Publications Problem Solver series. The following strategies will be taught: Find a Pattern, Make a Table, Work Backwards, Guess and Check, Draw a picture, Make a list, Write a number sentence, and use logical reasoning. Students will explain their thinking in their math journals/notebooks.	Direct Instruction			07/01/2013	06/30/2014	\$1000 - Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, Title I Teachers, ESL Teachers, Para educators.

Activity - Math Journal/Notebook	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize math journals and notebooks for reflecting, connecting, summarizing, and questioning mathematical content, vocabulary and concepts.	Academic Support Program			07/01/2013	06/30/2014	\$1000 - Title I Schoolwide	Principals, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Para educators.

### Measurable Objective 3:

80% of All Students will demonstrate a proficiency in math vocabulary at each grade level in Mathematics by 06/30/2014 as measured by an increase of at a least 10% as measured by NWEA math scores and MEAP scores..

**Strategy1:**

Develop and Strengthen Math Vocabulary - Teachers will focus on grade level appropriate math vocabulary from resources such as Everyday Mathematics, Every Day Counts calendar, and CCSS. Vocabulary will be displayed on posters in all classrooms and hallways. Students will maintain math journals with daily math work from Everyday Counts including a vocabulary list with definitions, models, and pictures to demonstrate comprehension and mastery of concepts and vocabulary.

Research Cited: Beck, I.L., McKeown, M.G., & Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction, New York: Guilford.

Blachowicz, C.L.Z. & Fisher, P. (2006). Teaching vocabulary in all classrooms. (3rd edition). Upper Saddle River, NJ:

Pearson/Merrill/Prentice Hall

National Council of Teachers of Mathematics (2000). Principles and standards for school mathematics.

Marzano, R. & Pickering, D. (2005). Building academic vocabulary: Teacher's Manual, ASCD: Alexandria, VA.

Strategy Tier:

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional and support staff will participate in book studies using Critical Friends Group protocols to increase their understanding of ways to effectively teach and increase students' math vocabulary skills.	Professional Learning			07/01/2013	06/30/2014	\$1300 - Title II Part A	Principal, Classroom Teachers, Title I Teachers, Teacher Consultants, Resource Room Teachers, ESL Teacher, Paraeducators, Custodial, Office, Lunchroom Staff

Activity - Math Word Wall	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide a designated space for math vocabulary words to be taught, as well as used as a resource tool for students. Hallway walls will provide additional word wall space with a focus on CCSS math vocabulary words by grade level.	Academic Support Program			07/01/2013	06/30/2014	\$0 - Title I School Improvement (ISI)	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Para Educators.

**Goal 2:**

All students will improve their reading proficiency.

**Measurable Objective 1:**

A 20% increase of All Students will demonstrate a proficiency in word recognition, word study and vocabulary skills in Reading by 06/30/2014 as measured by an increase of at a least 20% as measured by MEAP scores..

## Redesign Plan

Holmes Elementary

### Strategy1:

Improve Word Recognition, Word Study & Vocabulary Skills - Staff will use NWEA, CCSS and selected word lists to identify appropriate words to teach at each grade level. During PLCs, CFGs, common planning time and staff meetings, staff will discuss instructional practices aimed at improving study word skills using selected texts.

Research Cited: Teaching vocabulary in all classrooms. (3rd. ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.; Marzano, R.J. & Pickering, D. J. (2005). Building academic vocabulary: Teacher's manual. ASCD, Alexandria, VA; Watts-Taffe, S. (2006) Vocabulary:

Questions from the classroom. Reading Research Quarterly, 41 (4), 524-538

Strategy Tier:

Activity - Parent Involvement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For the Parent Involvement Reading and Literacy events, classroom teachers, Title I reading teacher, and support staff will present reading and literacy concepts, skills, and projects that students are learning and engaged in during the school day. In addition, staff will model and share reading games, online games and programs, and strategies that parents can use to facilitate and reinforce reading and literacy skills development at home. Families will participate in hands-on reading and literacy projects and will receive make and take materials (e.g., books, vocabulary games, letter tiles, etc...) that will foster application of reading and literacy skills in the home environment. Parent involvement events may include Reading Nights, Literacy Carnivals, and interactive presentations and projects facilitated by community organizations such as the Ypsilanti District Library.	Parent Involvement			07/01/2013	06/30/2014	\$2000 - Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Teacher Consultants, Para educators.

Activity - Extended Enrichment Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified teachers will provide supplemental reading support in small and large group context. Staff will conduct formative and summative assessments to track student progress to determine gains made as the result of participating in this program. Students will be identified to participate in programs based on Title I eligibility criteria. Extended enrichment activities may include Before and After school enrichment, Saturday School, and Summer School.	Academic Support Program			07/01/2013	06/30/2014	\$30000 - Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, Title I teachers, Teacher Consultants, Resource Room Teachers, ESL Teachers, Para educators.

## Redesign Plan

Holmes Elementary

Activity - Emphasize Vocabulary in Core Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing resources such as "Bringing Words to Life", "Building Academic Vocabulary" and Vocabulary A-Z. Staff will review NWEA, CCSS, and selected words to determine resources and ideas for vocabulary rich programs in core content area for each grade level.	Implementation			07/01/2013	06/30/2014	\$1000 - Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, Title I Teacher, ESL Teacher, Para educators, Teacher Consultants

### Narrative:

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.

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Requirement #8: The district establishes schedules and implements strategies that provide increased learning time.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indication 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional learning that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

Indicator 8A

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 intersessions 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 (Special Education, Title I, 31 A At-Risk, Social Work, Speech) at this time.

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 2014-15.

Indicator 8B

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

year.

Indicator 8C

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.

**Requirement #9: The district provides appropriate social, emotional, and community services that support students.**

**Indicator 9A: In your response, detail the mechanism the school will use for identifying student needs, outline the supports that will be provided at the school ( including what specific needs will be addressed), and specify the supports that will be provided through community agencies (including what specific needs will be addressed)**

Requirement 9: Social, emotional, and community services 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

## Redesign Plan

Holmes Elementary

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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

## Redesign Plan

Holmes Elementary

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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



# Ypsilanti Community Schools Principal Evaluation

## COMPONENTS OF PROFESSIONAL PRACTICE

### Domain 1 for Principals: Leadership

#### Component 1a. Vision for Learning and Achievement Factors: Personal Vision Characteristics

Ineffective	Minimally Effective	Effective	Highly Effective
Does not maintain and communicate an informed vision of success for all students.	Maintains and communicates an informed vision of success for all students.	Maintains and communicates an informed vision of success for all students and advances his/her personal vision in ways that honor and celebrate diversity and the worth of every individual.	Maintains and communicates an informed vision of success for all students, advances his/her personal vision in ways that honor and celebrate diversity and the worth of every individual and sets both example and expectation for treating all persons with civility, respect, and dignity.

**Component 1b. Vision for Learning and Achievement Factors: Shared Vision Characteristics**

Ineffective	Minimally Effective	Effective	Highly Effective
Does not work with staff, students, parents and community to build a shared vision of learning for all students.	Works with staff, students, parents and community to build a shared vision of learning for all students.	Works with staff, students, parents and community to build a shared vision of learning for all students; and enlists staff, students and parents in working on and regularly updating the shared vision based on current information.	Works with staff, students, parents and community to build a shared vision of learning for all students; enlists staff, students and parents in working on and regularly updating the shared vision based on current information and monitors progress, aligns resources, and fosters innovation to achieve the shared vision based on valid measures of success.

**Component 1c. Leadership Work and Behavior Factors: Informed Characteristics**

Ineffective	Minimally Effective	Effective	Highly Effective
Does not use valid data, information, and research to inform goals, strategies, and practices.	Uses valid data, information, and research to inform goals, strategies, and practices.	Uses valid data, information, and research to inform goals, strategies, and practices; and guides staff to use multiple sources of data, information, and research to inform goals, strategies, and practices.	Uses valid data, information, and research to inform goals, strategies, and practices; guides staff to use multiple sources of data, information, and research to inform goals, strategies, and practices; and works with staff to use data, information, and research to set priorities, evaluate school programs, and collaborate for improved results.

**Component 1d. Leadership Work and Behavior Factors: Strategic and Systemic Characteristics**

Ineffective	Minimally Effective	Effective	Highly Effective
Does not establish and maintain focus on both short and long term priorities and strategies to drive the work of the school.	Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the school.	Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the school, and works with staff to establish individual and shared short/long term priorities and strategies that align with school and district goals.	Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the school, works with staff to establish individual and shared short/long term priorities and strategies that align with school and district goals, and works with staff, students and parents to link school priorities and strategies into a systemic plan to achieve school and district goals.

**Component 1e. Leadership Work and Behavior Factors: Fair, Legal, Honest, Ethical and Professional Characteristics**

Ineffective	Minimally Effective	Effective	Highly Effective
Does not conduct his/her work in a fair, legal, and ethical manner.	Conducts his/her work in a fair, legal, and ethical manner.	Conducts his/her work in a fair, legal, and ethical manner; and holds school personnel accountable for fair, legal, and ethical conduct.	Conducts his/her work in a fair, legal, and ethical manner; holds school personnel accountable for fair, legal, and ethical conduct; and contributes to policies, practices, and norms that help build a school and district culture of fair, legal, and ethical conduct.

## Component 1f. Leadership Work and Behavior Factors: Resilient Characteristics

Ineffective	Minimally Effective	Effective	Highly Effective
Does not maintain effective personal work habits, is not reliable and consistent in fulfilling responsibilities, and does not renew personal commitment.	Maintains effective personal work habits, is reliable and consistent in fulfilling responsibilities, and renews personal commitment.	Maintains effective personal work habits, is reliable and consistent in fulfilling responsibilities, and renews personal commitment; and models and sets expectations for staff to use habits of reflective practice, personal growth and renewal, reliability and consistency.	Maintains effective personal work habits, is reliable and consistent in fulfilling responsibilities, and renews personal commitment; models and sets expectations for staff to use habits of reflective practice, personal growth and renewal, reliability and consistency; and establishes school routines that support and recognize habits of reflective practice, self-assessment, and personal renewal.

## Domain 2 for Principals: Programs

## Component 2a. High Quality/Fidelity/Reliability Instructional Program Factors: Curriculum Characteristics

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Does not ensure that staff understand and use the district curriculum consistently to plan and deliver instruction.</p>	<p>Ensures that staff understand and use the district curriculum consistently to plan and deliver instruction.</p>	<p>Ensures that staff understand and use the district curriculum consistently to plan and deliver instruction; and ensures that staff communicates curriculum expectations to students and parents, follow horizontal and vertical alignment, emphasize essential core curriculum standards and differentiate instruction to meet the needs of all students.</p>	<p>Ensures that staff understand and use the district curriculum consistently to plan and deliver instruction; ensures that staff communicates curriculum expectations to students and parents, follow horizontal and vertical alignment, emphasize essential core curriculum standards and differentiate instruction to meet the needs of all students; and assists staff in interpreting curriculum expectations, selecting appropriate instructional resources, developing differentiation strategies, and making the curriculum relevant for all students and understood by all parents.</p>

## Component 2b. High Quality/Fidelity/Reliability Instructional Program Factors: Instruction Characteristics

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Does not have a working knowledge of effective instruction or does not use that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs.</p>	<p>Has a working knowledge of effective instruction and uses that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs.</p>	<p>Has a working knowledge of effective instruction and uses that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs; and assists staff in developing a repertoire of research based instructional practices that support active student learning, differentiation, and tiered interventions where needed to meet student needs.</p>	<p>Has a working knowledge of effective instruction and uses that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs; assists staff in developing a repertoire of research based instructional practices that support active student learning, differentiation, and tiered interventions where needed to meet student needs; and establishes school processes and routines that engage teachers in regular monitoring of student progress and evaluation, adaptation, and improvement of instructional strategies to meet the needs of all students.</p>

## Component 2c. High Quality/Fidelity/Reliability Instructional Program Factors: Assessment Characteristics

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Does not have a working knowledge of assessment practices and instruments or does not work with staff to follow ethical, legal and valid practices in using data to communicate about student progress.</p>	<p>Has a working knowledge of assessment practices and instruments and works with staff to follow ethical, legal and valid practices in using data to communicate about student progress.</p>	<p>Has a working knowledge of assessment practices and instruments and works with staff to follow ethical, legal and valid practices in using data to communicate about student progress; and provides training and support for staff to become assessment literate and competent in analyzing and interpreting assessment results to communicate student progress, set learning goals, and make decisions that affect students.</p>	<p>Has a working knowledge of assessment practices and instruments and works with staff to follow ethical, legal and valid practices in using data to communicate about student progress; provides training and support for staff to become assessment literate and competent in analyzing and interpreting assessment results to communicate student progress, set learning goals, and make decisions that affect students; and works with staff to establish building and district systems, processes, policies, training, and shared leadership for effective assessment and feedback practices.</p>

## Component 2d. Safe, Effective, Efficient School Operations Factors: Policies, Laws, and Procedures Characteristics

Ineffective	Minimally Effective	Effective	Highly Effective
Does not maintain current knowledge or does not act in accordance with State and Federal laws, school safety practices, employee contracts, and district policies.	Maintains current knowledge and acts in accordance with State and Federal laws, school safety practices, employee contracts, and district policies.	Maintains current knowledge and acts in accordance with State and Federal laws, school safety practices, employee contracts, and district policies; and informs and holds staff accountable for adherence to State and Federal laws, school safety practices, employee contracts and district policies.	Maintains current knowledge and acts in accordance with State and Federal laws, school safety practices, employee contracts, and district policies; informs and holds staff accountable for adherence to State and Federal laws, school safety practices, employee contracts and district policies; and monitors, evaluates, and improves school routines and processes to better align and support legal, safe, and ethical school operations and to develop positive employee relations.

## Component 2e. Safe, Effective, Efficient School Operation Factors: Systems, Processes, and Procedures Characteristics

Ineffective	Minimally Effective	Effective	Highly Effective
Does not follow district or does not establish school systems, processes and procedures that guide the operation of the school.	Follows district and establishes school systems, processes and procedures that guide the operation of the school.	Follows district and establishes school systems, processes and procedures that guide the operation of the school; and ensures that staff and students understand, follow, and evaluate the systems, processes, and procedures of the school and district.	Follows district and establishes school systems, processes and procedures that guide the operation of the school; ensures that staff and students understand, follow, and evaluate the systems, processes, and procedures of the school and district; and works with staff to gather stakeholder input and offer ideas and leadership for improving school and district systems, processes and procedures.

**Component 2f. Safe, Effective, Efficient School Operations Factors: Allocation and Management of Resources Characteristics**

Ineffective	Minimally Effective	Effective	Highly Effective
Does not establish procedures for or does not regularly monitor the school's fiscal management and financial status.	Establishes procedures for and regularly monitors the school's fiscal management and financial status.	Establishes procedures for and regularly monitors the school's fiscal management and financial status; and communicates with staff about the school's financial status and develops processes for aligning and realigning resources to support school goals.	Establishes procedures for and regularly monitors the school's fiscal management and financial status; communicates with staff about the school's financial status and develops processes for aligning and realigning resources to support school goals; and communicates and collaborates with staff, central office and stakeholders about the school's financial status and securing resources to achieve school goals.

**Domain 3 for Principals: Processes**

### Component 3a. Community Building Factors: Relationships Characteristics

Ineffective	Minimally Effective	Effective	Highly Effective
Does not form relationships with staff, students, families and the broader school community.	Forms relationships with staff, students, families and the broader school community.	Forms relationships with staff, students, families and the broader school community; and is involved in the community as an advocate for the schools and regularly assesses and ensures that the school responds to the needs of a diverse school community.	Forms relationships with staff, students, families and the broader school community; is involved in the community as an advocate for the schools and regularly assesses and ensures that the school responds to the needs of a diverse school community; and works with the community to form partnerships, coordinate services, seek out resources and support, and advocate for the school.

### Component 3b. Community Building Factors: Inclusion Characteristics

Ineffective	Minimally Effective	Effective	Highly Effective
Does not welcome or invite parents and members of the diverse community to be involved with the school.	Welcomes and invites parents and members of the diverse community to be involved with the school.	Welcomes and invites parents and members of the diverse community to be involved with the school; and responds to concerns of students, parents, and community involving them in ways that are meaningful and relevant.	Welcomes and invites parents and members of the diverse community to be involved with the school; responds to concerns of students, parents, and community involving them in ways that are meaningful and relevant; and ensures all segments of the community are included, involved, respected and valued.

### Component 3c. Community Building Factors: Communications Characteristics

Ineffective	Minimally Effective	Effective	Highly Effective
Does not communicate regularly with internal or external stakeholders about student achievement.	Communicates regularly with internal and external stakeholders about student achievement.	Communicates regularly with internal and external stakeholders about student achievement; and uses a multifaceted communications plan to keep internal and external stakeholders informed, involved, and knowledgeable about the school.	Communicates regularly with internal and external stakeholders about student achievement; uses a multifaceted communications plan to keep internal and external stakeholders informed, involved, and knowledgeable about the school; and establishes a regular system of two-way communication with parents, community, and media, while involving parents in their child's education.

### Component 3d. Evidence Based and Data Informed Decision Making Factors: Collaborative Inquiry Characteristics

Ineffective	Minimally Effective	Effective	Highly Effective
Does not create school routines to examine and question student and school results.	Creates school routines to examine and question student and school results.	Creates school routines to examine and question student and school results; and establishes and works with staff teams to challenge assumptions, raise questions and interpret multiple sources of student results to create evidence based instructional plans.	Creates school routines to examine and question student and school results; establishes and works with staff teams to challenge assumptions, raise questions and interpret multiple sources of student results to create evidence based instructional plans; and trains teachers to lead collaborative inquiry, assist colleagues in developing evidence based goals and strategies, and disseminate successful improvement work.

### Component 3e. Evidence Based and Data Informed Decision Making Factors: Systematic Use of Multiple Data Sources Characteristics

Ineffective	Minimally Effective	Effective	Highly Effective
Does not work with staff to use multiple forms of student (including sub-group data) or school data to identify school improvement goals.	Works with staff to use multiple forms of student (including sub-group data) and school data to identify school improvement goals.	Works with staff to use multiple forms of student (including sub-group data) and school data to identify school improvement goals; and works with staff to analyze multiple year student (including sub-group data) and school data trends and select evidence based strategies to achieve the school improvement goals.	Works with staff to use multiple forms of student (including sub-group data) and school data to identify school improvement goals; works with staff to analyze multiple year student (including sub-group data) and school data trends and select evidence based strategies to achieve the school improvement goals; and works with staff to deepen student and school data analysis with triangulated data points, sub-scores, etc. to evaluate and revise school improvement goals and strategies.

### Component 3f. Evidence Based and Data Informed Decision Making Factors: Data Systems Characteristics

Ineffective	Minimally Effective	Effective	Highly Effective
Is not knowledgeable about or does not set clear expectations for staff use of the school's data systems.	Is knowledgeable about and sets clear expectations for staff use of the school's data systems.	Is knowledgeable about and sets clear expectations for staff use of the school's data systems; and ensures that staff are knowledgeable and monitored in their use of the school's data systems for classroom assessment and progress monitoring.	Is knowledgeable about and sets clear expectations for staff use of the school's data systems; ensures that staff are knowledgeable and monitored in their use of the school's data systems for classroom assessment and progress monitoring; and provides staff training and support to use the school's data system for collecting, analyzing and interpreting multiple forms of data for progress and performance monitoring.

# Domain 4 for Principals: Systems

## Component 4a. Technology Integration and Competence Factors: Personal Use of Technology Characteristics

Ineffective	Minimally Effective	Effective	Highly Effective
Does not know or utilize computer or mobile communications devices, programs, or systems necessary for meeting job responsibilities and maintaining effective communications.	Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities and maintaining effective communications.	Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities and maintaining effective communications; and models personal use of technology, participates in electronic learning communities, and makes creative use of technology to enhance communications and accomplishment of job responsibilities.	Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities and maintaining effective communications; models personal use of technology, participates in electronic learning communities, and makes creative use of technology to enhance communications and accomplishment of job responsibilities; and learns and uses emerging technologies to increase productivity, develop leadership, and expand staff use of technology.

## Component 4b. Technology Integration and Competence Factors: Learning and Teaching with Technology Characteristics

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Does not ensure that staff have the necessary training, support, direction and monitoring to make effective use of technology for communications and routine job responsibilities.</p>	<p>Ensures that staff have the necessary training, support, direction and monitoring to make effective use of technology for communications and routine job responsibilities.</p>	<p>Ensures that staff have the necessary training, support, direction and monitoring to make effective use of technology for communications and routine job responsibilities; and assists staff in exploring new uses for instructional technology, ensuring that technology is integrated into school plans for improving, curriculum management, instruction, and assessment.</p>	<p>Ensures that staff have the necessary training, support, direction and monitoring to make effective use of technology for communications and routine job responsibilities; assists staff in exploring new uses for instructional technology, ensuring that technology is integrated into school plans for improving, curriculum management, instruction, and assessment; and provides leadership, advocacy, and creative solutions for school and district level use of technology to improve parent and community involvement, expand student learning opportunity, improve the monitoring and communication of student progress and adapt the teaching and learning environment for better student results.</p>

## Component 4c. Technology Integration and Competence Factors: Leadership for Technology Characteristics

Ineffective	Minimally Effective	Effective	Highly Effective
Does not build a shared vision with staff and/or parents for using technology to enhance classroom instruction and improve student results.	Builds a shared vision with staff and parents for using technology to enhance classroom instruction and improve student results.	Builds a shared vision with staff and parents for using technology to enhance classroom instruction and improve student results; and works with staff to identify evidence based technology practices that improve instruction, extend learning opportunity and foster student and parent engagement in the learning process.	Builds a shared vision with staff and parents for using technology to enhance classroom instruction and improve student results; works with staff to identify evidence based technology practices that improve instruction, extend learning opportunity and foster student and parent engagement in the learning process; and provides leadership for district policies and practices that encourage and recognize staff initiative and innovative use of technology to improve student results.

## Component 4d. Human Capacity Development Factors: Professional Development Characteristics

Ineffective	Minimally Effective	Effective	Highly Effective
Does not develop a personal growth plan or does not assist staff in creating their own personal growth plans in accordance with the district performance evaluation and/or staff induction, mentoring, and coaching systems.	Develops a personal growth plan and assists staff in creating their own personal growth plans in accordance with the district performance evaluation and/or staff induction, mentoring, and coaching systems.	Develops a personal growth plan and assists staff in creating their own personal growth plans in accordance with the district performance evaluation and/or staff induction, mentoring, and coaching systems; and establishes processes for self and staff to refine personal growth plans with data and research, while engaging in professional learning and performance evaluation.	Develops a personal growth plan and assists staff in creating their own personal growth plans in accordance with the district performance evaluation and/or staff induction, mentoring, and coaching systems; establishes processes for self and staff to refine personal growth plans with data and research, while engaging in professional learning and performance evaluation; and works with staff to evaluate the school's professional learning culture and the impact of internal and external professional learning on student results.

## Component 4e. Human Capacity Development Factors: Leadership Development Characteristics

Ineffective	Minimally Effective	Effective	Highly Effective
Does not involve staff in school decision making processes or does not recognize staff leadership.	Involves staff in school decision making processes and recognizes staff leadership.	Involves staff in school decision making processes and recognizes staff leadership; and helps staff build a culture where they share responsibility and leadership for day-to-day operations, student and school success, professional learning, and involvement of students, parents and community in the work of the school.	Involves staff in school decision making processes and recognizes staff leadership; helps staff build a culture where they share responsibility and leadership for day-to-day operations, student and school success, professional learning, and involvement of students, parents and community in the work of the school; and identifies, develops, and supports staff, student and parent leaders with the training, mentoring and coaching needed to carry out meaningful leadership roles in the school.

## Component 4f. Human Capacity Development Factors: Performance Evaluation Characteristics

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Does not ensure that staff are evaluated in accordance with all state laws and district personnel evaluation policies/procedures including observations, feedback and development of personal growth or individual development plans (IDP).</p>	<p>Ensures that staff are evaluated in accordance with all state laws and district personnel evaluation policies/procedures including observations, feedback and development of personal growth or individual development plans (IDP).</p>	<p>Ensures that staff are evaluated in accordance with all state laws and district personnel evaluation policies/procedures including observations, feedback and development of personal growth or individual development plans (IDP); and works to improve his/her personnel evaluation skills and strategies, increase staff understanding and participation in their own performance evaluations, and use performance evaluation to achieve improved student results.</p>	<p>Ensures that staff are evaluated in accordance with all state laws and district personnel evaluation policies/procedures including observations, feedback and development of personal growth or individual development plans (IDP); works to improve his/her personnel evaluation skills and strategies, increase staff understanding and participation in their own performance evaluations, and use performance evaluation to achieve improved student results; and involves staff in collaborative processes to increase performance feedback, work on performance improvement strategies, and improve personal ownership in the performance evaluation process.</p>

## Component 4g. Human Capacity Development Factors: Productivity Characteristics

Ineffective	Minimally Effective	Effective	Highly Effective
Does not ensure that staff roles and/or responsibilities are communicated and understood and/or does not ensure that school routines and procedures are established to support staff work.	Ensures that staff roles and responsibilities are communicated and understood and school routines and procedures are established to support staff work.	Ensures that staff roles and responsibilities are communicated and understood and school routines and procedures are established to support staff work; and makes evidence based decisions to hire, assign, and work with staff to support productivity with well managed school routines and processes.	Ensures that staff roles and responsibilities are communicated and understood and school routines and procedures are established to support staff work; makes evidence based decisions to hire, assign, and work with staff to support productivity with well managed school routines and processes; and differentiates and adapts staff roles and responsibilities to achieve the goals of the school using staff, student, and parent feedback to evaluate/improve school routines to increase productivity.

## EVIDENCE OF STUDENT GROWTH – PORTFOLIO

### 5: Standardized Assessments of Student Growth

#### Component 5. Standardized Assessments of Student Growth

Ineffective	Minimally Effective	Effective	Highly Effective
Fewer than 60% of students identified in the student growth portfolio meet or exceed the established growth standard on the approved measure.	At least 60% of students identified in the student growth portfolio meet or exceed the established growth standard on the approved measure.	At least 75% of students identified in the student growth portfolio meet or exceed the established growth standard on the approved measure.	At least 90% of students identified in the student growth portfolio meet or exceed the established growth standard on the approved measure.

# 6: Locally Developed Measures of Student Growth

## Component 6. Locally Developed Assessments of Student Growth

Ineffective	Minimally Effective	Effective	Highly Effective
Fewer than 60% of students identified in the student growth portfolio meet or exceed the established growth standard on the approved measure.	At least 60% of students identified in the student growth portfolio meet or exceed the established growth standard on the approved measure.	At least 75% of students identified in the student growth portfolio meet or exceed the established growth standard on the approved measure.	At least 90% of students identified in the student growth portfolio meet or exceed the established growth standard on the approved measure.

**IMPORTANT: REMEMBER TO CHECK THE BOX BELOW TO  
“SEND ME A COPY OF MY RESPONSES”**



# Ypsilanti Community Schools Teacher Evaluation

## COMPONENTS OF PROFESSIONAL PRACTICE

### Evidence of Teaching for Domain 1: Planning and Preparation

#### Component 1a. Demonstrating Knowledge of Content and Pedagogy

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practices reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.

## Component 1b. Demonstrating Knowledge of Students

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.

## Component 1c. Setting Instructional Outcomes

Ineffective	Minimally Effective	Effective	Highly Effective
Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.

## Component 1d. Demonstrating Knowledge of Resources

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.

## Component 1e. Designing Coherent Instruction

Ineffective	Minimally Effective	Effective	Highly Effective
The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.

## Component 1f. Designing Student Assessment

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Teacher’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.</p>	<p>Teacher’s plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher’s plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.</p>

# Evidence of Teaching for Domain 2: The Classroom Environment

## Component 2a. Creating an Environment of Respect and Rapport

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students’ cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.</p>	<p>Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students’ cultures and levels of development. Students themselves ensure high levels of civility among members of the class.</p>

## Component 2b. Establishing a Culture for Learning

Ineffective	Minimally Effective	Effective	Highly Effective
<p>The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.</p>	<p>Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."</p>	<p>The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.</p>	<p>High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.</p>

## Component 2c. Managing Classroom Procedures

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>	<p>Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.</p>	<p>Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>

### Component 2d. Managing Student Behavior

Ineffective	Minimally Effective	Effective	Highly Effective
There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

### Component 2e. Organizing Physical Space

Ineffective	Minimally Effective	Effective	Highly Effective
The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

## Evidence of Teaching for Domain 3: Instruction

### Component 3a. Communicating with Students

Ineffective	Minimally Effective	Effective	Highly Effective
Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.

### Component 3b. Using Questioning and Discussion Techniques

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

### Component 3c. Engaging Students in Learning

Ineffective	Minimally Effective	Effective	Highly Effective
Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.

### Component 3d. Using Assessment in Instruction

Ineffective	Minimally Effective	Effective	Highly Effective
Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.

### Component 3e. Demonstrating Flexibility and Responsiveness

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

## Evidence of Teaching for Domain 4: Professional Responsibilities

### Component 4a. Reflecting on Teaching

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.

### Component 4b. Maintaining Accurate Records

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.	Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.	Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful.

### Component 4c. Communicating with Families

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program, as appropriate.

### Component 4d. Participating in a Professional Community

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively in the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.

### Component 4e. Growing and Developing Professionally

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.	Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession. In addition, teacher seeks out feedback from supervisors and colleagues.

### Component 4f. Demonstrating Professionalism

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by."	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations. Teacher complies fully with school and district regulations.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations.

## EVIDENCE OF STUDENT GROWTH – PORTFOLIO

### 5: Standardized Assessments of Student Growth

### Component 5. Standardized Assessments of Student Growth

Ineffective	Minimally Effective	Effective	Highly Effective
Fewer than 60% of students identified in the student growth portfolio meet or exceed the established growth standard on the approved measure.	At least 60% of students identified in the student growth portfolio meet or exceed the established growth standard on the approved measure.	At least 75% of students identified in the student growth portfolio meet or exceed the established growth standard on the approved measure.	At least 90% of students identified in the student growth portfolio meet or exceed the established growth standard on the approved measure.

## 6: Locally Developed Measures of Student Growth

### Component 6. Locally Developed Assessments of Student Growth

Ineffective	Minimally Effective	Effective	Highly Effective
Fewer than 60% of students identified in the student growth portfolio meet or exceed the established growth standard on the approved measure.	At least 60% of students identified in the student growth portfolio meet or exceed the established growth standard on the approved measure.	At least 75% of students identified in the student growth portfolio meet or exceed the established growth standard on the approved measure.	At least 90% of students identified in the student growth portfolio meet or exceed the established growth standard on the approved measure.