



# **Single Building District Improvement Plan**

**E.B. Holman Elementary School**  
**Stanton Township Public Schools**

Mr. James Rautiola, Superintendent  
50870 HOLMAN SCHOOL RD  
ATLANTIC MINE, MI 49905-9262

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## **Introduction**

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

# **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.

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?**

E.B. Holman Elementary School is a rural Kindergarten - 8th Grade school. We are located in Michigan's Upper Peninsula. Current enrollment is 165 students. There are 9 full time teachers, 3 part-time paraprofessionals, 2 office staff personnel, 1 cook, 2 bus drivers, 1 custodian/bus driver, and 1 principal/superintendent. 61% of our students qualify for free/reduced lunch.

Due to budget constraints, our rural school does not offer some programs that larger school do. However, we have very close ties to many community partners who assist us in providing many learning opportunities. We also have small class sizes, which allow our teachers to work one-on-one, more often, with our students.

## **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.**

Vision Statement: The vision of E.B. Holman Elementary School is to deliver a quality education to our students. We will achieve this vision by continual improvement of our instructional practices, which include a commitment to place-based education and service learning opportunities.

Mission Statement: E.B. Holman Elementary School believes in nurturing all students' intellectual, creative, emotional, and social skills; empowering students to be lifelong learners. We will respect and encourage ourselves and each other, and appreciate individual differences.

Belief Statement: E.B. Holman Elementary School believes that all children can learn.

## **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.**

**Achievements:**

Title I Distinguished School - 2012

Closing the Gap: 2012

Beating the Odds: 2013, 2014

Lake Superior Stewardship Initiative - participating school for 8 years

**Goals:**

Expand use of technology

Improve state level assessment scores

Increase enrollment

## **Additional Information**

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

E.B. Holman Elementary School provides a solid education to its students. It has established very strong community ties that support the educational programming offered.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

1. Teaching staff - Teachers have always been a part of the school improvement process. Much of their work is done at staff meetings during the school year.
2. Administrators - The principal/superintendent oversees the school improvement process. He schedules and participates in meetings for all stakeholders.
3. Executive Secretary - This stakeholder compiles data for the plan. She attends meetings as needed.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

1. Teaching staff - Teachers have always been a part of the school improvement process. Much of their work is done at staff meetings during the school year.
2. Administrators - The principal/superintendent oversees the school improvement process. He schedules and participates in meetings for all stakeholders.
3. Executive Secretary - This stakeholder compiles data for the plan. She attends meetings as needed.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final improvement plan will be shared with teachers in May, 2015. Goals, strategies, and activities will be discussed and revised before final submission in June. The plan will also be shared at an August in-service. Staff will discuss and plan implementation strategies for the plan. Staff meetings, during the school year, will be used to follow progress of the plan.

The plan will be shared with parents through the school web site and at the annual Open House in the fall. Goals will also be discussed during parent/teacher conferences.

The plan will be shared with students in the fall. Teachers will share goals in a grade appropriate manner. Students will also attend assemblies during the school year to discuss their progress and receive recognition for the achievements.

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# School Data Analysis

## **Introduction**

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

## **Demographic Data**

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

### **Student Demographic Data**

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

Trend indicates increased enrollment. Challenges may include need of additional space and materials such as desks, tables, storage lockers and general building use. Increased enrollment also may affect Title 1/At Risk staffing. Additional staff may be required.

### **Student Demographic Data**

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

Our student attendance data indicates that our attendance has remained stable. No identified challenges at this point.

### **Student Demographic Data**

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

Student behavior data indicates no immediate concerns. Behavior referrals/non referrals has remained stable.

### **Student Demographic Data**

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

Plan on reaching out to community to support bond for building improvements. Committees have been formed to explore future needs and concerns related to increased enrollment.

### **Teacher/School Leader(s) Demographic Data**

#### **5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**

The data has a positive impact on student achievement. Experience in the classroom and administrative skills creates strong leadership.

### **Teacher/School Leader(s) Demographic Data**

#### **6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

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The data has a positive impact on student achievement. Newly trained teachers have enthusiasm and skills that creates strong learning environment. New teachers require over-site from mentors and administrators.

### Teacher/School Leader(s) Demographic Data

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

The data does not have a negative impact on student learning. Professional learning strengthens leadership.

### Teacher/School Leader(s) Demographic Data

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

The data does not indicate a negative impact on student achievement. Professional learning enhances student achievement. Complete lesson plans left for subs help keep classroom routines normal.

### Teacher/School Leader(s) Demographic Data

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

Mentor teachers will continue to provide assistance with curriculum, school policies, classroom management, etc. Administrator will observe in the classroom at least two times per year and review IDP's

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

**10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

Strand 2, Standard 6, Organizational Management

Strand 3, Standard 8, Professional Learning Culture

Strand 4, Standard 9, Communication

**11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

Strand 1, Standard 1, Curriculum Alignment

Strand 1, Standard 2, Instructional Design, Reflection

Strand 4, Standard 10 Learning Opportunities

**12. How might these challenges impact student achievement?**

Student achievement is impacted because students are lacking skills in self assessment, and do not track their achievement on a regular basis.

Teachers do not consistently reflect on effectiveness.

Curriculum alignment is challenging due to lack of consistent mandated state testing and organized curriculum development time.

Family involvement has remained static. We have not implemented new ways for families to be involved at the school.

**13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

Students will write improvement goals and discuss them with their teachers in student led conferences.

Teachers will reflect on their effectiveness of instruction in written form. Written reflection will be submitted/shared at monthly staff meetings.

Expand and improve a parent volunteer program. Explore and create community programming and building use.(Computer skills, curriculum nights, etc)

Dedicated professional development time for targeted curriculum development and alignment.

**14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

All IEP's and 504 plans are followed and kept up to date.

District works with CCISD to identify/assess and work with students, parents and teachers.

After school tutoring programs are available.

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

After school tutoring program available. (All students are welcome)

Structured Linguistics

Blended learning is incorporated in learning process

Saxon Math

PALS Reading

Read Naturally

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

Teacher referrals

SAT meetings

Conference with parents

Parent request

Teacher notes to parents

Flyers posted in classroom

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

Use of Planbook for identifying standards into lesson plans.

Curriculum guides at each grade level.

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

N/A



## **Achievement/Outcome Data**

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

### **19a. Reading- Strengths**

Currently we are above the state level Z-score for Gap Achievement.

### **19b. Reading- Challenges**

Challenge for the district is to find continued funding to update materials used in reading instruction and school level assessments.

### **19c. Reading- Trends**

The district has historically been above state average for the Reading Gap Achievement.

### **19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

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At this time we will work towards creating school level pre/mid/post assessments.

We will inventory the reading materials we currently have available and use at each grade level.

We will create a needs assessment for each grade level to determine what teachers want/need for future reading instruction.

### 20a. Writing- Strengths

With limited data on two classes and a total of 28 students tested, the data indicates that all students scored above a Level 4.

### 20b. Writing- Challenges

Increase the number of students from Level 3 to Levels 1 and 2 on state testing.

Implement common writing strategies at each grade level.

### 20c. Writing- Trends

Data indicates that writing test scores show a positive trend.

### 20d. Writing- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Continue to use writing rubrics to assess student writing.

Continue to maintain student writing portfolios, and center grammar lessons around Common Core ELA Standards.

Provide P.D. to staff implement common writing strategies.

### 21a. Math- Strengths

Currently we are above the state level Z-score for Gap Achievement.

**21b. Math- Challenges**

Challenge for the district is to find continued funding to update materials used in math instruction.

**21c. Math- Trends**

Overall our trend has been stable or slightly positive.

**21d. Math- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

At this time we will work towards creating school level pre/mid/post assessments.

We will inventory the math materials we currently have available and use at each grade level.

We will create a needs assessment for each grade level to determine what teachers want/need for future math instruction.

**22a. Science- Strengths**

Small class size allow for more hands on activities. District has an outdoor classroom to utilize green space. Positive collaboration with local universities and community partners.

**22b. Science- Challenges**

Science curriculum is outdated. No consistent curriculum mapping from grade level to grade level.

**22c. Science- Trends**

Due to our small numbers of students tested, our data indicates an up and down achievement.

**22d. Science- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

At this time we will work towards creating school level pre/mid/post assessments.

We will inventory the science materials we currently have available and use at each grade level.

We will create a needs assessment for each grade level to determine what teachers want/need for future science instruction.

**23a. Social Studies- Strengths**

100% of students tested were either partially-proficient or proficient on state level assessment.

**23b. Social Studies- Challenges**

New teachers have not received MC3 Curriculum training.

**23c. Social Studies- Trends**

Steady positive trend in state assessments scores since 2010.

**23d. Social Studies- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

P.D. time for new teachers for MC3 Curriculum training.

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## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

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

Small class sizes. Like the people that go to their school. Feel like teachers care about them and treat them like they are unique.

### **24b. Student Perception Data**

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

Would like a bigger gym. Think food program could be improved.

### **24c. Student Perception Data**

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

Improve the role of student council at the school to guide decisions and programming.

### **25a. Parent/Guardian Perception Data**

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

Like small class size. Believe school has good teachers and curriculum is being covered effectively.

### **25b. Parent/Guardian Perception Data**

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

Concern with school lunch program and standards set forth by nutritional standards. Parents do not like the Chicago Math curriculum used by district.

**25c. Parent/Guardian Perception Data**

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

Lunch surveys sent out to try and improve lunch menu and participation. Look into getting the student council involved to assist in menu planning and decision making. Hold PLC's to get parent involvement in our school garden program.

**26a. Teacher/Staff Perception Data**

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

Staff works extremely well together and all agree that they are supported in P.D.

**26b. Teacher/Staff Perception Data**

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

Lack of common planning time or limited specials. (Art/Music)

**26c. Teacher/Staff Perception Data**

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

Revert to two one hour staff meetings per month. One to be used as common planning time and other for P.D.

**27a. Stakeholder/Community Perception Data**

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

People feel welcomed at the school. Community uses common school grounds for recreational activities. Community likes that the students are involved in community projects and cleanups.

**27b. Stakeholder/Community Perception Data**

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

Lack of funding/space for certain programming such as preschool or after-school programming.

**27c. Stakeholder/Community Perception Data**

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

Reach out to community for support of building improvements and updates.

## **Summary**

### **28a. Summary**

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

E.B. Holman is a small K-8 school with a dedicated staff. Student achievement trends are usually at or above state levels. Small class sizes increase opportunity for students to receive assistance when needed. Updates to the building are necessary to meet the current and future educational needs of the community and students. (Technology, media) With a limited budget, teaching materials need to be updated to meet current educational standards.

### **28b. Summary**

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

If building improvements are not addressed our students may not have access to updated technology tools necessary to meet educational standards. Teaching materials need to be updated in order for students to have access to the most current information for core subjects.

### **28c. Summary**

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

Social Studies will be added as a goal. Technology/building needs will be assessed and community member input will be solicited to come up with a plan to move forward and gain community support. Teaching materials will be upgraded one subject at a time over the next 3 to 5 years based priority/needs.

# **Single Building District Additional Requirements Diagnostic**

## **Introduction**

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	Yes	The annual report can be found at <a href="http://www.stanton.k12.mi.us">www.stanton.k12.mi.us</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Jim Rautiola Principal/Superintendent 50870 Holman School Road Atlantic Mine, Michigan 49905 (906) 482-2797	

# Single Building District Improvement Plan

E.B. Holman Elementary School

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		School Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		School Parent Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	The district has an Internet Safety Policy in place.	Yes		

Label	Assurance	Response	Comment	Attachment
15.	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

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Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes	State level interim assessments were taken during the 2014-15 school year to determine the capability of the telecommunication services and hardware support.	

Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes	Updates to servers, teachers' laptops, and telecommunication devices will occur during the 2015-16 school year.	

Label	Assurance	Response	Comment	Attachment
19.	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	All teachers use Planbook.com to develop lesson plans and identify state curriculum content standards. The district purchased 25 Chrome books to use for M-Step testing. 25 additional Chrome books will be ordered to use during the 2015-16 school year.	

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	Instruction in keyboarding will be expanded to Kindergarten in the lower elementary grades. iPads/Chrome books will continue to be used in daily classroom activities.	

## Single Building District Improvement Plan

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Label	Assurance	Response	Comment	Attachment
22.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Jim Rautiola Principal/Superintendent 50870 Holman School Road Atlantic Mine, Michigan 49905 (906) 482-2797	

Label	Assurance	Response	Comment	Attachment
24.	The District has a District Board Policy that is related to Parent Involvement.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	The District has additional information necessary to support your improvement plan.	Yes		

# **Title I Schoolwide Diagnostic**

## **Introduction**

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

## **Component 1: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

The Comprehensive Needs Assessment was completed by the whole professional staff.

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

The results showed that the majority of the characteristics have been implemented.

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

The school's goals are directly connected to student achievement needs.

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

The goals were created to improve all students' skills. Disadvantaged students' needs will be met by the Title I staff, and the classroom teacher.

## **Component 2: Schoolwide Reform Strategies**

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

1. Grammar lessons will be used for all students' writing to help them become more proficient.
2. Math assessments will be given to all students to help determine weak areas of instruction.
3. Supplemental reading activities will be offered to all students.

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

All strategies developed will increase the amount of time students spend with instructors, so that they can improve their skills.

Research based methods: Structured Linguistics, DIBELS, Read Naturally, Power Writing, Saxon Math

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

1. DIBELS assessments will track students' strengths and weaknesses, in Math and ELA, more consistently during the school year.

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

1. Grammar Lessons: Students will have access to both classroom teachers and Title I staff.
2. Math Assessments: Students' progress will be monitored more consistently throughout the school year.

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

The school determines if the needs of the students are being met by consistent assessment, and regular meetings between Title I staff and classroom teachers.

**Component 3: Instruction by Highly Qualified Staff**

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All certification requirements meet NCLB requirements and are on file.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All certifications meet NCLB requirements and are on file.	

## Component 4: Strategies to Attract Highly Qualified Teachers

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

There was no turnover rate for the 2013-14 school year.

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

7 out of the 9 professional teaching staff members have 10 years or more of teaching experience.

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

There are no specific initiatives that the school has implemented.

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

The district does not have any specific initiatives.

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

Does not apply

## Component 5: High Quality and Ongoing Professional Development

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

Power Writing

DIBELS

Curriculum alignment

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

The staff works on curriculum alignment every year to determine strengths and weaknesses (based on assessment data)

DIBELS assessments in reading and math are reviewed every year with teachers and Title I staff.

Power Writing strategies will be discussed at staff meetings throughout the school year.

Title I staff meets with classroom teachers on a regular basis to determine program efficacy.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	A Professional Learning Plan has not been developed. One will be developed and attached by June, 2015.	

## Component 6: Strategies to Increase Parental Involvement

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

Parents will be more involved in the design of the school wide plan as our School Improvement Team is improved.

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

Parent volunteers were utilized, during the school year, to assist students who needed more help in the core curriculum. This practice will continue as we reestablish our Parent Volunteer Program for the 2014 - 15 school year.

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

Parents were not involved in the evaluation of the school wide plan. They will become more involved as our School Improvement Team is strengthened.

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

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

The school will carry out the activities in the Parent Involvement Plan much more consistently in the the 2014 -15 school year.

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

We will conduct a parent survey to evaluate it.

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

Survey results will be assessed and changes will be made to improve the parent involvement component.

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

## Single Building District Improvement Plan

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The compact was developed by the school improvement team.

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

The compact is signed by the parents in the fall, but it is not currently being used at parent/teacher conferences.

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

The compact is signed by all middle school parents in the fall.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		School Parent Compact

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

The MEAP parent letter is discussed with parents at parent/teacher conferences. Report cards, Rigby, DIBELS, Read Naturally, Structured Linguistics, and Saxon Math data are all discussed with parents throughout the school year.

## **Component 7: Preschool Transition Strategies**

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

N/A

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

N/A

## **Component 8: Teacher Participation in Making Assessment Decisions**

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

School-based academic assessments are shared and discussed at staff meetings and during one-on-one meetings with the principal/superintendent.

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

Teachers analyze data at staff meetings throughout the school year. They also analyze data with Title I staff, throughout the school year.

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

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

Grade level MEAP results are analyzed annually by teaching staff, Title I staff, and the principal/superintendent. Students performing below the advanced or proficient levels are identified at this time.

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

1. Students who qualify for special accommodations for the MEAP test are identified before the tests begin, and Title I staff is assigned to those students during the testing period.
2. Students who performed below the advanced or proficient levels of the MEAP tests continue to receive Title I services into the next school year.

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

Students' individual needs are being addressed, in the classroom, by Title I staff providing additional differentiated instruction under teacher supervision.

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

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

All students (K-6) are assessed in DIBELS for reading and math, annually.

All students (K-8) are assessed with writing rubrics.

All students (K-3) are assessed with the Rigby Reading Level test, throughout the school year.

Federal, State, Local programs/resources

1. Title I program
2. DIBELS program
3. MEAP assessments

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

Title I staff will be used, school wide, to support students who need additional help. They will be used to implement the school-wide goals in reading, writing, and math.

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

Emergency Coordinator for Houghton County (School Shooter Safety)

## **Evaluation:**

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

The school evaluates the implementation of the school wide program with state mandated reporting.

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

The teaching staff evaluates the state annual assessments at least once a year. Changes to curriculum and strategies are planned by the teaching staff.

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

MEAP results are discussed annually. The school wide program is discussed and adjusted according to the needs of the students.

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

Annual revisions to the school wide plan ensure continuous improvement.

# **2015/2016 School Improvement Plan**

## Overview

### Plan Name

2015/2016 School Improvement Plan

### Plan Description

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at E.B. Holman Elementary School will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$21000
2	All students at E.B. Holman Elementary School will become proficient in math skills.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$218
3	All students at E.B. Holman Elementary School will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$8200
4	All students at E.B. Holman Elementary School will become proficient in science.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$125
5	All students at E.B. Holman Elementary School will become proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

## Goal 1: All students at E.B. Holman Elementary School will become proficient writers.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

56% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency at grade level in English Language Arts by 06/10/2016 as measured by Michigan's Annual Measurable Objectives (AMO)..

### Strategy 1:

Teachers will improve the quality of student writing by improving grammar instruction.. - This strategy will be implemented by grade level grammar/ELA lessons that are sequentially aligned from Kindergarten to 8th Grade.

Tier:

Activity - Teacher training on Common Core ELA standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Common Core ELA standards to align grammar lesson by grade level.	Technology , Curriculum Development		Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	Professional Teaching Staff (Kindergarten - 8th) James Rautiola - Principal/Superintendent

Activity - Writing Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use M-Step, and teacher designed writing rubrics to assess 4th - 8th grade student writing samples during the school year. Teachers will use grade appropriate, and teacher designed writing rubrics to assess Kindergarten - 3rd grade student writing samples during the school year.	Technology , Direct Instruction			09/08/2015	06/10/2016	\$0	No Funding Required	Professional teaching staff (Kindergarten - 8th grade) James Rautiola-Principal/Superintendent

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Activity - Grammar Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach grade level grammar lessons using appropriate ELA materials and technology. Title I/At Risk staff will teach remedial grammar lessons to students who show a need.	Direct Instruction		Implement	09/08/2015	06/10/2016	\$21000	Section 31a	Professional Teaching Staff Title I/At Risk Paraprofessionals James Rautiola Principal/Superintendent

Activity - Writing Portfolios	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create and maintain student writing portfolios for all students. The portfolios will be used to save writing samples throughout the school year for assessment purposes and to show student growth. Teachers will also modify activities for students with special needs.	Direct Instruction		Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	Teaching staff James Rautiola - Principal/Superintendent

**Strategy 2:**

Teachers will improve the quality of student writing by using Power Writing materials. - This strategy will be implemented by using the Power Writing materials to organize student writing samples.

Tier:

Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the grade appropriate, pre-writing graphic organizers in the Power Writing manuals to help students organize pieces of writing. Title I staff will provide additional assistance and time for writing, to students who need more support.	Technology , Direct Instruction		Implement	09/08/2015	06/10/2016	\$0	Title I Schoolwide	Teaching staff Title I/At Risk staff James Rautiola- Principal/Superintendent

## Goal 2: All students at E.B. Holman Elementary School will become proficient in math skills.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

54% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency at grade level in Mathematics by 06/10/2016 as measured by Michigan's annual measurable objective (AMO).

### Strategy 1:

Math Assessments - Students in grades Kindergarten through 8 will be assessed at least 3 times during the school year.

Research Cited: State assessment, Math Test data

Tier:

Activity - Math Pre/Post tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional staff will administer Pre/Post assessments to determine strengths and weaknesses throughout the year. They will also modify assessments for students with special needs. Title I staff will provide targeted intervention during assessments for those who need more help. For example, they will help administer assessments to small groups or individuals and provide extra time to students who need it.	Technology, Direct Instruction			09/03/2015	06/10/2016	\$0	Title I Part A	Professional Teaching Staff (Kindergarten - 8th Grade) Title I Paraprofessional Jim Rautiola - Principal/Superintendent
Activity - DIBELS Math Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers in grades Kindergarten - 6 will administer the DIBELS Math assessment 3 times during the school year. They will also modify assessments for students with special needs. Title I staff will provide targeted intervention during assessments for those who need more help. For example, they will help administer assessments to small groups or individuals and provide extra time to students who need it.	Technology , Direct Instruction		Monitor	09/03/2015	06/10/2016	\$218	Title I Part A	Professional Teaching Staff (Kindergarten - 6th Grade) Title I/At-Risk Paraprofessional Staff Jim Rautiola-Principal/Superintendent
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Activity - On-line assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional staff will administer on-line math assessments, throughout the school year, to increase student proficiency. They will also modify assessments for students with special needs. Title I/ At-Risk staff will provide targeted intervention during assessments for those who need more help. For example, they will administer assessments to small groups or individuals and provide extra time to students who need it.	Technology , Direct Instruction		Getting Ready	09/03/2015	06/10/2016	\$0	Title I Part A	Professional teaching staff K-8 Title I/At-Risk Paraprofessional staff Jim Rautiola - Principal/Superintendent

### Strategy 2:

Pre/Post Test Scores - Teachers will analyze pre/post test scores to identify lowest performing students.

Research Cited: Michigan's annual measurable objective (AMO)

Tier:

Activity - Microsoft Excel Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Single Building District Improvement Plan

E.B. Holman Elementary School

All staff (professional, Title I) will learn how to import data for pre/post tests, into Microsoft Excel.	Technology		Getting Ready	03/18/2015	06/10/2016	\$0	No Funding Required	Professional teaching staff (Kindergarten - 8th Grade), Title 1/At-Risk paraprofessionals, Jim Rautiola - Principal/Superintendent
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### Goal 3: All students at E.B. Holman Elementary School will become proficient readers.

This plan includes progress notes which are at the very end of this document

#### Measurable Objective 1:

A 68% increase of All Students will demonstrate a proficiency at grade level in English Language Arts by 06/10/2016 as measured by Michigan's Annual Measurable Objectives (AMO)..

#### Strategy 1:

Supplemental Reading Activities - Students will be offered supplemental reading activities during the school day, and after school.

Research Cited: M-Step Reading Test data

DIBELS Reading data

Read Naturally data

Tier:

Activity - Book Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 4 - 8 will be provided the opportunity to participate in a book club, during the school day. One book will be chosen each semester. Those students would read a book, and engage in group discussions and activities, directed by a professional teaching staff member. Teachers will modify activities for students with special needs.	Technology , Academic Support Program			09/03/2013	06/10/2016	\$200	Other	Professional Teaching Staff James Rautiola-Principal/Superintendent

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Single Building District Improvement Plan

E.B. Holman Elementary School

<p>1. Various teachers in Kindergarten through 5th grade will provide tutoring sessions, after school, to students who need extra help in areas such as sight word vocabulary, reading comprehension, and phonics in the core subjects.</p> <p>2. Middle school teachers will provide tutoring sessions, during the school day, to students who need extra help in areas such as sight word vocabulary, reading comprehension, and spelling in the core subjects.</p> <p>3. Middle school students will provide help to students in Kindergarten - 5th grade, at least 2 times a week. They will be guided by the classroom teachers to help with reading across the curriculum.</p>	Technology, Direct Instruction			09/01/2015	06/10/2016	\$0	No Funding Required	Professional Teaching Staff Jim Rautiola - Principal/Superintendent
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Activity - Reading and assessing with Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Teaching Staff will give students more blended learning opportunities to read grade level appropriate material using computers Chromebooks and iPads. (story books and chapter books, articles, etc.)</p> <p>Professional Teaching Staff will administer more assessments using technology.</p> <p>Teachers will modify activities for students with special needs.</p> <p>Title I staff will provide targeted intervention on reading skills for those who need more help. For example they will work with small groups and individuals and provide extra time to students who need it.</p>	Technology, Direct Instruction			09/08/2015	06/10/2016	\$8000	Section 31a	Professional Teaching Staff (Kindergarten - 8) Title I/At Risk Paraprofessional Staff Jim Rautiola - Principal/Superintendent

## Goal 4: All students at E.B. Holman Elementary School will become proficient in science.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

A 20% increase of All Students will demonstrate a proficiency by moving up from Level 4 to Levels 3, 2, or 1 on the M-Step Test in Science by 06/10/2016 as measured by Science M-Step data.

### Strategy 1:

Improve Science Instruction - Teachers will include science vocabulary lessons and will create a curriculum map of science instruction from Kindergarten to 8th grade.

Research Cited: MEAP Science Test

Tier:

Activity - Vocabulary Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Single Building District Improvement Plan

E.B. Holman Elementary School

Teachers will create vocabulary lists from Science M-Step support materials (released vocabulary units). On-line tutorials Teachers will teach vocabulary throughout the school year, in age appropriate ways. Title 1/At Risk staff will provide intervention during vocabulary lessons for those who need more help. For example, they will help teach vocabulary to small groups or individuals and provide extra time to students.	Technology , Direct Instruction			09/01/2015	06/10/2016	\$0	Title I Part A	Professional Teaching Staff - Kindergarten to 8th Grade Title I/At Risk Paraprofessionals James Rautiola - Principal/Superintendent
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Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create a curriculum map for science lessons from Kindergarten to 8th grade. They will determine if there are any gaps in instruction and make a plan to fill the gaps.	Technology , Curriculum Development			09/01/2015	06/10/2016	\$0	No Funding Required	Professional Teaching Staff (Kindergarten to 8th grade) James Rautiola - Principal/Superintendent

### Strategy 2:

Supplemental Science Activities - E.B. Holman Elementary School will provide supplemental activities to support science instruction.

Research Cited: Science M-Step test data

Tier:

Activity - E.B. Holman Science Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Single Building District Improvement Plan

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All grades will complete investigations and have the opportunity to present them to the school community. Students in K - 8 will have an opportunity to compete in the annual Western U.P. Science Fair held at Michigan Tech. University	Technology , Academic Support Program			09/01/2015	06/01/2016	\$125	General Fund	Professional Teaching Staff (Kindergarten to 8th Grade) James Rautiola-Principal/Superintendent
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Activity - Outdoor Classroom Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the outdoor classroom space to conduct investigations. They will also use the science lesson backpacks to teach grade appropriate lessons.	Technology , Direct Instruction			09/01/2015	06/01/2016	\$0	No Funding Required	Professional Teaching Staff (Kindergarten - 8th Grade) James Rautiola - Principal/Superintendent

Activity - Guest Presentations/Presenters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
E.B. Holman Elementary School will schedule guest presenters, throughout the year, to support student learning in science related topics. E.B. Holman Elementary School will schedule presenters, from the Michigan Tech Outdoor Field Trips program, at least once a year for grades Kindergarten - 8.	Technology , Academic Support Program			09/01/2015	06/01/2016	\$0	Other	Professional Teaching Staff (Kindergarten - 8th Grade) James Rautiola-Principal/Superintendent

## Goal 5: All students at E.B. Holman Elementary School will become proficient in social studies.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

49% of All Students will demonstrate a proficiency at grade level in Social Studies by 06/10/2016 as measured by Michigan's Annual Measurable Objectives (AMO)..

## Single Building District Improvement Plan

E.B. Holman Elementary School

### Strategy 1:

Improve Social Studies Instruction - Improve Social Studies instruction - teachers will include S.S. vocabulary lessons throughout school year.

Research Cited: MEAP data

Tier:

Activity - Vocabulary Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create vocabulary lists from social studies material. Teachers will teach vocabulary throughout the school year, in age appropriate ways. Title 1/At-Risk staff will provide interventions during vocabulary lessons for those who need more assistance.	Technology , Direct Instruction			09/08/2015	06/10/2016	\$0	Section 31a	Professional teaching staff K-8 Title 1/At Risk staff James Rautiola - Principal/Superintendent

Activity - MC3 Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use MC3 materials throughout the school year in a blended learning format.	Technology , Direct Instruction			09/08/2015	06/10/2016	\$0	General Fund	Professional Staff K-8 Title 1/At Risk Staff for interventions Jim Rautiola - Principal/Superintendent

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary Lessons	Teachers will create vocabulary lists from Science M-Step support materials (released vocabulary units). On-line tutorials Teachers will teach vocabulary throughout the school year, in age appropriate ways. Title I/At Risk staff will provide intervention during vocabulary lessons for those who need more help. For example, they will help teach vocabulary to small groups or individuals and provide extra time to students.	Technology , Direct Instruction			09/01/2015	06/10/2016	\$0	Professional Teaching Staff - Kindergarten to 8th Grade Title I/At Risk Paraprofessionals James Rautiola - Principal/Superintendent
Math Pre/Post tests	Professional staff will administer Pre/Post assessments to determine strengths and weaknesses throughout the year. They will also modify assessments for students with special needs. Title I staff will provide targeted intervention during assessments for those who need more help. For example, they will help administer assessments to small groups or individuals and provide extra time to students who need it.	Technology , Direct Instruction			09/03/2015	06/10/2016	\$0	Professional Teaching Staff (Kindergarten - 8th Grade) Title I Paraprofessional Jim Rautiola - Principal/Superintendent

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DIBELS Math Assessments	Teachers in grades Kindergarten - 6 will administer the DIBELS Math assessment 3 times during the school year. They will also modify assessments for students with special needs. Title I staff will provide targeted intervention during assessments for those who need more help. For example, they will help administer assessments to small groups or individuals and provide extra time to students who need it.	Technology , Direct Instruction		Monitor	09/03/2015	06/10/2016	\$218	Professional Teaching Staff (Kindergarten - 6th Grade) Title I/At-Risk Paraprofessional Staff Jim Rautiola-Principal/Superintendent
On-line assessments	Professional staff will administer on-line math assessments, throughout the school year, to increase student proficiency. They will also modify assessments for students with special needs. Title I/ At-Risk staff will provide targeted intervention during assessments for those who need more help. For example, they will administer assessments to small groups or individuals and provide extra time to students who need it.	Technology , Direct Instruction		Getting Ready	09/03/2015	06/10/2016	\$0	Professional teaching staff K-8 Title I/At-Risk Paraprofessional staff Jim Rautiola - Principal/Superintendent

**Section 31a**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Grammar Lessons	Teachers will teach grade level grammar lessons using appropriate ELA materials and technology. Title I/At Risk staff will teach remedial grammar lessons to students who show a need.	Direct Instruction		Implement	09/08/2015	06/10/2016	\$21000	Professional Teaching Staff Title I/At Risk Paraprofessionals James Rautiola Principal/Superintendent

## Single Building District Improvement Plan

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Vocabulary Lessons	Teachers will create vocabulary lists from social studies material. Teachers will teach vocabulary throughout the school year, in age appropriate ways. Title 1/At-Risk staff will provide interventions during vocabulary lessons for those who need more assistance.	Technology , Direct Instruction			09/08/2015	06/10/2016	\$0	Professional teaching staff K-8 Title 1/At Risk staff James Rautiola - Principal/Superintendent
Reading and assessing with Technology	Professional Teaching Staff will give students more blended learning opportunities to read grade level appropriate material using computers Chromebooks and iPads. (story books and chapter books, articles, etc.) Professional Teaching Staff will administer more assessments using technology. Teachers will modify activities for students with special needs. Title I staff will provide targeted intervention on reading skills for those who need more help. For example they will work with small groups and individuals and provide extra time to students who need it.	Technology , Direct Instruction			09/08/2015	06/10/2016	\$8000	Professional Teaching Staff (Kindergarten - 8) Title I/At Risk Paraprofessional Staff Jim Rautiola - Principal/Superintendent

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Outdoor Classroom Lessons	Teachers will use the outdoor classroom space to conduct investigations. They will also use the science lesson backpacks to teach grade appropriate lessons.	Technology , Direct Instruction			09/01/2015	06/01/2016	\$0	Professional Teaching Staff (Kindergarten - 8th Grade) James Rautiola - Principal/Superintendent

## Single Building District Improvement Plan

E.B. Holman Elementary School

Tutoring	<p>1. Various teachers in Kindergarten through 5th grade will provide tutoring sessions, after school, to students who need extra help in areas such as sight word vocabulary, reading comprehension, and phonics in the core subjects.</p> <p>2. Middle school teachers will provide tutoring sessions, during the school day, to students who need extra help in areas such as sight word vocabulary, reading comprehension, and spelling in the core subjects.</p> <p>3. Middle school students will provide help to students in Kindergarten - 5th grade, at least 2 times a week. They will be guided by the classroom teachers to help with reading across the curriculum.</p>	Technology , Direct Instruction			09/01/2015	06/10/2016	\$0	Professional Teaching Staff Jim Rautiola - Principal/Superintendent
Microsoft Excel Training	All staff (professional, Title I) will learn how to import data for pre/post tests, into Microsoft Excel.	Technology		Getting Ready	03/18/2015	06/10/2016	\$0	Professional teaching staff (Kindergarten - 8th Grade), Title I/At-Risk paraprofessionals, Jim Rautiola - Principal/Superintendent
Writing Portfolios	Teachers will create and maintain student writing portfolios for all students. The portfolios will be used to save writing samples throughout the school year for assessment purposes and to show student growth. Teachers will also modify activities for students with special needs.	Direct Instruction		Monitor	09/08/2015	06/10/2016	\$0	Teaching staff James Rautiola - Principal/Superintendent
Teacher training on Common Core ELA standards	Teachers will use the Common Core ELA standards to align grammar lesson by grade level.	Technology , Curriculum Development		Getting Ready	09/08/2015	06/10/2016	\$0	Professional Teaching Staff (Kindergarten - 8th) James Rautiola - Principal/Superintendent

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E.B. Holman Elementary School

Writing Rubrics	Teachers will use M-Step, and teacher designed writing rubrics to assess 4th - 8th grade student writing samples during the school year. Teachers will use grade appropriate, and teacher designed writing rubrics to assess Kindergarten - 3rd grade student writing samples during the school year.	Technology , Direct Instruction			09/08/2015	06/10/2016	\$0	Professional teaching staff (Kindergarten - 8th grade) James Rautiola-Principal/Superintendent
Curriculum Mapping	Teachers will create a curriculum map for science lessons from Kindergarten to 8th grade. They will determine if there are any gaps in instruction and make a plan to fill the gaps.	Technology , Curriculum Development			09/01/2015	06/10/2016	\$0	Professional Teaching Staff (Kindergarten to 8th grade) James Rautiola - Principal/Superintendent

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Guest Presentations/Presenters	E.B. Holman Elementary School will schedule guest presenters, throughout the year, to support student learning in science related topics. E.B. Holman Elementary School will schedule presenters, from the Michigan Tech Outdoor Field Trips program, at least once a year for grades Kindergarten - 8.	Technology , Academic Support Program			09/01/2015	06/01/2016	\$0	Professional Teaching Staff (Kindergarten - 8th Grade) James Rautiola-Principal/Superintendent
Book Club	Students in grades 4 - 8 will be provided the opportunity to participate in a book club, during the school day. One book will be chosen each semester. Those students would read a book, and engage in group discussions and activities, directed by a professional teaching staff member. Teachers will modify activities for students with special needs.	Technology , Academic Support Program			09/03/2013	06/10/2016	\$200	Professional Teaching Staff James Rautiola-Principal/Superintendent

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E.B. Holman Elementary School

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MC3 Lessons	Teachers will use MC3 materials throughout the school year in a blended learning format.	Technology , Direct Instruction			09/08/2015	06/10/2016	\$0	Professional Staff K-8 Title 1/At Risk Staff for interventions Jim Rautiola - Principal/Superintendent
E.B. Holman Science Fair	All grades will complete investigations and have the opportunity to present them to the school community. Students in K - 8 will have an opportunity to compete in the annual Western U.P. Science Fair held at Michigan Tech. University	Technology , Academic Support Program			09/01/2015	06/01/2016	\$125	Professional Teaching Staff (Kindergarten to 8th Grade) James Rautiola-Principal/Superintendent

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Graphic Organizers	Teachers will use the grade appropriate, pre-writing graphic organizers in the Power Writing manuals to help students organize pieces of writing. Title I staff will provide additional assistance and time for writing, to students who need more support.	Technology , Direct Instruction		Implement	09/08/2015	06/10/2016	\$0	Teaching staff Title I/At Risk staff James Rautiola-Principal/Superintendent

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
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