



Redesign Plan

John R. Kment Elementary School

Roseville Community Schools

Dr. Shawn Wightman, Principal
20033 WASHINGTON ST
ROSEVILLE, MI 48066-2295

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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?

John R. Kment Elementary School is located at 20033 Washington St in Roseville, Michigan. Kment Elementary houses approximately 460 students. This includes four Learning Disabled classrooms and a Resource Room. The building was opened in the fall of 2009.

Kment Elementary School is located in the suburban community of Roseville, Michigan, which is part of the Greater Detroit Area. The population of Roseville is approximately 48,000. It is an established city within the county of Macomb. Home ownership is at 68% with industrial and retail corridors.

Roseville is a predominately blue-collar community. Upon data from the U.S. 2010 Census Profile, 83% of the population self-identifies their race as white, 12% as African American, 2% as Asian, and 3% from two or more races. The gender makeup of the city was 48% male and 52% female.

The school's demographics slightly mirror the community demographics. Kment's school population for the 2012-2013 academic year is comprised of 73% white, 17% Black or African American, 5% Multi-Racial, 2% Asian American, and 3% other. The gender makeup of our school differs from the city. 54% are male, while 46% are female. Furthermore, our economically disadvantaged population is 80% of our total school population.

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.

The mission of Kment Elementary School in a cooperative partnership with students, the home, and the community, is to develop lifelong learners prepared to meet the challenges of the future.

In addition, Kment Elementary School aspires to provide a safe, welcoming, and challenging atmosphere for learning where all children are encouraged and expected to do their very best.

We believe:

1. All children can learn.
2. Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
3. All students must engage in, learn, and apply appropriate use of technology in order to better prepare themselves for the future.
4. Education is a continuous process for all students.
5. Learning should be multicultural, multidimensional, engaging, and geared towards promoting creativity.
6. Critical thinking and problem solving are essential components to a child's cognitive and affective development.
7. All students deserve to be treated with dignity and respect.
8. Students are responsible for their own actions, behavior, and learning.
9. All students should have an opportunity to make their own choices.
10. Communication is an essential component to a healthy school/home relationship.
11. Students must share in the responsibility for their own learning by coming to school prepared and ready to learn.
12. Children thrive in a safe, nurturing, and non-threatening environment.

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.

In the past 3 years, one of Kment's notable academic achievements include the increase in MEAP reading proficiency scores among 6th graders (2011/2012 33% proficient ; 2012/2013 52% proficient). Among our subgroups, African Americans showed significant increase in reading in grades 3, 4, and 5.

In the next three years, we anticipate significant gains in reading proficiency given the implementation of a reading program (Reading Mastery) in grades K-5. To improve math proficiency, students will be grouped by ability for instruction twice daily.

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 weekly reading program for preschoolers has been established to promote the development of pre-readiness skills.

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		Teacher Evaluation Form, with MOU attachments

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		Admin Evaluation Form, with MOU

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		

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>	Yes		Roseville Operational Flexibility Agreement

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	No	A copy of the addendum will be submitted to the MDE/School Reform Office prior to August 1, 2014.	

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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		Roseville Redesign Signature Page

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven 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.

The individuals involved in the development of this reform/redesign plan are:

Dr. Noni Miller

TITLE: MSU K-12 Outreach Intervention Specialist

EMAIL: mill2388@msu.edu

Dr. Lisa Guzzardo-Asaro

TITLE: MISD School Improvement Facilitator

EMAIL: lasaro@misd.net

Dr. Shawn Wightman

TITLE: Kment Elementary School Principal

EMAIL: swightman@roseville.k12.mi.us

Mike LaFeve

TITLE: Assistant Superintendent

EMAIL: mlafeve@roseville.k12.mi.us

Mark Blaszkowski

TITLE: K-12 Curriculum Director

EMAIL: blaszkowski@roseville.k12.mi.us

Paul Schummer

TITLE: SIG (Middle School) Principal

EMAIL: pschummer@roseville.k12.mi.us

Shannon Griffin

TITLE: Redesign Plan Specialist

EMAIL: griffshan@gmail.com

Jennifer Boesl

TITLE: Parent (SST)

EMAIL: jenniferboesl@gmail.com

Ian Jellis

TITLE: Teacher (SST)

EMAIL: ijellis@roseville.k12.mi.us

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Kelly Mack

TITLE: Teacher (SST)

EMAIL: kmack@roseville.k12.mi.us

Donovan Stec

TITLE: Teacher (SST)

EMAIL: dstec@roseville.k12.mi.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.

The first big idea involves the need for a rigorous curriculum alignment, utilizing research based instructional practices/strategies and materials that center on teaching and learning (such as direct instruction, differentiated instruction, Classroom Instruction that Works, Reading Mastery, Connecting Math Concepts, etc.). The second big idea encompasses formulating a multi-tiered support system (MTSS) for students (such as PBIS, Restorative Practices, Corrective Reading, SuccessMaker, etc.).

John R. Kment Elementary School has chosen the "transformational" model for its reform/redesign plan.

State what data were used to identify these ideas

The School Support Team (SST) reviewed Kment Elementary School's perception, demographic, process, and achievement data, and generated two very powerful big ideas for rapidly improving student learning and achievement. This team consisted of several staff members, a Macomb Intermediate School District (MISD) School Improvement Facilitator (SIF), a designated district representative, and an MSU K-12 Outreach Intervention Specialist.

PART C: DEVELOP/INCREASE 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: 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.

Dr. Shawn Wightman was appointed as the new principal for Kment Elementary in August, 2013. The Roseville Community Schools Central Administration and Board of Education carefully considered the turnaround competencies during the principal selection process of John R. Kment Elementary. He clearly meets all five of the turnaround competencies.

Dr. Wightman is a practical and contemporary administrator with a proven track record of turning around under-performing schools through strategic planning, research-based curriculum implementation, parent/community involvement, and communication. He is experienced in meeting the needs of at-risk students by creating a stimulating/challenging learning environment conducive to the highest levels of academic achievement. Dr. Wightman has demonstrated the ability to focus on early wins and big payoffs. He is an extremely strong instructional leader and is responsible for the academic success of Patton Elementary, a Roseville elementary school with similar demographics and achievement deficits.

Despite a high concentration of economically disadvantaged students, Patton was rated in the top one hundred schools in the state recently, by the Mackinac Center, using their Context and Performance Report Card (July, 2013). Dr. Wightman effectively deals with student discipline, communication, and he understands the importance of public relations by regularly celebrating successes and communicating accurate and timely information to all stakeholders, community and the media. He is actively involved in the community by promoting collaborative relationships and meaningful partnerships. During his tenure at Patton, Dr. Wightman demonstrated the ability to break with organizational norms as evidenced by his implementation of numerous programs and initiatives (i.e., Guided Reading/Literature Circles, Phonics for Reading, Daily Math Practice, Arithmetic Developed Daily, Being a Writer, Daily Paragraph Editing, SuccessMaker, etc.). Other programs that he instituted such as a more robust homework policy and increased instructional time, deviated from the other elementary schools in Roseville, resulting in Patton Elementary being ranked as the third best elementary school in Macomb County, according to the Mackinaw Center for Public Policy.

Dr. Wightman was able to accelerate student achievement at Patton within the four years he served as dual administrator of two schools. This can be attributed, in part, to his use of data to drive instructional decision-making. He has consistently been able to galvanize his staff around big ideas and dramatically impact student growth. Dr. Wightman's experience as a turnaround specialist includes serving as Assistant Principal at Eastland Middle School (SIG II). During his time at Eastland, the school experienced a tremendous increase in reading (+9%), math (+10%) and writing (+22%).

Dr. Wightman holds an Educational Doctorate in Curriculum & Instruction (K-12) from Wayne State University. He also obtained an Education Specialist in General Administration and Supervision from Wayne State, a Masters in the Art of Teaching in Elementary Education from Saginaw Valley State University, and a Bachelor of Science in Elementary Group Minors from Western Michigan University. He is a certified Michigan school administrator and teacher.

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Dr. Wightman's interests include the development and use of effective classroom instructional strategies that improve student achievement. While he was employed as an Instructional Specialist by Detroit Public Schools Office of Literacy, Dr. Wightman successfully initiated numerous curricular/instructional improvements in English Language Arts and facilitated staff trainings in the use of media/technology (e.g., Digital Storytelling, SuccessMaker, interactive whiteboards, student response systems, etc.). His most recent publication entitled *The Effects of Story Performance on Fifth Grade Students' Comprehension of Narrative Texts* (Wayne State University Press, 2012) focuses on the effects of story performance on fourth and fifth grade students' comprehension and oral reading fluency of narrative and expository texts.

Prior to working in Roseville, Dr. Wightman established his leadership experience in various positions of increased responsibility, such as a Title I/Section 31a Coordinator for the Detroit Public Schools. Over the course of his professional career, he has gained extensive knowledge of state and federal programs/services and the use of numerous computer-related applications and internet-based programs (i.e., Michigan Student Data System, AS/400, PeopleSoft, PowerSchool, PowerTeacher, DataDirector, AIMSweb, etc.). During his time as an Instructional Specialist, Dr. Wightman successfully initiated numerous curricular/instructional improvements (i.e., Phonics for Reading, Corrective Reading, Thinking Maps, Being a Writer, Guided Spelling, Michigan Citizenship Collaborative Curriculum, etc.) and facilitated staff trainings in the use of media/technology.

Roseville Community Schools will provide opportunities to Dr. Shawn Wightman and his staff to build leadership capacity at Kment Elementary School. The district will provide funds for Dr. Wightman and his staff to attend Facilitators of School Improvement Training Series sponsored by our local ISD. This training occurs five times throughout the year. This training, facilitated by the Macomb Intermediate School District (MISD), teaches the school improvement team how to build and execute school improvement plans with fidelity. To continue to expand his leadership skills, Dr. Wightman will also attend the Principal Series through our local MISD seven times throughout the year. The district will provide the necessary funding to attend these trainings. The focus for this year's series will be Mid-continent Research for Education and Learning's (McREL) "Classroom Instruction That Works." This framework draws upon research and developments from the past decade to analyze/evaluate the teaching strategies that have the most positive effect on student learning.

Roseville Community Schools will provide opportunities for Dr. Wightman and key staff members to attend networking meetings provided by the State of Michigan so that they may be informed of changes in reporting requirements and to hear about programs and strategies that have been successful in other priority schools. The Assistant Superintendent will meet with Dr. Wightman (and his leadership team) on a regular basis to get updates, and provide support, as needed. Curriculum Director, Mark Blaszkowski, will approve/disapprove all professional learning, as well as oversee state/federal grant-funded program expenditures. MSU Outreach Specialist, Dr. Noni Miller (supported by the Michigan Department of Education) will work with Roseville Community Schools to help plan and execute the school improvement plan.

The district, through Assistant Superintendent Mike LaFève, will provide the opportunity for Dr. Wightman to pilot/implement research-based programs at Kment Elementary. Funding sources will include Title I set-aside funds, Section 31a at-risk funds, as well as general funds, where appropriate. The district will provide time and facilities for collaboration with current Roseville School Improvement Grant (SIG II) principals, Paul Schummer and Dave Rice, to discuss reform strategies that have been successful in their buildings.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher 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

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student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a 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). Attach the teacher evaluation and Administrator Evaluation.

A committee of Roseville Community Schools' (RCS) teachers, Roseville Federation of Teachers' (RFT) union representatives, and school/district administrators met regularly during recent years to create and revise a formal teacher evaluation process. The evaluation system is based on Charlotte Danielson's Framework for Teaching and utilizes a master rubric assessing Danielson's four domains of teacher professional practice. A fifth domain measuring student growth has also been added. The program includes a packet of forms that record the administrator's observation and assessment, the teacher's input, IDP, etc. Building principals were trained in the use of the format. In turn, principals introduced the new evaluation process to their teachers. The Roseville Federation of Teachers and the Roseville Community Schools attest that the new teacher evaluation instrument was designed collaboratively and meets the requirements of MCL 380.1249 and MCL 380.1250, and complies with the parameters established in the transformation plan of John R. Kment Elementary School. In February of 2013, RCS published the final version of the teacher evaluation instrument, which moderately draws from Charlotte Danielson's Framework for Teaching and utilizes a master rubric assessing Danielson's four domains of teacher professional practice.

The first domain of the rubric, "Planning and Preparation," includes how the teacher demonstrates knowledge of content, knowledge of curriculum objectives, knowledge of students, coherent instruction (through development and use of lesson plans), instructional objectives, use of learning resources, and assessment.

The second domain of the evaluation instrument addresses "Classroom Environment." This domain scores the teacher's ability to establish an environment of respect/rapport, establishing a culture for learning, maintaining a culture for learning, maximizing instructional time, and managing student behavior.

The third domain is "Instruction." This domain gauges how well the teacher communicates expectations/procedures, using questioning/discussion techniques, utilizing structure and pacing, providing feedback to students, monitoring and adjusting, and reflecting on instruction.

The fourth domain, "Professional Responsibilities," represents a variety of responsibilities outside of the classroom maintaining accurate student records, providing meaningful lesson plans, communicating with parents, interacting with colleagues, participating in school /district projects, developing professionally, and maintaining attendance and punctuality.

The final domain focuses on measurement of student growth. The group of RCS teachers and administrators agreed to make the student achievement domain worth a significant portion of the overall teacher evaluation score. Kment Elementary School will weight student growth as 40% by the 2014-15 school year and as 50% of the teacher evaluation by 2015-2016, as recommended by the Michigan Council for Educator Effectiveness (MCEE). In an effort to provide guidance to the RCS teachers, Roseville Community School has provided a list of acceptable metric measures that can be used to demonstrate student growth. This list includes: MEAP data, AIMSweb reading and math assessment data (e.g., R-CBM, MAZE, M-CAP, or M-COMP), Success Maker data, and common grade level assessments aligned to standards. (Please see memo of understanding and evaluation instrument.)

An administrator evaluation tool has also been adopted. Although the student achievement portion is still being developed, the evaluation includes planning and decision-making, school and work environment, professional responsibilities, and professional practices. The principal evaluation tool includes meeting students' educational needs, instructional leadership, teacher motivation, personal interactions, budget management and school improvement. The tool is aligned to the teacher evaluation tool. This instrument is rubric-based and deals with a

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wide range of important factors such as student achievement and attendance, school improvement, teacher evaluation, community perceptions, work and learning culture and environment, data based decision-making, instructional leadership and fiscal responsibility. The administrative evaluation will weight student growth as 40% by the 2014-15 school year and as 50% of the teacher evaluation by 2015-2016, as recommended by the Michigan Council for Educator Effectiveness (MCEE).

The above mentioned evaluation program includes a packet of forms to record the observations and assessments, the teacher's input, IDP goals, etc. All staff members were trained on the rubric, which is used to score and determine their overall performance.

Evidence:

1. Copy of Letter of Agreement between RCS and RFT (8/1/2011)
2. Copy of RCS/RFT Agreement (p. 64)
3. Copy of RCS Teacher Evaluation Rubric
4. Copy of RCS Teacher Evaluation Summary
5. 2012-2013 Administrative Evaluation
6. Kment Classroom Walk-through Form Sample
7. Memo of Understanding (Student Growth Linked to Teacher & Admin Evaluations)

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

The Roseville Community Schools district has a process that rewards teachers for positively contributing to increased student achievement. These teachers are recognized and celebrated through monthly and weekly newsletters, Board of Education Meetings, the RCS Perfect Attendance Luncheon as well as letters of acknowledgement, and gift certificates (as donations permit). The district has also implemented an annual outstanding teacher award program that recognizes talented, dedicated educators at the elementary, middle school and high school levels. Winners at the district stage are entered as candidates for the MISD and state levels.

The district provides a large variety of leadership and coaching opportunities that aid in teacher retention. For example, participation in numerous committees (e.g., marketing committee, crisis committee, professional development committee), involvement in school and district wide events (Ed Knoll Band-o-Rama, Mock School Board Meetings, High School Graduation, District-wide Health Fair, etc.) and the opportunity to work with charities and organizations (Roseville Optimists, Roseville Community Schools Scholarship Foundation) in the community are available for teacher leaders in Roseville.

Kment Elementary School will continue to reward staff members for positively contributing to student achievement and implementing

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instructional programs with fidelity. If all Annual Measurable Objectives (AMO) targets in reading, writing, math, science and social studies are met, staff will be given a celebratory dinner within thirty days of MEAP scores being reported to the public and a yet to be determined student achievement financial bonus.

Kment Math Grade Level AMO Targets (3rd Grade):

2013-14: 33.8%

2014-15: 40.2%

2015-16: 46.6%

2016-17: 53%

Kment Math Grade Level AMO Targets (4th Grade):

2013-14: 25.8%

2014-15: 33.2%

2015-16: 40.6%

2016-17: 48%

Kment Math Grade Level AMO Targets (5th Grade):

2013-14: 30.6%

2014-15: 37.4%

2015-16: 44.2%

2016-17: 51%

Kment Math Grade Level AMO Targets (6th Grade):

2013-14: 34.6%

2014-15: 40.9%

2015-16: 47.2%

2016-17: 53.5%

Kment Reading Grade Level AMO Targets (3rd Grade):

2013-14: 61%

2014-15: 64%

2015-16: 67%

2016-17: 70%

Kment Reading Grade Level AMO Targets (4th Grade):

2013-14: 58.6%

2014-15: 61.9%

2015-16: 65.2%

2016-17: 68.5%

Kment Reading Grade Level AMO Targets (5th Grade):

2013-14: 57.8%

2014-15: 61.2%

2015-16: 64.6%

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2016-17: 68%

Kment Reading Grade Level AMO Targets (6th Grade):

2013-14: 43.4%

2014-15: 48.6%

2015-16: 53.8%

2016-17: 59%

Kment Writing Grade Level AMO Targets (Grade 4):

2013-14: 32.2%

2014-15: 38.8%

2015-16: 45.4%

2016-17: 52%

Kment Science Grade Level AMO Targets (Grade 5):

2013-14: 20.2%

2014-15: 28.3%

2015-16: 36.4%

2016-17: 44.5%

Kment Social Studies Grade Level AMO Targets (Grade 6):

2013-14: 29%

2014-15: 36%

2015-16: 43%

2016-17: 50%

Grade level staff rewards (please see list below) for program implementation will be offered at the end of every trimester for staff members who meet or exceed the following Success Maker criteria.

Success Maker Classroom Performance Data:

Trimester Average Classroom Gain in Reading/Math

1st (December) 0.33

2nd (March) 0.66

3rd (June) 1.00

- At the end of each grading period, send special notes of appreciation
- Give gift certificates to teachers at the end of each grading period
- Give professional books to teachers as recognition at the end of each grading period
- High achieving teachers have the first bid for an open classroom position; management can say no at the end of each grading period
- Offer a teacher a leadership position or role within the school
- Provide technology incentives to staff

Individual rewards from the list below will be given within thirty days of testing if a teacher's class meets or exceeds the AIMSweb expected

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growth rate (as compared to the national standard).

AIMSweb R-CBM/M-COMP Benchmark Targets:

Timeline *ROI (R-CBM/M-COMP)

January Benchmark Expected Growth Rate

May Benchmark Expected Growth Rate

*Numerical score expressed as Rate of Improvement (ROI)

- Teacher will receive an extra personal day to be used at their choice
- Plan to take over a class for a special read-aloud time that will give teachers extra planning time
- Send a complimentary e-mail and put a copy in the teacher's file
- Send a personal, handwritten note of thanks or appreciation to teachers "caught" caring or who implemented a strategy with success, and shared results with their colleagues.
- Identify staff members that can enhance the skills of other teachers in targeted areas (peer to peer coaching)
- Honor a teacher by promoting their accomplishments (i.e., website, newsletters, board of education meetings, marquee, etc.)

Dr. Wightman has discussed and received approval from central administrators for the process of dismissing staff from Kment Elementary School. The district's teacher evaluation rubric will be used to evaluate all instructional staff at Kment Elementary School. This evaluation tool includes student growth as the primary domain for being rated EFFECTIVE. Kment Elementary School will weight student growth as 50% of the evaluation by 2015-2016, as recommended by the Michigan Council for Educator Effectiveness (MCEE). Multiple classroom walk-throughs and observations will be conducted by school/district administrators.

Staff members that do not meet the necessary requirements to be rated effective in any domain will be provided:

1. Professional development opportunities to remedy weaknesses (i.e., instructional delivery, classroom management, knowledge of content, knowledge of curriculum, knowledge of students, etc.)
2. Multiple opportunities to improve professional practice
3. Feedback from the administrator (e.g., classroom walk-throughs, formal observations, conferences, etc.)

If the teacher does not make sufficient progress within two years, he or she will be recommended for removal from Kment Elementary School and possibly the district. In the event that a vacancy occurs, the principal and school interview team will interview potential candidates and select the best candidate for the position. District administration and Dr. Wightman will make the final decision on all candidate selections and determine the salary schedule/benefit package.

Evidence:

1. Teacher evaluation rubric
2. Student achievement data (i.e., SuccessMaker, AIMSweb and MEAP)

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Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

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 increase proficiency in reading.

Measurable Objective 1:

59% of All Students will demonstrate a proficiency in fluency in English Language Arts by 06/11/2014 as measured by the AIMSweb test..

Strategy1:

Tier II-Reading Fluency - All staff in grades 3-6 will implement Corrective Reading to increase reading fluency (rate and accuracy).

Research Cited: Our district held multiple meetings to discuss the implementation of the Corrective Reading program. One of our Assistant Superintendents contacted several school districts to research their data and results as well.

Articles: Lewis, A. (1982). An experimental evaluation of a Direct Instruction programme (Corrective Reading) with remedial readers in a comprehensive school. *Educational Psychology*, 2(2), 121-135.

Vitale, M., Medland, M., Romance, N., & Weaver, H. P. (1993).

Accelerating reading and thinking skills of low-achieving elementary students: Implications for curricular change.

Effective School Practices, 12(1), 26-31.

Tier:

Activity - Corrective Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 3-6 staff will implement Corrective Reading to qualified students 5 times a week to the student's instructional level to improve the accuracy and rate of reading.	Direct Instruction			09/03/2013	06/11/2014	\$1000 - Title I Schoolwide	All staff 3-6, including the Literacy Coach, Teacher Consultant, and Title I Aides

Strategy2:

Reading Fluency Skills (K-4) - All staff in grades K-4 will instruct students to read with sufficient accuracy and fluency to support comprehension.

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Research Cited: Our district held multiple meetings to discuss the implementation of the Reading Mastery program. One of our Assistant Superintendents contacted several school districts to research their data and results as well.

Articles:

Pearson, P. D., & Fielding, L. (1991). Comprehension instruction. In R. Barr, M. L. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), Handbook of reading research (Vol. 2, pp. 815-860). White Plains, NY: Longman.

Zabucky, K. & Ratner, H. H. (1992). Effects of passage type on comprehension monitoring and recall in good and poor readers. Journal of Reading Behavior, 24, 373-390

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-4 and appropriate support staff will participate in district provided professional development days on Reading Mastery. The scheduled days are: August 28th, August 29th, November 5th, and January 20th. Any additional days will also be part of this funding.	Professional Learning			09/03/2013	06/11/2014	\$2500 - Title II Part A	Classroom teachers in grades 3-4, and appropriate support staff

Measurable Objective 2:

59% of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/11/2014 as measured by the MEAP test and AIMSweb..

Strategy1:

Comprehension Skills (K-4) - Staff will implement a variety of skills to increase the reading comprehension.

Research Cited:

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-4 and appropriate support staff will participate in district provided professional development days on Reading Mastery. The scheduled days are: August 28th, August 29th, November 5th, and January 20th.	Professional Learning			09/03/2013	06/11/2014	\$500 - Title II Part A	Classroom teachers in grades 3-4, and appropriate support staff

Goal 2:

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All students will increase proficiency in math.

Measurable Objective 1:

32% of All Students will demonstrate a proficiency in geometry and fractions in Mathematics by 06/11/2014 as measured by the MEAP test and AIMSweb..

Strategy1:

Core Instruction-Common Core Math - All staff will implement Common Core Math Standards into their lessons to increase student engagement and learning in fractions and decimals.

Research Cited: Our district administrators worked vigorously with MISD consultants to research the benefits of the Common Core State Standards.

Teacher Education, Experience, and the Practice of Aligned Instruction Journal of Teacher Education May 1, 2013 64: 212-225

Weiss, I. R., Pasley, J. D., Smith, P. S., Banilower, E. R., & Heck, D. J. (2003). Looking inside the classroom: A study of K–12 mathematics and science education in the United States.

Chapel Hill, NC: Horizon Research, Inc.

National Council of Teachers of Mathematics. (2000). Principles and standards for school mathematics. Reston, VA: Author.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-2 and 5-6 classroom teachers and appropriate support staff will attend professional development days scheduled by the school district. Dates are as follows: August 28th, August 29th, November 5th, and January 20th. Any additional days will also be covered by this funding.	Professional Learning			08/28/2013	03/14/2014	\$2500 - Title II Part A	Classroom teachers (grades K-2, and 5-6) and appropriate support staff

Narrative:

Staff will be provided with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. During data conversations with staff members, two "big ideas" emerged from the intensive examination of data trends. The first involves the need for a rigorous curriculum alignment, utilizing research-based instructional practices/strategies and curriculum materials consistent across grade levels that center on teaching and learning (i.e., Grade Level Content Expectations, Common Core State Standards, direct instruction, differentiated instruction, Classroom Instruction that Works, Reading Mastery, Connecting Math Concepts, etc.). The second big idea encompasses academic and behavioral multi-tiered systems of support (MTSS) for students (such as, PBIS, SuccessMaker, Restorative Practices, Corrective Reading and Reading Mastery).

Below is a detailed description of the school's plan for professional development. In order to ensure school ownership and follow-through,

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input for this plan was developed and designed with parents, district administrators, and school staff. This will allow stakeholders and staff to facilitate effective teaching and learning and guarantee the capacity to successfully implement and maintain the transformation plan.

IMPLEMENTATION OF RESEARCH-BASED STRATEGIES USING CONSISTENT CURRICULUM MATERIALS ACROSS GRADE LEVELS:

As previously indicated, Kment Elementary School's rigorous curriculum alignment, utilizing research based instructional practices/strategies and materials that center on teaching and learning will be initiated by McREL's Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition (CITW). This framework draws upon research and developments from the past decade to analyze/evaluate the teaching strategies that have the most positive effect on student learning:

- Setting objectives and providing feedback
- Reinforcing effort and providing recognition
- Cooperative learning
- Cues, questions, and advance organizers
- Nonlinguistic representations
- Summarizing and note taking
- Assigning homework and providing practice
- Identifying similarities and differences
- Generating and testing hypotheses

These strategies are organized and presented within a structure that is geared toward instructional planning, which highlights the point that all of the strategies are effective and should be used to complement one another. Each strategy is supported with recommended classroom practices, examples of the strategy in use, tips for teaching, and information about using the strategy with today's learners. NOTE: All instructional staff and the Principal will be trained during the 2013-14 school year. This training will be extended to new staff members in succeeding years. This training will be provided by the Macomb Intermediate School District (MISD) consultants.

In order to appropriately monitor/assess the effects of our curriculum/instructional programs on student achievement, the use of strategies, and fidelity of implementation, Mid-Continental Research in Education Labs (McREL) "Power Walkthrough" will be initiated. This high quality professional development and accompanying software help to turn classroom walkthroughs into meaningful opportunities for coaching teachers to higher levels of performance and guiding staff professional development and development of school improvement initiatives. The Power Walkthrough protocol is job-embedded, designed to help school leaders gain a practical understanding of the CITW strategies, how they improve student learning, and how to identify their use in the classroom. NOTE: Teacher leaders and the Principal will be trained during the 2013-14 school year. This training will be extended to other instructional staff members in subsequent years. This training will be provided by the Macomb Intermediate School District (MISD) consultants.

In the initial year of the transformation plan (Winter 2014), school staff will participate in "BALANCED ASSESSMENT PRACTICES: Supporting Instructional Practices and Learning Cycle," a job-embedded professional learning opportunity. Staff will collect and use classroom data gathered through progress monitoring efforts. Data teams will be established. A collaborative and results-driven culture will be established making assessments more meaningful to student learning.

As a follow-up to the two previous professional development opportunities, staff will participate in "21things4teachers." The purpose of this training is to provide staff with "Just in Time" training through an online (blended learning) interface for K-12 educators based on the National Educational Technology Standards for Teachers (NETS-T). These standards are the basic technology skills every educator should possess. In the process, educators will develop their own skills and discover what students need in order to meet the NETS for Students, as well as

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online course requirement. In addition, the McREL's "Using Technology with Classroom Instruction that Works (2nd Edition)," used to incorporate best practice framework. Moreover, participants who fulfill all of the requirements have the opportunity to earn SCECH's, or college credit, in Michigan. NOTE: All instructional staff and the Principal will be trained during the 2013-14 and 2014-15 academic years. These trainings will be extended to new instructional staff members in subsequent years and be provided by MISD consultants.

During the previous school year (2012-2013), the district adopted and launched McGraw-Hill's Reading Mastery (K-5) program. McGraw-Hill's Corrective Reading (4-6) was also implemented as a Tier II/Tier III intervention program. Professional development was provided to all necessary staff members. In order to monitor the implementation of these programs, McGraw-Hill consultants provided job-embedded professional development to support the instructional delivery with fidelity. NOTE: This practice will continue over the duration of the transformation plan.

Due to poor academic achievement in mathematics, all pertinent staff members were trained in Connecting Math Concepts (K-5) in September 2013. This program is aligned to the Common Core State Standards and combines facts, procedures, conceptual understanding, applications, and the development of problem solving to provide a comprehensive curriculum for all students. Moreover, Connecting Math Concepts has proven field results for Tier I, II and III at-risk students (as cited by Robert Slavin's Best Evidence Encyclopedia website). The program provides explicit, systematic, intensive instruction. NOTE: This training will be extended to new instructional staff members in subsequent years and be provided by McGraw Hill consultants. Furthermore, staff will be provided ongoing support in the classroom by these consultants as needed. This practice will also continue over the duration of the transformation plan.

In conjunction with McREL's CITW framework, all staff will participate in "Building Academic Vocabulary" professional development. During this training, Robert Marzano's six-step process for direct instruction in subject area vocabulary will be presented. Staff will also learn practical ways to help students master academic vocabulary; research has shown that when teachers, schools, and districts take a systematic approach to helping students identify and master essential vocabulary and concepts of a given subject area, student comprehension and achievement rises. NOTE: Teacher leaders and the principal will be trained during the 2014-15 school year. This training will be extended to new instructional staff members in subsequent years. This training will be hosted by an external provider.

In order to ensure rapid, significant student growth, Kment Elementary School will align its rigorous instructional program to state and national standards. This will be accomplished in the spring of 2014, through the use of Surveys of Enacted Curriculum (SEC). SEC is a web-based tool that provides mathematics, science, and English language arts teachers with consistent data, both on current instructional practices and the content actually being taught in their classrooms (the "how" and the "what"). Survey results are presented in clear and accessible charts and graphs to facilitate data analysis and discussion. The SEC's comprehensive data analysis and reporting tools help staff to: vertically/horizontally align classroom instruction with state/national standards and assessments; measure indicators of instruction and their relationship to student achievement; analyze instructional practices and teacher preparation; develop a needs assessment in low performance areas; and plan/evaluate staff development initiatives.

SEC data will reveal: the amount of time teachers spend on specific standards/activities by grade level (horizontal alignment) and school (vertical alignment); a breakdown of the amount of time teachers spent instructing on different strands of a content standard; and the relationship between time and depth of instruction on strands within a standard compared to the standards measured on a benchmark assessment. SEC data feedback will also guide staff to better allocate their instructional time for a given standard and to clarify exactly what content within the standard demands additional instructional focus, thus serving as a catalyst for collegial conversations (data dialogues) about instructional change and reflective practice.

In 2014-15, all staff will be trained in Writing Tracker, which is based on six chapters of the book, What Content-Area Teachers Should Know About Adolescent Literacy (National Institute for Literacy, U.S. Department of Education). This essential training will enable teachers to

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increase student writing fluency in all content areas. The students respond to a prompt for two minutes (quick write) and chart their progress. The students also reflect upon the effects of the program on their writing. Once students reach fluency, the focus shifts to using academic vocabulary and increasing the quality of their writing. Writing Tracker is a part of the Literacy in Action program developed by Michigan's Mission Literacy. This program draws upon two decades of research in the areas of writing, motivation, and learning theory as well as social and ethical development. The program is based on current research findings including those of the National Council of Teachers of English, Richard Allington, and Donald Graves. NOTE: All ELA staff (K-6) will be formally trained in the Being a Writer curriculum in the 2014-15 academic year by an external consultant.

As a follow up to Being a Writer training, all ELA staff members will participate in professional development for the 6 + 1 Traits of Writing and Writer's Workshop. 6 + 1 Traits of Writing incorporates a common language for teachers and students to communicate about the characteristics of writing, thus establishing a clear vision of what good writing looks like. It has become a highly respected, essential tool for evaluating student writing and planning instruction. Writing Workshop is a method of writing instruction developed by Lucy Caulkins and educators involved in the Reading and Writing Project at Columbia University in New York City, New York. This method of instruction focuses on the goal of fostering lifelong writers. It is based upon four principles; students will write about their own lives, they will use a consistent writing process, they will work in authentic ways and it will foster independence. The teacher acts as a mentor author, modeling writing techniques and conferring with students as they move through the writing process. Direct writing instruction takes place (Being a Writer) in the form of mini-lessons at the beginning of each workshop and is followed by active writing time by students. Each workshop ends with a sharing of students' work. NOTE: These trainings will also occur during the 2015-16 academic year by an external consultant.

ACADEMIC AND BEHAVIORAL MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) FOR STUDENTS: The other "big idea" that Kment Elementary will focus on is that of a Multi-Tiered System of Supports (MTSS). MTSS is a research-based framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on:

- Providing high quality instruction and interventions matched to students' needs (MTSS)
- Monitoring progress frequently to make decisions about changes in instruction or goals and allocate resources to improve student learning (such as, MEAP, AIMSweb, Data Director, 2Inform, Reading Mastery, Corrective Reading, Connecting Math Concepts, etc.)
- Supporting staff implementation of effective practices (coaches, McREL Power Walkthroughs, instructional aides, etc.)

In order to address the cultural/behavioral domains of the MTSS and comply with current state requirements, all Kment Elementary staff members will be trained in Positive Behavioral Interventions & Supports (PBIS), a high quality, job-embedded professional development training aligned with the school's comprehensive instructional program. PBIS is a decision making framework that guides selection, integration, and implementation of the best evidence-based practices for improving important academic and behavior outcomes for all students. Additional staff training in Howard Glasser's Nurtured Heart Approach and Restorative Practices will be done to enrich the Kment Elementary School's PBIS program. The Nurtured Heart Approach is a set of strategies that builds richer relationships. It inspires appropriate behaviors by energizing children when things are "going right" and it sets clear limits. By implementing this simple framework, phenomenal results follow: Peaceful classroom environment, less office referrals, higher test scores and improved social skills. NOTE: All instructional staff and the Principal will be trained during the 2015-16 academic year and provided support by an external consultant. These trainings will be extended to new staff members in subsequent years.

A professional development calendar is provided at the end of Requirement #6.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and

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career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

Roseville Community Schools uses state guidelines to recruit teachers. The teachers must meet all the criteria to be "highly qualified" and have the proper, up-to-date state certification in order to be considered for a teaching position. The district has secured a Memorandum of Understanding with the Roseville Federation of Teachers acknowledging its right to assignment and transfer without regard to seniority. Dr. Wightman has been given the flexibility and authority to recruit and assign teachers as he sees fit. He has already re-deployed teachers based on their certifications and abilities to improve student achievement predicated upon student performance in specific subject areas. He has also scheduled the teachers in blocks, as prescribed by the National Institute for Direct Instruction.

The district has several methods to recruit teachers. First, the district participates in partnerships with several colleges and universities within the state of Michigan to pair prospective teachers up with exemplary professionals. For instance, several schools in the district annually host education students that are seeking pre-student teaching observation experiences or student teaching placement(s). The district has subsequently hired several student teachers, due to these opportunities.

The district also advertises positions through a variety of ways (i.e., electronically, billboards, newspapers, and television, etc.). In order to increase community awareness, Roseville Community Schools' Marketing Committee meets monthly. During these meetings, the committee designs and plans one very large event per year for the entire city to participate in. In years past, there have been health fairs, cultural diversity events, art exhibitions, and career related student showcases. These events have been extremely well attended by the community and reflect positively on the Roseville Community Schools.

The Roseville Community Schools personnel department participates in Applitrack, an internet-based program that houses resumes, transcripts and other documents of prospective teacher candidates. Likewise, external postings from the district are sent to k12jobspot.com, an online network for educators seeking positions nationwide. Dr. Wightman will also continue to deploy/re-deploy his instructional staff based on their certifications and abilities to improve student achievement, predicated upon student performance in core subject areas.

The Roseville Community Schools has several strategies for retaining teachers. A new teacher induction program includes an extensive orientation. New teachers are also assigned a mentor and time is set aside for collaboration. The Roseville Community Schools Board of Education acknowledges teachers on a weekly basis through the "Nice Things Happening" portion of board meetings. Teachers are recognized at these meetings for achievement, programs, and contributions to the community.

The district has also implemented an annual outstanding teacher award program that recognizes talented, dedicated educators at the elementary, middle school and high school levels. Winners at the district stage are entered as candidates for the MISD and state levels.

The district provides a large variety of leadership and coaching opportunities that aid in teacher retention. For example, participation in numerous committees (e.g., marketing committee, crisis committee, professional development committee), involvement in school and district wide events (Ed Knoll Band-o-Rama, Mock School Board Meetings, High School Graduation, District-wide Health Fair, etc.) and the opportunity to work with charities and organizations (Roseville Optimists, Roseville Community Schools Scholarship Foundation) in the community are available for teacher leaders in Roseville.

The Roseville Community Schools provides other incentives as funding permits, such as a longevity bonus, a perfect attendance bonus and being paid for a finite amount of accumulated sick days upon retirement.

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Some strategies/incentives the district will use to retain teachers at this school include the following:

- At the end of each grading period, send special notes of appreciation
- Give gift certificates to teachers at the end of each grading period
- Give professional books to teachers as recognition at the end of each grading period
- High achieving teachers have the first bid for an open classroom position; management can say no at the end of each grading period
- Offer a teacher a leadership position or role within the school
- Provide technology incentives to staff
- Teacher will receive an extra personal day to be used at their choice
- Plan to take over a class for a special read-aloud time that will give teachers extra planning time
- Send a complimentary e-mail and put a copy in the teacher's file
- Send a personal, handwritten note of thanks or appreciation to teachers "caught" caring or who implemented a strategy with success, and shared results with their colleagues.
- Identify staff members that can enhance the skills of other teachers in targeted areas (peer to peer coaching)
- Honor a teacher by promoting their accomplishments (i.e., website, newsletters, board of education meetings, marquee, etc.)

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as 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 to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

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 increase proficiency in reading.

Measurable Objective 1:

59% of All Students will demonstrate a proficiency in fluency in English Language Arts by 06/11/2014 as measured by the AIMSweb test..

Strategy1:

Tier II-Reading Fluency - All staff in grades 3-6 will implement Corrective Reading to increase reading fluency (rate and accuracy).

Research Cited: Our district held multiple meetings to discuss the implementation of the Corrective Reading program. One of our Assistant Superintendents contacted several school districts to research their data and results as well.

Articles: Lewis, A. (1982). An experimental evaluation of a Direct Instruction programme (Corrective Reading) with remedial readers in a comprehensive school. *Educational Psychology*, 2(2), 121-135.

Vitale, M., Medland, M., Romance, N., & Weaver, H. P. (1993).

Accelerating reading and thinking skills of low-achieving elementary students: Implications for curricular change.

Effective School Practices, 12(1), 26-31.

Tier:

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Activity - Corrective Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 3-6 staff will implement Corrective Reading to qualified students 5 times a week to the student's instructional level to improve the accuracy and rate of reading.	Direct Instruction			09/03/2013	06/11/2014	\$1000 - Title I Schoolwide	All staff 3-6, including the Literacy Coach, Teacher Consultant, and Title I Aides

Strategy2:

Reading Fluency Skills (K-4) - All staff in grades K-4 will instruct students to read with sufficient accuracy and fluency to support comprehension.

Research Cited: Our district held multiple meetings to discuss the implementation of the Reading Mastery program. One of our Assistant Superintendents contacted several school districts to research their data and results as well.

Articles:

Pearson, P. D., & Fielding, L. (1991). Comprehension instruction. In R. Barr, M. L. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), Handbook of reading research (Vol. 2, pp. 815-860). White Plains, NY: Longman.

Zabucky, K. & Ratner, H. H. (1992). Effects of passage type on comprehension monitoring and recall in good and poor readers. Journal of Reading Behavior, 24, 373-390

Tier:

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of the reading committee will meet each trimester to analyze data from AIMSweb, and once again for MEAP results. Results will be disaggregated and shared with the entire staff.	Other			09/03/2013	06/11/2014	\$0 - No Funding Required	Reading committee members

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-4 and appropriate support staff will participate in district provided professional development days on Reading Mastery. The scheduled days are: August 28th, August 29th, November 5th, and January 20th. Any additional days will also be part of this funding.	Professional Learning			09/03/2013	06/11/2014	\$2500 - Title II Part A	Classroom teachers in grades 3-4, and appropriate support staff

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Activity - Walk To Read	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The K-4 staff will implement Reading Mastery 5 times a week to each student's instructional level, with an emphasis on fluency (accuracy and rate). Fluency will be measured with AIMSweb testing and Reading Mastery reading checkouts.	Direct Instruction			09/03/2013	06/11/2014	\$1000 - General Fund	K-4 staff (Reading Mastery)

Narrative:

There were several processes that were used in the selection of our instructional programs. First, a School Support Team (SST) was established. This team consisted of several staff members, a Macomb Intermediate School District (MISD) School Improvement Facilitator (SIF), a designated district representative, and an MSU K-12 Outreach Intervention Specialist. Second, these team members participated in numerous Data Dialogues. During Phase I (Activate & Engage), SST agreed upon team norms, made predictions about what the data will show, and uncovered their own underlying assumptions. They were as follows:

- Misalignment of district curriculum to state standards and poor implementation of research-based strategies/materials across grade levels
- Modernization of curriculum (i.e., technology, classroom materials, strategies, programs)
- School culture deficient in belief that all children can and will learn
- Lack of a sustainable academic/behavioral multi-tiered system of supports (MTSS) for students
- Lack of data review to inform instruction and collaborative time for the purpose of data digs
- Inconsistent student attendance

In Phase II (Explore & Discover), the SST began to review Kment Elementary School's demographic, achievement, perception and process data. This phase of dialogue involved discovery and required the team to remain open to possibilities, look for patterns, and observe the "real" stories in relation to the data; this was a time of exploration, not explanation. Finally, the third phase of our data dialogue (Organize & Integrate), we endeavored to transition to causation and action. As a result, the SST was able to generate two powerful big ideas for rapidly improving student learning and achievement at Kment Elementary School. The first involved the need for a rigorous curriculum alignment, utilizing research based instructional practices/strategies and materials that center on teaching and learning (i.e., direct instruction, differentiated instruction, Classroom Instruction that Works, MISD consultants, Reading Mastery, Connecting Math Concepts, etc.). The second encompasses formulating a multi-tiered support system (MTSS) for students (e.g., PBIS, Restorative Practices, Corrective Reading, SuccessMaker, etc.). The subsequent information below recapitulates our findings.

COMMUNITY DEMOGRAPHICS: Roseville is a community of over 48,000 residents, located approximately 2 miles north of the City of Detroit. According to the 2010 U.S. Census, the ethnic makeup of the city is comprised of approximately 83% Caucasian, 12% African American and 2.5% two or more races; 10% of all Roseville citizens are college educated and 83.5% have a high school diploma or GED. Unemployment at the time of the last Census was at 15.3%, while the median worker income is slightly less than \$27,000.00. The poverty rate in Roseville is 11.7%. Finally, 23.6% of the homes in Roseville are occupied by renters and there are almost 2,000 vacant homes in the community.

DISTRICT DEMOGRAPHICS: In 2012-13, Roseville Community Schools' enrollment was at 5,195 students. Within this population, 24.31% were African American, 1.3% American Indian, 1.9% Asian, 2.02% Hispanic, 06% Native Hawaiian, 3.64% two or more races, and 66.68% Caucasian. The district consists of one high school, two middle schools and seven elementary buildings. According to the 2012-13 data, 70.8% of all RCS students qualified for free and reduced price meal benefits. On average, class size for all K-3 classes within the district was at 19.9 students. There were a total of 174 of instructional days provided. In grades three through eight, there was 13.1% student academic growth. Students proficient at reading at the end of 3rd grade (4th grade MEAP) was 54.1%, while 28.7% of all students in grades three

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through eight were proficient in math (2012 MEAP). 6.5% of all high school students participating in MME were proficient in all subjects. Likewise, the average ACT composite score were 17.5. ACT Readiness Benchmarks attained for the district were 6.8%. The district's four year graduation rate was 80.8%, amid a dropout rate of 10.3%.

According to the 2012-13 MDE Accountability Scorecard, Roseville Community Schools' overall district status is YELLOW (76/96 points possible = 79.2%). Of the ten buildings in the district, eight attained YELLOW status and two received RED rank. Kment Elementary School was one of the two buildings that were ranked RED on the state's Accountability Scorecard system.

BUILDING DEMOGRAPHICS: Kment Elementary School is a Title I Schoolwide school and has an overall Top-to-Bottom percentile rank of two. Additionally, the Michigan School Accountability Scorecard Status for Kment Elementary School is RED. Grades taught in the school ranged from kindergarten through sixth-grade, with four self-contained Special Education classes housed in the building (LD K-1, LD 2-3, LD 4-5, and LD 5-6). The total enrollment of Kment Elementary School for the 2012-13 academic year was 450 students. The student population comprised of 204 (45%) female and 246 male (55%) students. In terms of race/ethnicity demographics, 73% of the students attending Kment Elementary School were Caucasian, 17% African American, 6% two of more races, 2% Hispanic, 2% Asian and 1% Native American or Alaskan Native. With regard to program participation subgroups, 2% (7) of the student population were ELL students, 23% (103) had an IEP, while 72% (324) were identified as economically disadvantaged.

In 2011-2012, 18 students were retained, 3 of which came from a different district the previous year and 10 from a different school the previous year. The overall attendance rate from 2011-2012 was at 89.01%, with 161 students having more than 10 absences. Also in 2011-2012, the student count mobility rate revealed that there were 408 stable students and only 30 mobile students, with 29 students incoming from other districts.

STUDENT ACHIEVEMENT DATA: Over the past three years, MEAP summative assessment data for Kment Elementary School divulges considerably below average results. For instance, the overall school percentile rank of the building dropped from 6% (z-score = -1.5187) in 2011-2012 to 2% (z-score = -1.8023) in 2012-2013. This can mostly be attributed to 2012-2013 MEAP mathematics (z-score = -1.4378), writing (z-score = -2.0928) and science (z-score -1.5046) results; in each of these subject areas, z-scores dropped considerably. Furthermore, meager progress was made in 2012-2013, where MEAP reading (z-score = -1.6183) and social studies (z-score = -1.2236) improved, but not significantly.

As the SST delved deeper, they noticed some very disconcerting trends in certain areas widely present across low-performing groups (i.e., Gender, Race/Ethnicity, Economic Status, Student with Disabilities, etc.). Below is a summary of these trends:

3RD GRADE MEAP MATHEMATICS: The 2012-13 Top 30/Bottom 30 MEAP math analysis shows that 35.9% (n=19) of all 3rd grade students at Kment Elementary School performed at the bottom 30% as compared to other 3rd grade students in the school. Furthermore, 26.4% (n=14) were ranked into the middle 40%, while 37.7% (n=20) of all Kment Elementary School 3rd graders ranked in the top 30%. In the data that included all students, there was an 8.1% proficiency level improvement on the 2012-13 MEAP math assessment as compared to 2011-12. With reference to gender, both males (27.8%) and females (31.6%) increased their proficiency level from the previous year, but 3rd grade females continue to outperform their male counterparts. The trend also shows that males are improving at a higher rate (+12.8%) than their female peers (+5.6%) as compared to the previous year. Over the past four years the economically disadvantaged students have shown almost no growth on the 3rd grade math MEAP. This population increased proficiency by 3.4% from the previous year. It is worth noting that in 2011-12 our economically disadvantaged population's MEAP proficiency level (21%) was higher than that of the non-economically disadvantaged population (19%) in 3rd grade math. Since 2009-10, the proficiency of students with disabilities in 3rd grade math have dropped to an all-time low; only 7.1% were proficient in 2012-13 as compared to 21.5% proficient at the state level. Since 2009-10, the proficiency level of African American 3rd grade students in MEAP math has plummeted from 25% (a year in which they outperformed

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Caucasian students by 1.2%) to 7.1%. Conversely, since 2010, Caucasian students' proficiency has increased dramatically (i.e., 2010-11=23.8% proficient, 2011-12 = 24% proficient, 2012-13=40% proficient) as compared to their 3rd grade African American peers (i.e., 2010-11=25%% proficient, 2011-12 = 9% proficient, 2012-13=7.1% proficient) in MEAP math.

4TH GRADE MEAP MATHEMATICS: The 2012-13 Top 30/Bottom 30 MEAP math analysis shows that 30.8% (n=16) of all 4th grade students at Kment Elementary School performed at the bottom 30% as compared to other 4th grade students in the building. Furthermore, 34.6% (n=18) were ranked into the middle 40%, while 34.6% (n=18) of all Kment Elementary School 4th graders ranked in the top 30%. In the data that included all students, there was a 6.5% improvement in proficiency on the 2012-13 MEAP math assessment (17.5%), as compared to 2011-12 (11%). With reference to gender, both males (12.1%) and females (23.3%) increased their proficiency level from the previous year, but 4th grade females have outperformed their male counterparts for the past two years. The trend also shows that females are improving at a higher rate (+8.3%) than their male peers (<7%) as compared to the previous year. Over the past five years the economically disadvantaged students have decreased in proficiency on the 4th grade math MEAP. The Economically disadvantaged 4th grade students did increase proficiency by approximately 12% from the previous year. Although the gap is closing between the economically disadvantaged population's MEAP proficiency level (16.3%) and that of those students that are not economically disadvantaged (21.4%) it is due to the fact that since 2009-10, the proficiency of students not economically disadvantaged has declined by 45.3%. Kment's special needs students have performed poorly on the 4th grade map MEAP, with zero percent proficiency for the four years prior to 2012-13. Last fall, 5.88% of 4th grade special needs students were proficient in as compared to 23% proficient at the state level. Since 2010, the proficiency level of African American 4th grade students in MEAP math has decreased from 28.6% (a year in which they outperformed white students by 2.8%) to less than 10%. During the same time period Caucasian students' proficiency has decreased slightly (i.e., 2010-11=20.9% proficient, 2011-12 = 12% proficient, 2012-13=19.5% proficient) as compared to their 4th grade African American peers (i.e., 2010-11=28.6% proficient, 2011-12 = 0% proficient, 2012-13=<10% proficient) in MEAP math.

5TH GRADE MEAP MATHEMATICS: The 2012-13 Top 30/Bottom 30 MEAP math analysis shows that 29% (n=18) of all 5th grade students at Kment Elementary School performed at the bottom 30% as compared to other 5th grade students at the school. Furthermore, 53.2% (n=33) were ranked into the middle 40%, while 17.7% (n=11) of all Kment Elementary School 5th graders ranked in the top 30%. In the data for the past five years that included all students, there was no improvement on the MEAP math assessment. Although test scores increased in 2010-11 (35%) from the previous year (14.7%) there has been a decline of 22.3% in the past two years. With reference to gender, male achievement has drastically declined by 18.3% on the MEAP math test since 2010-11. The females have decreased in their proficiency level 10.2% since 2010-11 with a slight increase in proficiency of 2.2% from 2011-12 (17%) to 2012-13 (19.2%). The 5th grade females (19.2%) outperformed their male counterparts (7%) by 12.2% on the 2012-13 math MEAP. Over the past four years the economically disadvantaged students have shown almost no growth on the 5th grade math MEAP. This population plunged in proficiency by 46.6% between 2010-11 (57.1%) and 2012-13 (10.5%). It is interesting to note that in 2011-12 economically disadvantaged population's MEAP proficiency level (17%) was higher than the non-economically disadvantaged population (15%) in 5th grade math. In the years 2008-09 - 2010-11 zero percent of the students with disabilities were proficient. There was an 8.3% increase in the past two years on the math MEAP. Only 8.3% were proficient in 2012-13 MEAP as compared to 19.5% proficient at the state level. Since 2008-09, the proficiency level of African American 5th grade students in MEAP math has been sporadic. The percentage of African American students scoring proficient on the 2012-13 was 10% as compared to 20.5% at the state level. Conversely, since 2010, Caucasian students' proficiency has dropped dramatically (i.e., 2010-11=38.5% proficient, 2011-12 = 18% proficient, 2012-13=10.3% proficient as compared to 52.4% statewide). The achievement gap has been closed between the two subgroups, not through the increase in achievement of African Americans but by the dramatic decrease in achievement of white students.

6TH GRADE MEAP MATHEMATICS: The 2012-13 Top 30/Bottom 30 MEAP math analysis shows that 28.6% (n=20) of all 6th grade students at Kment Elementary School performed at the bottom 30% as compared to other 6th grade students in the building. Furthermore, 40% (n=28) were ranked into the middle 40%, while 31.4% (n=22) of all Kment Elementary School 6th graders ranked in the top 30%. In the

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data that included all students, there has been virtually no improvement in proficiency on the MEAP math assessment for the past five years. With reference to gender, the proficiency of males on the math MEAP dropped dramatically by 42.3% from 2008-09 (61.5%) to 2009-10 (19.2%). The trend over the last four years can be described as a continued decline in proficiency with a 7% increase from 2010-11 (20%) to 2011-12 (27%) and a large decrease (9.8%) from 2011-12 to 2012-13. The male students of Kment Elementary scored 17.2% proficiency on the 2012-13 math MEAP, as compared to 41.4% on the state level. The 6th grade females at Kment also showed a similar drop on the math MEAP, dropping steeply by 33.2% from 2008-09 (45%) to 2009-10 (11.8%). The trend over the past four years is relatively flat but 6th female math proficiency increased by 9% from 2011-12 (10%) to 2012-13 (19%). The school's 6th grade females scored 19% proficient on the 2012-13 math MEAP as compared to 38.8 at the state level. The economically disadvantaged students at Kment suffered a dramatic drop in proficiency (34.6%) from 2008-09 (50%) to 2009-10 (15.4%). For the past four years the economically disadvantaged students have flat lined in proficiency. They scored 18.9% proficient on the 2012-13 6th grade math MEAP, as compared to 24.6 at the state level (54.7%). The not economically disadvantaged students at Kment Elementary have also suffered an even greater drop in proficiency (37.5%) during the past five years. In 2011-12 they scored 18.9% proficient (below the economically disadvantaged population) as compared to 54.7% at the state level. There was an increase of 18.9% from 2011-12 (0%) to 2012-13 (18.9%). Since 2009-10, the proficiency of students with disabilities in 6th grade math has remained flat. This trend parallels the statewide results over the past four years. Only 10% were proficient in 2012-13 as compared to 13.25% proficient at the state level. No African American 6th grade students have scored proficient on the math in the past five years. Caucasian students' proficiency in math has decreased over the past five years by 38.3%. Over the past four years proficiency has not increased. White students scored 19.4% on the 2012-13 math MEAP as compared to 46.6% at the state level.

3RD GRADE MEAP READING: The 2012-13 Top 30/Bottom 30 MEAP reading analysis shows that 34.0% (n=18) of all 3rd grade students at Kment Elementary School performed at the bottom 30% as compared to other 3rd grade students at the school. Additionally, 37.7% (n=20) were ranked into the middle 40%, whilst 28.3% (n=15) of all Kment Elementary School 3rd graders ranked in the top 30%. In the data that included all students, there was 5% proficiency level drop on the 2012-13 MEAP reading assessment (50%) as compared to 2011-12 (55%). With reference to gender, our female (55.6%) student population continues to outperform their male (47.2%) peers in 3rd grade MEAP reading for the 2012-13 assessment year. The trend also shows that males are improving at a higher rate (+6.2%) than their female counterparts (-12.4%) when compared to the previous year's results. Moreover, since 2009-10, our economically disadvantaged students from Kment Elementary School have established inconsistent growth patterns on the 3rd grade reading MEAP assessment. For example, in 2009-10, our economically disadvantaged students outperformed (63.6%) our not economically disadvantaged student population (60.0%) by 3.6% in 3rd grade reading. Likewise, in 2011-2012, 55.0% of all economically disadvantaged 3rd grade students were proficient in MEAP reading, while in 2012-2013, the same figure decreased to 44.4%; this constitutes an alarming 10.6% drop in proficiency within one year. Conversely, 3rd grade students with disabilities have demonstrated some growth over the past year in MEAP reading, having improved to 23.1% (+5.1) proficient in 2012-13, as compared to only 18.0% proficient in 2011-12. Nonetheless, over 70% of all 3rd grade students with disabilities were rated not proficient in MEAP reading each year. As for race/ethnicity, the proficiency level of our African American 3rd grade students in MEAP reading has fluctuated from 55% proficient in 2010-11 (a year in which they outperformed their Caucasian peers by 14.5%), down to 27% in 2011-12 and back up to 42.9% proficient in 2012-13. The same can be said for our 3rd grade Caucasian students' proficiency levels (e.g., 2010-11=40.5% proficient, 2011-12=65% proficient, 2012-13=52.9% proficient); also note that our Caucasian students have outperformed their African American peers substantially since 2010-2011; this is a concern.

4TH GRADE MEAP READING: According to 2012-13 MEAP data, our 4th grade students have demonstrated moderate growth over the past three years in reading, going from 49.1% proficient in 2010-211, 52.0% in 2011-12 and 56.7% in 2012-13. The 2012-13 Top 30/Bottom 30 MEAP reading analysis shows that 26.9% (n=14) of all 4th grade students at Kment Elementary School performed at the bottom 30% as compared to other 4th grade students in the building. Additionally, 46.2% (n=24) were ranked into the middle 40% and 26.9% (n=14) of all Kment Elementary School 4th graders were ranked in the top 30%. With regard to gender, our female 4th grade student population has consistently outperformed their male counterparts every year since 2008-2009. This trend is very distressing. On the other hand, our male 4th grade students have been outpacing their female peers in overall growth/improvement over the past three years. To be more specific, in

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2010-11, only 39.4% of our 4th grade male population was proficient in MEAP reading, while 62.5% of our female population was proficient. The next subsequent year, 48% (+8.6%) of our 4th grade male population were proficient in MEAP reading, as compared to 56% (-6.5%) of our female population. Furthermore, in 2012-13, 54.8% (+6.8%) of our 4th grade male population were proficient in MEAP reading and only 58.6% (+2.6%) of our female population were proficient. In reference to our economically disadvantaged students, they have demonstrated steady growth over the past three years in 4th grade MEAP reading proficiency levels. As a matter of fact, they just slightly outperformed our not economically disadvantaged (56.5%) students by 0.6% in 2012-13, with a 4th grade MEAP proficiency level of 57.1%. One of our major concerns is our 4th grade students with disabilities. Only 18.2% of this subgroup was proficient in 2012-13 MEAP reading, as compared to 30% in 2011-12. 4th grade MEAP reading results based upon race/ethnicity reveal two subgroups, African American and Caucasian; each demonstrate differing trends. For instance, in 2010-11, a significant discrepancy in student proficiency was exposed between our Caucasian (58.1%) students in 4th grade MEAP reading in relation to their African American peers (21.4%), yet the opposite occurred in 2011-12, where a significant decrease in student proficiency occurred with our Caucasian (46%) students in 4th grade MEAP reading in comparison to their African American peers (65%). Paradoxically, in 2012-13, both African American (58.3%) and Caucasian (59.0%) students performed comparable to one another in 4th grade MEAP reading; school staff will continue to monitor this irregular subgroup trend over the next several years.

5TH GRADE MEAP READING: Since 2008-09, Kment Elementary School's 5th grade students have gradually improved their MEAP reading proficiency scores (i.e., 2008-09=40%, 2009-10=42%, 2010-11=47.1%, 2011-12=51% and 2012-13=54.7%). As a matter of fact, the 2012-13 Top 30/Bottom 30 MEAP reading analysis shows that only 22.6% (n=14) of all 5th grade students at Kment Elementary School performed at the bottom 30% as compared to other 5th grade students in the building. Also, 45.2% (n=28) were ranked in the middle 40% while 32.3% (n=20) of all Kment Elementary School 5th graders were ranked in the top 30%. Nonetheless, of the previously mentioned trend, it is quite evident that our 5th grade female population (2008-09=53.9%, 2009-10=55.9%, 2010-11=52.9%, 2011-12=61% and 2012-13=65.4%) has wholly outpaced their male peers (2008-09=29.4%, 2009-10=28.6%, 2010-11=44.1%, 2011-12=44% and 2012-13=44.4%) in 5th grade MEAP reading proficiency levels; school staff will closely monitor this trend over the next several years. In regard to our 5th grade economically disadvantaged students, inconsistent growth patterns/trends in MEAP reading proficiency levels are evident. For instance, in 2010-11, our not economically disadvantaged (64.3%) students significantly outperformed the economically disadvantaged (40.5%) students in 5th grade MEAP reading proficiency. Conversely, in 2011-12, our 5th grade economically disadvantaged students (52%) outperformed their not economically disadvantaged peers (46%) in MEAP reading proficiency. Nonetheless, this inverted again in 2012-13, where our not economically disadvantaged (68.4%) students significantly outperformed the economically disadvantaged (47.1%) students in 5th grade MEAP reading proficiency. Although our 5th grade students with disabilities have struggled in MEAP reading over the past several years, they demonstrated considerable growth in 2012-13, where they attained 23.7% proficient. 5th grade MEAP reading results based upon race/ethnicity expose two subgroups, African American and Caucasian; each demonstrate differing trends. For example, in 2010-11, a significant discrepancy in student proficiency was apparent between our Caucasian (48.7%) students in 5th grade MEAP reading with regard to their African American peers (<10%). The next subsequent year (2011-12), 5th grade Caucasian (55%) students still outperformed their African American (44%) counterparts in MEAP reading proficiency, but they closed the achievement gap considerably and in 2012-13, the African American (70%) 5th grade student population from Kment Elementary School eventually surpassed their Caucasian (47.4%) peers in MEAP reading proficiency.

6TH GRADE MEAP READING: Over the past three years, our 6th grade students have gone from 37% proficient (2010-11) in MEAP math to 52% (2012-13). Our 2012-13 Top 30/Bottom 30 MEAP reading analysis shows that only 31.4% (n=22) of all 6th grade students at Kment Elementary School performed at the bottom 30% in comparison to other 6th grade students in the school. Moreover, 34.3% (n=24) were ranked in the middle 40%, while 34.3% (n=24) of all Kment Elementary School 6th graders were ranked in the top 30%. In further analysis, our male (2008-09=53.9%, 2009-10=42.3%, 2010-11=26.7%, 2011-12=30% and 2012-13=36.7%) students have consistently been lagging behind their female (2008-09=55%, 2009-10=47.1%, 2010-11=50%, 2011-12=40% and 2012-13=75%) counterparts in 6th grade MEAP reading proficiency; this trend is of great concern to all school staff. The economically disadvantaged (51.4%) 6th grade student population

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at Kment performed comparable to their not economically disadvantaged (53.8%) peers in 2012-13 MEAP reading proficiency. However, only 10% of our 6th grade students with disabilities were proficient in 2012-13 MEAP reading; previous years reveal even poorer results (2008-09=<10%, 2009-10=<10%, 2010-11=<10% and 2011-12=<10%). Finally, a vast achievement gap has evolved between our African American and Caucasian 6th grade population in MEAP reading since 2010-11, where both 6th grade subgroups performed analogous to one another (African American=30% proficient and Caucasian=33.3%). In 2012-13, 52.8% of all Caucasian students were proficient in MEAP reading, whereas <10% of all African American students were proficient.

4TH GRADE MEAP WRITING: In 2010-11, 36.8% of all our 4th grade students were proficient in MEAP writing. This result dropped to 19.0% in 2011-12 and improved slightly in 2012-13 to 22.6%. Kment's Elementary School's 2012-13 Top 30/Bottom 30 MEAP writing breakdown shows that only 25% (n=13) of all 4th grade students at the school performed at the bottom 30% in comparison to other 4th grade students in the building. Moreover, 46.2% (n=24) were ranked in the middle 40%, whereas 25% (n=13) of all 4th graders were ranked in the top 30%. In 4th grade MEAP writing proficiency, our female (2010-11=41.7%, 2011-12=24% and 2012-13=30%) students have time after time outscored their male (2010-11=33.3%, 2011-12=13% and 2012-13=15.6%) peers, but each are well below State of Michigan and Macomb County averages. For three straight years, our not economically disadvantaged students have declined in 4th grade MEAP writing proficiency (2010-11=53.3%, 2011-12=31% and 2012-13=21.4%). However, our 4th grade economically disadvantaged students fared better than their not economically disadvantaged counterparts in 2012-13, having a 22.9% MEAP writing proficiency level, but still well below State of Michigan and Macomb County averages. As for students with disabilities, <10% were proficient for the past three years. To conclude, our African American 4th grade population's proficiency performance in MEAP has gradually declined in MEAP writing over the past three years (2010-11=28.6%, 2011-12=24% and 2012-13=<10%), however they outperformed their Caucasian (14%) peers by 10% in 2011-12. Conversely, our 4th grade Caucasian (30%) students outperformed their African American (<10%) peers in 2012-13 MEAP writing proficiency.

5TH GRADE MEAP SCIENCE: In 2012-13, only 12.1% of our 5th grade students were proficient in MEAP science. Within this population, 14.8% of all 5th grade females and 9.7% of all 5th grade males were proficient. Our 2012-13 Top 30/Bottom 30 MEAP science breakdown confirms that only 29.5% (n=18) of all 5th grade students at Kment Elementary School performed at the bottom 30% in comparison to other 5th grade students in the school. Moreover, 41% (n=25) were ranked in the middle 40%, while 29.5% (n=18) of all Kment Elementary School 5th graders were ranked in the top 30%. For our economically disadvantaged students, only 7.7% were proficient in 5th grade MEAP science. Furthermore, 21.1% of all not economically 5th grade students were proficient in 2012-13 MEAP science and only 6.2% of all students with disabilities were considered proficient. In terms of race/ethnicity, 20% of our 5th grade African American subgroup was proficient in 2012-13 MEAP science, while only 11.6% of our Caucasian students in 5th grade were proficient.

6TH GRADE MEAP SOCIAL STUDIES: According to 2012-13 MEAP social studies data, 25% of all Kment Elementary School 6th graders were proficient. This was a 10% improvement from the previous year's assessment (2012-13=15%). 2012-13 Top 30/Bottom 30 MEAP writing breakdown shows that 29.4% (n=20) of all 6th grade students at the school performed at the bottom 30% in comparison to other 6th grade students in the building. In addition, 41.2% (n=28) were ranked in the middle 40%, while 29.4% (n=20) of all 6th graders were ranked in the top 30%. In 2012-13, our male (33.3%) students significantly outperformed (+19.7%) their female (13.6%) peers in MEAP social studies proficiency. The same result occurred the previous year (2012-13), with 17% of all males and 10% of all females proficient in MEAP social studies. Our economically disadvantaged (25.6%) students have outperformed our not economically disadvantaged (23.1%) students in 2012-13 MEAP social studies, while only 8.3% of our students with disabilities were proficient. As for race/ethnicity, both African American and Caucasian subgroups are performing well below State of Michigan and Macomb County averages in MEAP social studies proficiency. As a result, the aforesaid subgroup data trends will be closely monitored by school administration/staff over the duration of the reform plan.

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PERCEPTION DATA: Survey results for 2012-2013 reflect the opinions of only staff and students. They are broken down into five distinct categories: (1) Purpose and Direction, (2) Governance and Leadership, (3) Teaching and Assessing for Learning, (4) Resources and Support Systems and (5) Using Results for Continuous Improvement. Staff survey results for 2012-2013 (n = 28) were overwhelmingly positive in every category, despite extremely low standardized achievement test scores. For example, in the "Purpose and Direction" category, 90.83% of all staff members "Strongly Agree" or "Agree" that the school's purpose statement is clearly focused on student success, is formally reviewed and revised with involvement from stakeholders and is based on shared values/beliefs that guide decision-making. They also strongly believe that the purpose statement is supported by the policies and practices adopted by the school board and that Kment Elementary School has a continuous improvement process based upon data, goals, actions, and measures for growth. Within "Governance and Leadership," 91.25% of all staff responses "Strongly Agree" or "Agree" that the school board complies with all policies, procedures, laws, and regulations. They also affirm that school's leaders expect staff members to hold all students to high academic standards, hold themselves accountable for student learning and hold all staff members to accountable for student learning. For the "Teaching and Assessing for Learning" category, only 87.61% of all staff responses either "Strongly Agree" or "Agree" that all teachers monitor and adjust curriculum, instruction, and assessment based upon data from student assessments and examination of professional practice. In this domain, the staff also declares that they personalize instructional strategies and interventions to address individual learning needs of their students and use a variety of technologies as instructional resources. Nearly 90% (88.85%) of all staff responses in 2012-2013 for "Resources and Support Systems" "Strongly Agree" or "Agree" that the school provides instructional time and resources to support our school's goals and priorities. Likewise, the school provides sufficient material resources to meet students' needs, provides high quality student support services and provides opportunities for students to participate in activities that interest them. As for "Using Results for Continuous Improvement," the majority of staff responses (92.21%) "Strongly Agree" or "Agree" that the school uses multiple assessment measures to determine student learning/school performance, has a systematic process for collecting, analyzing, and using data and school leaders monitor data related to continuous improvement goals.

The Students' responses (n = 95) to the 2012-2013 surveys were also tremendously positive in every category. In the "Purpose and Direction" category, 100% of all students "Agree" that the principal and teachers want every student to learn and that they are learning new things that will help them. Within "Governance and Leadership," 91.91% of all student responses "Agree" that they are treated fairly in school, students treat adults with respect, and teachers want them to do their best work. For the "Teaching and Assessing for Learning" category, only 86.93% of all student responses "Agree" that teachers help them to learn things they will need in the future, teachers use different activities to help them learn and teachers listen to them. The students also assert that teachers tell them how they should behave and do their work, teachers always help them when they need them and teachers tell their family how they are doing in school.

Over 90% (95.45%) of all student responses in 2012-2013 for "Resources and Support Systems" "Agree" that the school is safe/clean, has many places where they can learn (such as the library), has computers to help them learn and is a place where children help each other even if they are not friends. As for "Using Results for Continuous Improvement," the majority of student responses (84.85%) "Agree" that the principal and teachers ask them what they think about school, tell them when they do a good and help them to be ready for the next grade.

The above data summaries compiled by the SST during their "data dialogue" discussions were all underlying factors and give a clear explanation as to why Kment Elementary School's achievement is low enough to have been placed in the state's bottom 5%. MEAP data reveals that student achievement in reading, writing, mathematics, science and social studies are extremely low when considering various subgroups of all grade levels. To raise student achievement, it is essential to vertically/horizontally align the school's curriculum to state and national standards, implement research-based strategies/materials across grade levels and develop a sustainable academic/behavioral multi-tiered system of supports (MTSS) for students. This will be accomplished through the delivery of high quality/job embedded professional development, an established progress monitoring system, and a customary data protocol (Wellman and Lipton, and other dialogue protocols).

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KMENT ELEMENTARY SCHOOL CURRICULUM ALIGNMENT: In order to ensure rapid, significant student growth, Kment Elementary School will align its rigorous instructional program to state and national standards. This will be accomplished through the use of Surveys of Enacted Curriculum (SEC), a web-based tool that provides mathematics, science, and English language arts teachers with consistent data, both on current instructional practices and the content actually being taught in their classrooms (the "how" and the "what"). Survey results are presented in clear and accessible charts and graphs to facilitate data analysis and discussion. The SEC's comprehensive data analysis and reporting tools help staff to: Vertically/horizontally align classroom instruction with state and national standards and assessments; measure indicators of instruction and their relationship to student achievement; analyze instructional practices and teacher preparation; develop a needs assessment in low performance areas; and plan/evaluate staff development initiatives.

SEC data will reveal: The amount of time teachers spend on specific activities by grade level (horizontal alignment) and school (vertical alignment); a breakdown of the amount of time teachers spent instructing on different strands of a content standard; and the relationship between time and depth of instruction on strands within a standard compared to the standards measured on a benchmark assessment. SEC data feedback will also guide staff to better allocate their instructional time for a given standard and to clarify exactly what content within the standard demands additional instructional focus, thus serving as a catalyst for collegial conversations (data dialogues) about instructional change and reflective practice.

KMENT ELEMENTARY SCHOOL INSTRUCTIONAL PROGRAM: In order to ensure rapid, significant student growth, Kment Elementary School will implement a rigorous instructional program aligned to state standards, utilizing research based practices/strategies and materials that center on teaching and learning. This process will utilize McREL's Classroom Instruction that Works (CITW) framework. This program draws upon research and developments from the past decade to analyze/evaluate the teaching strategies that have the most positive effect on student learning:

- Setting objectives and providing feedback
- Reinforcing effort and providing recognition
- Cooperative learning
- Cues, questions, and advance organizers
- Non linguistic representations
- Summarizing and note taking
- Assigning homework and providing practice
- Identifying similarities and differences
- Generating and testing hypotheses

These strategies are organized and presented within a structure that is geared toward instructional planning, which highlights the point that all of the strategies are effective and should be used to complement one another. Each strategy is supported with recommended classroom practices, examples of the strategy in use, tips for teaching, and information about using the strategy with today's learners. All instructional staff and the Principal will be trained during the 2013-14 school year. This training will be extended to new staff members in succeeding years and will be provided by the Macomb Intermediate School District (MISD) consultants.

Data teams will be established to promote the continuous use of individual student data (formative, interim, summative) to monitor/assess the effects of curriculum/instructional programs on student achievement.

In order to appropriately monitor/assess the effects of our curriculum/instructional programs on student achievement, the use of strategies, and fidelity of implementation, Mid-Continental Research in Education Labs (McREL) "Power Walk-through" will be initiated. This high quality professional development and accompanying software help to turn classroom walk-throughs into meaningful opportunities for coaching

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teachers to higher levels of performance and guiding staff professional development and development of school improvement initiatives. The Power Walk-through protocol is job-embedded, designed to help school leaders gain a practical understanding of the CITW strategies, how they improve student learning, and how to identify their use in the classroom. Teacher leaders and the Principal will be trained during the 2013-14 school year. This training will be extended to other instructional staff members in subsequent years and will be provided by the Macomb Intermediate School District (MISD) consultants.

In conjunction with McREL's CITW framework, all staff will participate in "Building Academic Vocabulary" professional development. During this training, Robert Marzano's six-step process for direct instruction in subject area vocabulary will be presented. Staff will also learn practical ways to help students master academic vocabulary; research has shown that when teachers, schools, and districts take a systematic approach to helping students identify and master essential vocabulary and concepts of a given subject area, student comprehension and achievement rises. Teacher leaders and the Principal will be trained during the 2014-15 school year. This training will be extended to new instructional staff members in subsequent years and will be hosted by an external provider.

As a follow-up to the three previous professional development opportunities, staff will participate in "21things4teachers." The purpose of this training is to provide staff with 'just in time' training through an online (blended learning) interface for K-12 educators based on the National Educational Technology Standards for Teachers (NETS-T). These standards are the basic technology skills every educator should possess. In the process, educators will develop their own skills and discover what students need in order to meet the NETS for Students, as well as online course requirement. In addition, the McREL's "Using Technology with Classroom Instruction that Works (2nd Edition)," will be used to incorporate best practice framework. Moreover, participants who fulfill all of the requirements have the opportunity to earn SCECH's, or college credit, in Michigan. Instructional staff and the Principal will be trained during the 2013-14 and 2014-15 academic years. These trainings will be extended to new instructional staff members in subsequent years and be provided by MISD consultants.

During the previous school year (2012-2013), the district adopted and launched McGraw-Hill's Reading Mastery (K-5) program. McGraw-Hill's Corrective Reading (4-6) was also implemented as a Tier II/Tier III intervention program. Professional development was provided to all necessary staff members. In order to monitor the implementation of these programs, McGraw-Hill consultants provided job-embedded professional development to support the instructional delivery with fidelity. This practice will continue over the duration of the transformation plan.

Due to poor academic achievement in mathematics, all pertinent staff members were trained in Connecting Math Concepts (K-5) in September, 2013. This program is aligned to the Common Core State Standards and combines facts, procedures, conceptual understanding, applications and the development of problem solving to provide a comprehensive curriculum for all students. Moreover, Connecting Math Concepts has proven field results for Tier I, II and III students (as cited by Robert Slavin's Best Evidence Encyclopedia website). The program provides explicit, systematic, intensive instruction. This training will be extended to new instructional staff members in subsequent years and be provided by McGraw Hill consultants. Furthermore, staff will be provided ongoing support in the classroom by these consultants as needed. This practice will also continue over the duration of the transformation plan.

In 2014-15, all staff will be trained in Writing Tracker, which is based on six chapters of the book, What Content-Area Teachers Should Know About Adolescent Literacy (National Institute for Literacy, U.S. Department of Education). This essential training will enable teachers to increase student writing fluency in all content areas. The students respond to a prompt for two minutes (quick write) and chart their progress. The students also reflect upon the effects of the program on their writing. Once students reach fluency, the focus shifts to using academic vocabulary and increasing the quality of their writing. Writing Tracker is a part of the Literacy in Action program developed by Michigan's Mission Literacy. This program draws upon two decades of research in the areas of writing, motivation, and learning theory as well as social and ethical development. The program is based on current research findings including those of the National Council of Teachers of English, Richard Allington, and Donald Graves. All ELA staff (K-6) will be formally trained in the Being a Writer curriculum in the 2014-15 academic

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year by an external consultant.

As a follow up to Being a Writer training, all ELA staff members will participate in professional development for the 6 + 1 Traits of Writing and Writer's Workshop. 6 + 1 Traits of Writing incorporates a common language for teachers and students to communicate about the characteristics of writing, thus establishing a clear vision of what good writing looks like. It has become a highly respected, essential tool for evaluating student writing and planning instruction. Writing Workshop is a method of writing instruction developed by Lucy Caulkins and educators involved in the Reading and Writing Project at Columbia University in New York City, New York. This method of instruction focuses on the goal of fostering lifelong writers. It is based upon four principles; students will write about their own lives, they will use a consistent writing process, they will work in authentic ways and it will foster independence. The teacher acts as a mentor author, modeling writing techniques and conferring with students as they move through the writing process. Direct writing instruction takes place (Being a Writer) in the form of mini-lessons at the beginning of each workshop and is followed by active writing time by students. Each workshop ends with a sharing of students' work. These trainings will also occur during the 2015-16 academic year by an external consultant.

ACADEMIC AND BEHAVIORAL MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) FOR STUDENTS: The other "big idea" that Kment Elementary will implement is a Multi-Tiered System of Supports (MTSS). MTSS is a research-based framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on:

- Providing high quality instruction and interventions matched to students' needs (MTSS)
- Monitoring progress frequently to make decisions about changes in instruction or goals and allocate resources to improve student learning (such as, MEAP, AIMSweb, Data Director, 2Inform, Reading Mastery, Corrective Reading, Connecting Math Concepts, etc.)
- Supporting staff implementation of effective practices (coaches, McREL Power Walk throughs, data teams, instructional aides, etc.)

In order to address the cultural/behavioral domains of the MTSS and comply with current state requirements, all Kment Elementary staff members will be trained in Positive Behavioral Interventions & Supports (PBIS), a high quality, job-embedded professional development training aligned with the school's comprehensive instructional program. PBIS is a decision making framework that guides selection, integration, and implementation of the best evidence-based practices for improving important academic and behavior outcomes for all students. Additional staff training in Howard Glasser's Nurtured Heart Approach and Restorative Practices will be offered to enrich the Kment Elementary School's PBIS program. The Nurtured Heart Approach is a set of strategies that builds richer relationships. It inspires appropriate behaviors by energizing children when things are "going right" and it sets clear limits. By implementing this simple framework, phenomenal results follow: Peaceful classroom environment, less office referrals, higher test scores and improved social skills. Instructional staff and the Principal will be trained during the 2015-16 academic year and provided support by an external consultant. These trainings will be extended to new staff members in subsequent years.

Below is a summarization of the resources, staff responsible, as well as the vertical alignment of the instructional program:

2013-2014 IMPLEMENTATION OF INSTRUCTIONAL PROGRAM - The following professional learning will be extended to all staff members. Furthermore, based upon data dialogues and staff input, other research-based professional learning opportunities may be implemented to enhance the instructional program of the redesign plan.

Professional Learning: Reading Mastery

Goal/Purpose: To provide staff with a research-based/aligned curriculum (vertically and horizontally) to state standards, inclusive of materials, strategies, interventions and assessments. After initial training, job-embedded professional development/coaching support will be provided.

Timeline: Initiated Fall 2012; ongoing through Fall 2017

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Resources: Roseville Community Schools general fund

Staff Responsible: Principal, staff and McGraw-Hill consultants

Professional Learning: Corrective Reading

Goal/Purpose: To provide staff with research-based Tier II/III interventions, inclusive of materials, strategies, and assessments. After initial training, job-embedded professional development/coaching support will be provided.

Timeline: Initiated Fall 2012; ongoing through Fall 2017

Resources: Section 31a

Staff Responsible: Principal, staff and external consultants

Professional Learning: Classroom Instruction That Works (CITW)

Goal/Purpose: Staff will analyze/evaluate the teaching strategies that have the most positive effect on student learning.

Timeline: Initiate Fall 2013; ongoing through Fall 2017

Resources: Title I Set Aside

Staff Responsible: Principal, staff and Macomb Intermediate School District consultants

Professional Learning: McREL Power Walkthrough

Goal/Purpose: The Power Walk-through protocol assists school leaders in gaining a practical understanding of the CITW strategies, how to improve student learning, and how to identify their use in the classroom.

Timeline: Initiate Fall 2013; ongoing through Fall 2017

Resources: Title I Set Aside

Staff Responsible: Principal, staff and Macomb Intermediate School District consultants

Professional Learning: Connecting Math Concepts

Goal/Purpose: To provide staff with a research-based/aligned curriculum (vertically and horizontally) to state standards, inclusive of materials, strategies, interventions and assessments. After initial training, job-embedded professional development/coaching support will be provided.

Timeline: Initiate Fall 2013; ongoing through Fall 2017

Resources: Title I Set Aside

Staff Responsible: Principal, staff and McGraw-Hill consultants

Professional Learning: Data Teams, Balanced Assessment Practices

Goal/Purpose: To promote the continuous use of individual student data (such as; formative, interim, and summative) through the establishment of a schoolwide Data Teams process.

Timeline: Initiate Winter 2014; ongoing through Fall 2017

Resources: Title II, Part A; MISD resources

Staff Responsible: Thomas Many, Principal, staff, Macomb Intermediate School District and MSU consultant

Professional Learning: Surveys of Enacted Curriculum (SEC)

Goal/Purpose: SEC is a web-based tool that provides mathematics, science, and English language arts teachers with consistent data, both on current instructional practices and the content actually being taught in their classrooms (the "how" and the "what").

Timeline: Initiate Spring 2014; ongoing through Fall 2017

Resources: Michigan Department of Education

Staff Responsible: Principal, staff, Macomb Intermediate School District consultants and MSU Consultant

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Professional Learning: 21things4teachers (Using Technology with Classroom Instruction That Works)

Goal/Purpose: To ensure the use of technology in the classroom will enhance instruction and support student learning.

Timeline: Initiate Spring 2014; ongoing through Fall 2017

Resources: Title I Set Aside

Staff Responsible: Principal, staff and Macomb Intermediate School District consultants

Professional Learning: Response to Intervention (RtI)/Multi-tier System of Supports (MTSS)

Goal/Purpose: To provide staff with a way of thinking about how they can ensure that each child receives the time and support needed to achieve academic success; for RTI to be effective, work must be divided between collaborative teacher teams and schoolwide teams.

Timeline: Initiate Spring 2014; ongoing through Fall 2017

Resources: Title II, Part A

Staff Responsible: Principal, staff and Macomb Intermediate School District consultants

2014-15 IMPLEMENTATION OF INSTRUCTIONAL PROGRAM - The following professional learning will be extended to all staff members. Furthermore, based upon data dialogues and staff input, other research-based professional learning opportunities may be implemented to enhance the instructional program of the redesign plan.

Professional Learning: Building Academic Vocabulary (Robert Marzano)

Goal/Purpose: To provide staff with a research-based six-step process to help students master subject area vocabulary.

Timeline: Initiate Fall 2014; ongoing through Fall 2017

Resources: Title I Set Aside/Title II, Part A

Staff Responsible: Principal, staff and external consultants

Professional Learning: Writing Tracker

Goal/Purpose: To provide staff with research-based training that will enable them to increase student writing fluency in all content areas.

Timeline: Initiate Fall 2014; ongoing through Fall 2017

Resources: Title I Set Aside/Title II, Part A

Staff Responsible: Principal, staff and external consultants

Professional Learning: Positive Behavior Interventions & Supports (PBIS)

Goal/Purpose: To provide staff with a way of thinking about how they can ensure that each child receives the time and support needed to achieve behavioral success; this process will be used to address Tier II/III behavioral interventions.

Timeline: Winter 2015; ongoing through Fall 2017

Resources: Title II, Part A

Staff Responsible: Principal, staff and Macomb Intermediate School District /external consultants

Professional Learning: Being a Writer

Goal/Purpose: To provide staff with a research-based/aligned curriculum (vertically and horizontally) to state standards, inclusive of materials, strategies, interventions and assessments. This professional learning builds upon previous writing trainings (i.e., Building Academic Vocabulary, Writing Tracker, etc.).

Timeline: Initiate Spring 2015; ongoing through Fall 2017

Resources: Title I Set Aside

Staff Responsible: Principal, staff and external consultants

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2015-16 IMPLEMENTATION OF INSTRUCTIONAL PROGRAM - The following professional learning will be extended to all staff members. Furthermore, based upon data dialogues and staff input, other research-based professional learning opportunities may be implemented to enhance the instructional program of the redesign plan.

Professional Learning: 6 + 1 Traits of Writing and Writer's Workshop

Goal/Purpose: To provide teachers with professional learning that incorporates a common language and structure to communicate about the characteristics of writing, thus establishing a clear vision of what good writing looks like.

Timeline: Initiate Fall 2015; ongoing through Fall 2017

Resources: Title I Set Aside/Title II, Part A

Staff Responsible: Principal, staff and external consultants

Professional Learning: Restorative Practices (Nurtured Heart)

Goal/Purpose: To provide staff with a means to support and nourish relationships, whether it is being applied to children, adults or employees; this process will be used to address Tier II/III behavioral interventions.

Timeline: Initiate Winter 2016; ongoing through Fall 2017

Resources: Title I Set Aside/Title II, Part A

Staff Responsible: Principal, staff and external consultants

2016-17 IMPLEMENTATION OF INSTRUCTIONAL PROGRAM

The aforementioned professional learning will be extended to all staff members. Based upon ongoing data dialogues and staff input, other research-based professional learning opportunities may be implemented to enhance the instructional program of the redesign plan.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

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, (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.

Goal 1:

All students will increase proficiency in reading.

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Measurable Objective 1:

59% of All Students will demonstrate a proficiency in fluency in English Language Arts by 06/11/2014 as measured by the AIMSweb test..

Strategy1:

Reading Fluency Skills (K-4) - All staff in grades K-4 will instruct students to read with sufficient accuracy and fluency to support comprehension.

Research Cited: Our district held multiple meetings to discuss the implementation of the Reading Mastery program. One of our Assistant Superintendents contacted several school districts to research their data and results as well.

Articles:

Pearson, P. D., & Fielding, L. (1991). Comprehension instruction. In R. Barr, M. L. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), Handbook of reading research (Vol. 2, pp. 815-860). White Plains, NY: Longman.

Zabucky, K. & Ratner, H. H. (1992). Effects of passage type on comprehension monitoring and recall in good and poor readers. Journal of Reading Behavior, 24, 373-390

Tier:

Activity - Walk To Read	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The K-4 staff will implement Reading Mastery 5 times a week to each student's instructional level, with an emphasis on fluency (accuracy and rate). Fluency will be measured with AIMSweb testing and Reading Mastery reading checkouts.	Direct Instruction			09/03/2013	06/11/2014	\$1000 - General Fund	K-4 staff (Reading Mastery)

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of the reading committee will meet each trimester to analyze data from AIMSweb, and once again for MEAP results. Results will be disaggregated and shared with the entire staff.	Other			09/03/2013	06/11/2014	\$0 - No Funding Required	Reading committee members

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-4 and appropriate support staff will participate in district provided professional development days on Reading Mastery. The scheduled days are: August 28th, August 29th, November 5th, and January 20th. Any additional days will also be part of this funding.	Professional Learning			09/03/2013	06/11/2014	\$2500 - Title II Part A	Classroom teachers in grades 3-4, and appropriate support staff

Narrative:

Kment Elementary School will promote the continuous use of individual student data (formative, interim, and summative) through the establishment of a schoolwide Data Teams process, "Balanced Assessment Practices" initiated in 2013-14. According to Douglas B. Reeves, Ph.D., data teams are the single best way to help educators and administrators move from "drowning in data" to using information that will make instructional decisions better. What makes the data teams process distinctive is that our school will not just be looking at student scores, but at the combination of student results, teaching strategies, and leadership support. The essential question is, "What can we do tomorrow to help students and teachers achieve their goals?" Data teams at Kment Elementary School will provide school staff with respect, reinforcement, and feedback--the keys for improved impact on student learning. The six steps to the data teams process are as follows:

1. Gather data and/or student work.
2. Analyze the data and determine student performance groups based on this analysis. For example: below target, on target and above target performance groups. Students below target usually have more complicated needs.
3. Create a SMART Goal for each performance group. These should be short term goals that will be measured within a month or less.
4. Develop strategies for each performance group to support students in achieving the SMART Goal. Strategies directly target prioritized needs identified. Key question to ask: What strategy will we do vs. what activity will we do? Team describes the actions of the adults that will change the thinking/skills of the students. Strategies should be described in detail to allow for replication.
5. Identify the results indicators for each performance group. Describe the anticipated change in student performance if the strategy is having the desired impact on the prioritized need.
6. Regroup with samples of student work that provide evidence of strategy implementation. Teachers describe their implementation of the strategy including frequency, direct instruction and modeling, and feedback to students. After examining student work samples, teachers discuss the effectiveness of the strategy including whether to continue, modify, or stop the use of the selected strategies.

Kment staff will be provided with data team process training during the 2013-14 school year. Core content area and perception/culture teams will meet during late starts and/or during weekly mandatory after school Professional Learning Communities (PLC). This training will be extended to all new staff during subsequent years by an external consultant.

It is through the above mentioned process, that educators carefully analyze student performance and then select research-based instructional strategies that will have the strongest impact on student learning. This six-step process for collaboratively looking at data is designed to inform students, teachers and administrators about effective instruction. This process also guides and focuses professional staff

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in examining student learning data. This data can be in the form of student achievement scores (such as MEAP, AIMSweb, SuccessMaker and 2Inform), samples of student work (such as student writing samples, projects and presentations) and/or performance indicator data (such as disciplinary referrals, teacher and student attendance, parental involvement and walk-through observations) will be used as a basis for differentiating instruction, increasing student achievement and closing student achievement gaps.

EXPECTATIONS: Initial data team roles will be established before beginning the data teams process by Dr. Wightman. After several sessions, team members may take more than one role or opt to take on other roles. These roles are: (1) Team leader/facilitator, (2) data technician, (3) data wall curator, (4) recorder, (5) timekeeper, (6) focus monitor and (7) engaged participant. Each role is described below.

Team Leader/Facilitator: Guides the team through the data teams process steps; facilitates collaboration around standards, common assessments and common research-based instructional strategies; leads team in Decision-Making for Results process

Data Technician: Gathers data from all team members; creates tables/charts/graphs that represent assessment results; communicates results to team members & appropriate stakeholders

Data Wall Curator: Posts incremental assessment data; manages the creation of a narrative (cause data) that accompanies the numbers (effect data)

Recorder: Takes minutes of the meeting; distributes minutes to team members and appropriate stakeholders

Timekeeper: Makes sure team follows pre-determined timeframes; keeps team members informed of available time per step

Focus Monitor: Keeps dialogue focused on step in the process; reminds team of purpose and tasks when necessary

Engaged Participant: Responsibility of all team members; contributes to dialogue; commits to decisions of team; respectfully poses questions; uses active listening

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

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.

Indicator 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.

Both research and practice indicate that adding time can have a measurably positive impact on student proficiency and a child's entire educational experience. The evidence also makes clear that expanded time, used well, benefits students in three distinct and overlapping ways:

(1) Increased time in academic classes allows for broader and deeper coverage of curricula that results in improved student achievement; (2) additional enrichment opportunities that enhance students' educational and life experiences; and (3) dedicated time for teacher collaboration and embedded professional development that enable educators to strengthen instruction and improve student outcomes.

Because school children from high-poverty backgrounds typically enter school and continue to lag behind their more affluent peers, and often lack learning opportunities outside of the school day, the three benefits of additional time within the school day hold special weight for them. To be prepared for success in college and careers, more time is an essential component of their educational experience. Consequently, Dr. Wightman and the district will implement multiple initiatives to provide increased learning time for all of Kment Elementary School's students, as well as increased collaboration time for his entire staff.

Dr. Wightman has reconfigured the school's current schedule to increase time for core academic subjects by 25 minutes per week. This time has been captured through combining lunch and recess times. Furthermore, beginning in the 2014-15 academic year, additional time will be provided through a 20 minute longer day, thus creating an additional 100 minutes of increased learning time for core academic subjects during each week. Moreover, all staff, including the principal, will be uncompensated for the additional learning time added to the schedule/school day throughout the duration of the transformation plan.

Enrichment opportunities enhance students' educational and life experiences. During the school day, enrichment opportunities include offerings such as art, music, technology and physical education (45 minutes each). In addition, all 6th graders receive instruction in world language (French). In order to extend upon, support core learning and increase student achievement in the content areas, enrichment teachers will participate in the school's professional learning plan.

After school hours, co-curricular and extra-curricular learning experiences are available (i.e., Cub Scouts, basketball, cheerleading,

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computer-based instruction, science and technology fair, family math nights, literacy nights).

The school district has agreed to increased time for professional learning for all Kment Elementary School staff. This time is expected to be at least one day per month in which students start later in the day and teachers participate in professional development to learn effective instructional strategies, analyze data, develop formative and summative assessments, and input data into the district's systems.

Additional professional development days, above and beyond the required five days as described by the Michigan School Code (Section 1527), will be required and mandatory for all staff; these mandatory professional development trainings will be considered a part of the regular work year.

Dennis Coates, "Education Production Functions Using Instructional Time as an Input," *Education Economics*, 11:3 (Dec 2003), pp. 273-292.

R.A. Rossmiller, *Resource Utilization in Schools and Classrooms: Final Report (Program Report 86-7)* (Madison, WI: University of Wisconsin Center for Education Research, 1986).

Karen Seashore Louis, et al, "Professional Community in Restructuring Schools" *American Education Research Journal*, 33 (1996), pp. 757-798.

Fred M. Newmann and Gary G. Wehlage, *Successful School Restructuring: A Report to the Public and Educators* (Washington, DC: American Federation of Teachers, 1995).

Erika A. Patall, Harris Cooper and Ashley Batts Allen, "Extending the School Day or School Year: A Systematic Review of Research (1985 - 2009)," *Review of Educational Research*, 80:3, September 2010, 401 - 436.

Claire Kaplan and Roy Chan, *Time Well Spent: Eight Powerful Practices of Successful, Expanded-Time Schools* (Boston: National Center on Time & Learning, 2011).

xiiiMassachusetts 2020, *More Time for Learning: Promising Practices and Lessons Learned* (Boston: Massachusetts 2020, 2010).

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

Through the use of Joyce Epstein's Model of School, Family and Community Partnerships, Kment Elementary School will provide multiple mechanisms for engagement of families and community in the reform effort.

Dr. Wightman will invite parents and community volunteers to school improvement meetings. Parents will be invited to be engaged participants in Professional Learning Communities (PLCs) meetings. School Improvement, and specifically the progress of the redesign plan implementation and progress, will be shared at Parent Club/Title I Parent Meeting by Dr. Wightman and other staff members. Perception data will be collected from all stakeholder groups. Staff and parents will analyze school results at least twice per year and formulate solutions to areas of concern using the data team process. Kment Elementary will celebrate successes/short term wins and areas of strength through

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a variety of methods (such as monthly newsletters, cable crawl, data walls, RCS Board of Education meetings, staff incentives, pizza with the principal and assemblies). Dr. Wightman currently participates on the district's Marketing Committee. The committee is made up of community members including parents, teachers and administrators. Dr. Wightman will seek ideas to increase parent and community involvement at Marketing Committee meetings. The Superintendent's Discussion Group is another venue that is offered to the parents and citizens of Roseville to give feedback and be involved in the decision-making progress. Representatives from the Kment Elementary staff will present to parents on programs that are being implemented through the redesign plan. Dr. Wightman will discuss with parents what it means to be a "Priority" school. He will also inform parents about the school's two big ideas and their role in supporting student achievement, including setting home conditions to support learning at each age and grade level. At the school's Annual Title I Open House, Dr. Wightman will discuss school improvement and transformation plan initiatives, programs and their progress with the families of Kment Elementary. In addition, Dr. Wightman and representatives from his staff will present on the progress of the transformation plan to the community a minimum of four times per year at the Roseville Community Schools' Board of Education meetings. Staff members will encourage parent participation in and discuss the redesign plan and its progress at community events including parent-teacher conferences, open house and parent nights.

To strengthen academics and support the building's reform efforts, businesses and organizations will be enlisted on an ongoing basis by the school's principal, staff and parents (through phone calls, face-to-face conversations, letters/invites, emails, networking). A few community partnerships that have already been established at Kment Elementary School this year include: Roseville Kiwanis Club (3rd grade dictionary program); Roseville Optimist Club (Youth Appreciation Night for good citizenship and Safety Patrol Awards Assembly); Louie's Pizza (free pizza cards to use as incentives for academics and positive behavior); Roseville Fire and Police Departments (career awareness); Roseville Public Library (Summer Reading Program); CARE: Community Assessment Referral and Education (family agency). Recreation Authority of Roseville & Eastpointe (youth athletics). Kment Elementary will continue to recognize community partners through appreciation certificates/letters, marquee, school newsletters, school board meetings, etc.

By Spring 2014, Dr. Wightman will appoint a staff member responsible to use the school webpage and other electronic media to inform the community about the results of transformation efforts. Kment students and staff will participate in community events such as the Roseville High School Homecoming parade and annual district community events. In order to better inform the community about the transformation initiative, a Kment staff member will serve as media liaison and will contact media sources (such as newspapers, radio and television, including the local cable channel) about special events, notable academic achievements, etc.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvacEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

The district will provide Kment Elementary School with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement. Dr. Wightman, school staff, SST members and parents will determine the school's Title I budget and how it will be spent. The district will also complete the operational flexibility diagnostic as either a signed Memorandum of Understanding (MOU) or Executed Addendum with a completed signature page.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

The Macomb Intermediate School District (MISD) will lend support to Dr. Wightman and his staff through several different trainings. The Facilitators of School Improvement series, facilitated by Lisa Guzzardo-Asaro, shows staff how to navigate through ASISST, shares best practices, and provides updates of the latest changes in the many programs and websites that are linked to the state school improvement tool. Also through the MISD, Dr. Grace Velchansky and Dr. Laurie VanSteenkiste facilitate the Principal Series, which is designed to increase and sustain instructional leadership. This year, the focus is on delving deeper into Classroom Instruction That Works, a program that Kment staff will be trained in during the 2013-14 school year.

External consultants, the MISD and McGraw-Hill Publishing Company, will provide direct instruction support as needed for Corrective Reading, Reading Mastery, and Connecting Math Concepts.

ELA consultant Kathy Ming (MISD) will be in-servicing and providing in-class coaching to staff on various research-based best practices such as Writing Tracker, Marzano's Six Step Vocabulary method, 6 + 1 Traits and Writer's Workshop. Ms. Ming has worked with Eastland Middle School through their SIG plan, resulting in MEAP reading scores increasing an average of nine percent (grades 6-8) and writing scores (7th grade) increasing twenty-two percent.

Cynthia White, of Partners for America's Classrooms, LLC (a state-approved external provider) will provide job-embedded coaching and training to ensure implementation of the Connecting Math Concepts program that was adopted by Kment Elementary for grades K-5 in the fall of 2013-14.

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John R. Kment Elementary School

Kment Elementary School receives intensive, ongoing technical assistance and related support from the Macomb Intermediate School District, Michigan Department of Education and designated partners or organizations.

Dr. Wightman is currently receiving support from the MDE, specifically the MSU K-12 Intervention Specialist, Dr. Noni Miller, to ensure that the Kment Elementary Redesign Plan is rigorous, and based on solid research. The district has designated Mike LaFeve, Assistant Superintendent of Roseville Community Schools, as the district representative responsible for monitoring and supporting the school. In addition to the above, the MDE will also serve on the SSTAC to monitor results and fidelity of implementation.

Roseville Community Schools has demonstrated an understanding of the kinds of supports available to Kment Elementary. The district has two middle schools that were named to the priority school list in the spring of 2010. Both of these schools applied for, and received monies from, a School Improvement Grant.

The district is familiar with the state monitoring process and has hired a variety of consultants, coaches, and materials to support the middle schools, resulting in significant progress. These schools were also audited by the state and received favorable comments on both their program and financial audits.

In order to address the cultural/behavioral domains of the MTSS, all Kment Elementary staff members will be trained in Positive Behavioral Interventions & Supports (PBIS) by an external consultant. This consultant will be a renowned expert in Restorative Practices. Restorative Practices is a research-based body of work which includes the Nurtured Heart Approach (NHA). NHA is a means to support and nourish relationships, whether it is being applied to children, adults or employees. Although its origin was to transform the "difficult child," NHA has shown its efficacy across various disciplines and industries. When applied in schools and workplaces, qualitative and quantitative data reveal an increased performance output, higher achievement, employee retention and positive workplace relations. The more NHA is practiced in families, increased positive behaviors and "inner wealth," compliance to rules, and more loving family-relatedness results. Outcomes in mental health organizations (including foster care and residential care centers) are emerging with positive outcomes regardless of psychiatric disorder or behavioral challenges. When used collaboratively with other interventions, it helps the individual to move away from a fragile core and move toward building internal strength and stronger relationships.

NHA is a practice that promotes peaceful and compassionate communication, instills "greatness" in the form of values commonly described across many religious doctrines and spiritual practices, thereby embracing a spiritual psychology component. It requires the participant to be in a place of mindfulness and to remain in the moment. It teaches and expects practitioners and participants to cognitively "reset" themselves and to teach "reset" to others as a relentless refusal to energize negativity. In refusing to energize negativity, a focus is on the installation of the approach in the form of energizing success, building inner wealth in the form of character strengths, virtues and values.

Restorative Practices has its roots in Restorative Justice, a way of looking at criminal justice that emphasizes repairing the harm done to people and relationships, rather than only punishing offenders.

Restorative Justice echoes ancient and indigenous practices employed in cultures all over the world, from Native American and First Nations to African, Asian, Celtic, Hebrew, Arab and many others. In the modern context, Restorative Justice originated in the 1970's as mediation or reconciliation between victims and offenders. Eventually, modern Restorative Justice broadened to include communities of care as well, with victims' and offenders' families and friends participating in collaborative processes called conferences and circles. Conferencing addresses power imbalances between the victim and offender by including additional supporters. A "circle" is a versatile restorative practice that can be used proactively, to develop relationships and build community or reactively, to respond to wrongdoing, conflicts and problems.

An external provider will provide training and job-embedded coaching in the classrooms on building relationships with students through

Redesign Plan

John R. Kment Elementary School

genuine, specific feedback, restorative resets for students who are misbehaving or off-task, peace-circle facilitation for both in and out of classroom situations, and the facilitation of Restorative Justice Conferences. Dr. Wightman has already attended Restorative Practices training and is familiar with this system.

The district has already, and will continue to participate in a variety of workshops and conferences offered by the Macomb Intermediate School District (see above), Michigan Department of Education and other external partners/organizations (i.e. MAPSA, MAISA). A district team, including the Superintendent of Roseville Community Schools, John R. Kment, Assistant Superintendent, Mike LaFevé, Curriculum Director, Mark Blaszkowski, Eastland Middle School Principal, Paul Schummer, Roseville Middle School Principal, Dave Rice and Roseville Community Schools' Board of Education President, Theresa Genest attended the Priority Schools Technical Assistance conference in Lansing, on August 13-14, 2013. The team will continue to attend workshops and conferences in order to fully support the Transformational Redesign Plan for Kment Elementary School.

TO: Deborah Clemmons, State Reform Office

FROM: Rebecca Vasil, Deputy Superintendent 

RE: RCS Evaluation Procedures

DATE: November 22, 2013

Roseville Community Schools reaffirms its commitment to compliance with all state and federal statutes and regulations. In keeping with that position, the following mandates related to the evaluation of certified personnel have been adopted by the district.

Teacher Evaluations

1. For the 2014/2015 school year, at least 40% of the teacher's annual year end evaluation shall be based on student growth and assessment data.
2. For the 2015/2016 school year, at least 50% of the teacher's annual year end evaluation shall be based on student growth and assessment data.

Administrator Evaluations

1. For the 2014/2015 school year, at least 40% of the administrator's annual year end evaluation shall be based on the aggregate student growth and assessment data for the school in which the administrator works. For central office administrators, the measure will be based on the aggregate student growth and assessment data for the entire school district.
2. For the 2015/2016 school year, at least 50% of the administrator's annual year end evaluation shall be based on the aggregate student growth and assessment data for the school in which the administrator works. For central office administrators, the measure will be based on the aggregate student growth and assessment data for the entire school district.

Do not hesitate to contact me if further information is needed.

Roseville Community Schools Administrator Evaluation Form

A.

DOMAIN 1: PLANNING AND DECISION MAKING

Component 1a: Quality and process of decision making

Ineffective	Minimally Effective	Effective	Highly Effective	Not Applicable
Administrator repeatedly makes poor decisions; does not involve stakeholders in decision making process when applicable. <input type="checkbox"/> <input type="checkbox"/>	Administrator occasionally makes poor decisions; stakeholders have limited involvement in decision making process. <input type="checkbox"/> <input type="checkbox"/>	Administrator makes good decisions; involves stakeholders in decision making process when applicable. <input type="checkbox"/> <input type="checkbox"/>	Administrator displays outstanding judgment in decision making; always involves stakeholders when applicable. <input type="checkbox"/> <input type="checkbox"/>	

Component 1b: Monitors and supervises instructional practice and delivery of district approved curriculum/ programs

Administrator does not monitor or supervise curriculum/program delivery. <input type="checkbox"/> <input type="checkbox"/>	Administrator occasionally monitors and supervises curriculum/program; occasionally uses assessments to supervise delivery of curriculum/program. <input type="checkbox"/> <input type="checkbox"/>	Administrator regularly monitors and supervises curriculum/program; uses assessments to evaluate and improve delivery of district approved curriculum/program. <input type="checkbox"/> <input type="checkbox"/>	Administrator consistently monitors and supervises curriculum/program; uses assessments to evaluate and improve delivery of district approved curriculum/program. <input type="checkbox"/> <input type="checkbox"/>	
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Component 1c: Uses data to inform instruction/program planning

Administrator ignores data to make decisions regarding instruction/program. <input type="checkbox"/> <input type="checkbox"/>	Administrator occasionally uses data to make decisions regarding instruction/program. <input type="checkbox"/> <input type="checkbox"/>	Administrator occasionally uses a variety of assessments to make decisions regarding instruction/program. Data is used at the school level to increase student achievement. <input type="checkbox"/> <input type="checkbox"/>	Administrator effectively uses state assessments, quarterly assessments, and common assessments to make decisions regarding instruction/program. Data is used at the student level to increase student achievement. <input type="checkbox"/> <input type="checkbox"/>	
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Comments/Evidence: _____

Component 1d: Facilitates the school/department improvement process using current trends, i.e. NCA, MEAP, MWE, Frameworks and strategic planning

Ineffective	Minimally Effective	Effective	Highly Effective	Not Applicable
<p>Administrator makes no attempt to participate in the school/department improvement process.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator attempts to be involved in the school/department improvement process but little emphasis is placed on the importance of achieving improvement goals.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator continually strives for school/department improvement by fully implementing all selected goals and strategies.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator actively engages staff in the school/department improvement process, emphasizing the use of current trends to meet achievement goals. Evidence of improvement is documented.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	

Component 1e: Provides effective staff development

Administrator does not provide effective staff development activities.	Administrator rarely provides effective staff development activities.	Administrator generally provides effective staff development activities. The administrator occasionally facilitates staff development activities.	Administrator consistently coordinates effective staff development activities. The administrator consistently shares professional expertise and facilitates staff development activities.	
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

Comments/Evidence:

DOMAIN 2: SCHOOL/WORK ENVIRONMENT

Component 2a: Creates a student-centered learning environment

Ineffective	Minimally Effective	Effective	Highly Effective	Not Applicable
<p>Administrator ignores academic and social needs of students/participants.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator is aware of academic and social needs of students/participants.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator encourages an environment in which students'/participants' academic and social needs are met.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator establishes environment in which students'/participants' academic and social needs are met. Students/participants are positively challenged.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	

Component 2b: Creates an environment of respect and rapport

<p>Administrator's relationships with employees and colleagues are negative and self-serving. Conflict, sarcasm, criticism, and negative behavior are frequent problems.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator's relationships with employees and colleagues are cordial but inconsistent. Conflict, criticism, and negative behavior are handled poorly.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator's relationships with employees and colleagues are cooperative and friendly. Conflict, criticism and negative behavior are handled appropriately.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator's relationships with employees and colleagues are consistently cooperative, supportive, and friendly. Conflict, criticism and negative behavior are addressed and resolved in a timely manner. There is ongoing evidence of teamwork and a willingness to help.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	
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Component 2c: Maintains a safe and orderly school/work environment

<p>Administrator makes little or no attempt to provide safe conditions in the school/work environment.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator makes some attempts to provide safe conditions in the school/work environment but is inconsistent in following safety rules and regulations.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator makes regular attempts to provide safe conditions in the school/work environment. The administrator demonstrates effective efforts to control and communicate safety issues.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator maximizes the effort to insure safe conditions in the school/work environment. Safety is discussed with stakeholders and evaluated throughout the school year.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	
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Comments/Evidence:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES

Component 3a: Develops relationships with colleagues and community organizations

Ineffective	Minimally Effective	Effective	Highly Effective	Not Applicable
<p>Administrator makes little or no effort to establish a positive relationship with the district's business partners, colleagues, and/or the community at large. The administrator demonstrates an unresponsive attitude when working with people outside their responsibility area.</p> <input type="checkbox"/> <input type="checkbox"/>	<p>Administrator makes some effort to establish a positive relationship with the district's business partners, colleagues, and/or the community at large. The administrator occasionally demonstrates an unresponsive attitude when working with people outside their responsibility area.</p> <input type="checkbox"/> <input type="checkbox"/>	<p>Administrator makes frequent efforts to establish a positive relationship with the district's business partners, colleagues, and/or the community at large. The administrator demonstrates a polite, respectful, and responsive attitude when working with people outside their responsibility area.</p> <input type="checkbox"/> <input type="checkbox"/>	<p>Administrator makes exceptional efforts to establish and maintain a positive relationship with the district's business partners, colleagues, and/or the community at large. The administrator is always polite, respectful, and responsive when working with people outside their responsibility area.</p> <input type="checkbox"/> <input type="checkbox"/>	

Component 3b: Evaluates faculty and staff

<p>Administrator fails to evaluate staff in a timely manner. Deadlines are not met and paperwork is not completed.</p> <input type="checkbox"/> <input type="checkbox"/>	<p>Administrator makes an effort to evaluate staff in a timely manner. Occasionally deadlines are missed and paperwork is not completed.</p> <input type="checkbox"/> <input type="checkbox"/>	<p>Administrator evaluates staff in a timely manner. Deadlines are met and paperwork is completed.</p> <input type="checkbox"/> <input type="checkbox"/>	<p>Administrator consistently evaluates staff in a timely and thorough manner. Administrator is able to use appraisal process as a way to improve job performance. Administrator assumes role of instructional leader with staff.</p> <input type="checkbox"/> <input type="checkbox"/>	
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Component 3c: Manages fiscal matters within budget allocations

<p>Administrator makes no attempt at managing building/departement budget.</p> <input type="checkbox"/> <input type="checkbox"/>	<p>Administrator does not stay within their allocation and communication with business office is sporadic and untimely.</p> <input type="checkbox"/> <input type="checkbox"/>	<p>Administrator monitors and stays within their budget allocation and proactively informs business office of any potential problem areas.</p> <input type="checkbox"/> <input type="checkbox"/>	<p>Administrator successfully manages building/departement budget and stays within their allocations. Regularly investigates, seeks sources for supplemental funding.</p> <input type="checkbox"/> <input type="checkbox"/>	
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Component 3d: Participates in school and district projects and committees

Ineffective	Minimally Effective	Effective	Highly Effective	Not Applicable
Administrator does not engage in district projects and committees. No effort is made to participate in activities outside the assigned duties. <input type="checkbox"/> <input type="checkbox"/>	Administrator rarely engages in school and district projects and committees. The administrator reluctantly participates in activities outside the assigned duties. <input type="checkbox"/> <input type="checkbox"/>	Administrator makes considerable effort to participate in school and district projects and committees. <input type="checkbox"/> <input type="checkbox"/>	Administrator is a consistent participant in school and district projects and committees and often takes on a leadership role in such activities. <input type="checkbox"/> <input type="checkbox"/>	

Comments/Evidence:

DOMAIN 4: PROFESSIONAL PRACTICE

Component 4a: Provides accurate and timely reports and paperwork

Ineffective	Minimally Effective	Effective	Highly Effective	Not Applicable
<p>Administrator does not meet reporting or paperwork deadlines; reports are often incomplete or incorrect.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator meets most assessment and reporting deadlines; reports are accurate.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator submits timely, accurate reports.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator's reports are thorough, timely, accurate, and a model for others.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	

Component 4b: Motivates employees to accomplish objectives

<p>Administrator is unable to motivate employees and relationships with employees are negative.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator has cordial relationships with employees but is unable to motivate employees.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator is supportive and cooperative with employees and is able to motivate employees to accomplish objectives.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator's efforts to engage employees in meeting the goals of the building and district are frequent and successful. Administrator is able to develop building/department leaders.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	
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Component 4c: Demonstrates professionalism and compliance with the district standards of ethical behavior

<p>Administrator rarely demonstrates professionalism. The behaviors exhibited demonstrate insensitivity, negativity, and disregard for the district standards of ethical behavior.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator infrequently uses good judgment in dealing with confidential or controversial school related issues. The behaviors exhibited demonstrate limited support for the district standards of ethical behavior.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator uses good judgment in dealing with confidential or controversial school related issues. The behaviors exhibited demonstrate sensitivity, teamwork, and support of the district standards of ethical behavior.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator effectively and consistently uses good judgment when dealing with confidential or controversial school-related issues. The behaviors exhibited demonstrate compassion, commitment, and unreserved dedication to the district.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	
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Component 4d: Demonstrates continuous learning

Ineffective	Minimally Effective	Effective	Highly Effective	Not Applicable
<p>Administrator does not engage in professional development or activities to enhance skills.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator rarely engages in professional development or activities to enhance skills. Little or no effort is made to share knowledge with others.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator is willing to work with others to improve the quality of the program s/he is responsible for. The administrator attends professional development activities.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator regularly works with others to improve the quality of the program s/he is responsible for; seeks and incorporates personal growth through professional development activities.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	

Component 4e: Appropriately incorporates the use of technology in daily activities

Administrator makes little or no attempt to incorporate the use of technology in daily activities.	Administrator has initiated the use of email and other limited technology.	Administrator utilizes technology to facilitate record keeping and communication.	Administrator effectively incorporates the use of technology in daily activities. Technology is used to enhance the overall effectiveness of the administrator. Administrator assists other staff members with the use of technology and provides training when possible.	
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

Comments/Evidence:

TO: Deborah Clemmons, State Reform Office

FROM: Rebecca Vasil, Deputy Superintendent 

RE: RCS Evaluation Procedures

DATE: November 22, 2013

Roseville Community Schools reaffirms its commitment to compliance with all state and federal statutes and regulations. In keeping with that position, the following mandates related to the evaluation of certified personnel have been adopted by the district.

Teacher Evaluations

1. For the 2014/2015 school year, at least 40% of the teacher's annual year end evaluation shall be based on student growth and assessment data.
2. For the 2015/2016 school year, at least 50% of the teacher's annual year end evaluation shall be based on student growth and assessment data.

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Do not hesitate to contact me if further information is needed.

LETTER OF AGREEMENT
TEACHER EVALUATION INSTRUMENT

The parties have adopted and agreed to implement a new teacher evaluation instrument in September 2011.

The evaluation system is drawn from the Charlotte Danielson framework and utilizes a master rubric assessing Danielson's four domains of teacher professional practice. A fifth domain dealing with the measurement of student growth has also been added. The program includes a packet of forms that will record the administrator's observation and assessment, the teacher's input, the IDP and so on.

Building principals will be trained in the use of the new format and the accompanying forms at their annual in-service on August 16, 2011. In turn, principals will introduce the new evaluation process to teachers at their September staff meetings.

The Roseville Federation of Teachers and the Roseville Community Schools attest that the new teacher evaluation instrument meets the requirements of MCL 380.1249 and MCL 380.1250, and complies with the parameters established in the redesign plans of both Roseville Middle School and Eastland Middle School.

Roseville Community Schools
Teacher Performance Review Summary

Employee: _____

Building: _____ Assignment/Level: _____

Status: Probationary: ___ 1st year ___ 2nd year ___ 3rd year ___ 4th year ___ 5th year/Tenure ___

Preliminary Meeting: _____

Goal Setting Meeting: _____

Dates of Observations: /Observed By: _____

Lesson Plan Review - Include 1) general assessment of the plan, 2) state curriculum standard being addressed, and 3) level of student engagement in the lesson. _____

Performance Goals: _____

1. _____

Training/Support _____

2. _____

Training/Support _____

	Ineffective	Minimally Effective	Effective	Highly Effective
1.Planning and Preparation				
1.1 Knowledge of Content	_____	_____	_____	_____
1.2 Knowledge of Curriculum Objectives	_____	_____	_____	_____
1.3 Knowledge of Students	_____	_____	_____	_____
1.4 Coherent Instruction	_____	_____	_____	_____
1.5 Instructional Objectives	_____	_____	_____	_____

1.6 Use of Learning Resources	_____	_____	_____	_____
1.7 Assessment	_____	_____	_____	_____

Comments: _____

	Ineffective	Minimally Effective	Effective	Highly Effective
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2.The Classroom Environment

2.1 Creating an Environment of Respect & Rapport	_____	_____	_____	_____
2.2 Establishing a Culture for Learning	_____	_____	_____	_____
2.3 Maintaining a Culture for Learning	_____	_____	_____	_____
2.4 Managing Instructional Time	_____	_____	_____	_____
2.5 Managing Student Behavior	_____	_____	_____	_____

Comments: _____

	Ineffective	Minimally Effective	Effective	Highly Effective
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3.Instruction

3.1 Communicating Expectations, Directions & Procedures	_____	_____	_____	_____
3.2 Using Questions & Discussion Techniques	_____	_____	_____	_____
3.3 Utilizing Structure & Pacing	_____	_____	_____	_____
3.4 Providing Feedback to Students	_____	_____	_____	_____
3.5 Monitoring, Adjusting & Assessing	_____	_____	_____	_____
3.6 Reflecting on Instruction	_____	_____	_____	_____

Comments: _____

Ineffective	Minimally Effective	Effective	Highly Effective
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4. Professional Responsibilities

4.1 Maintaining Accurate Records	_____	_____	_____	_____
4.2 Providing Meaningful Lesson Plans	_____	_____	_____	_____
4.3 Communicating With Parents	_____	_____	_____	_____
4.4 Interacting with Colleagues	_____	_____	_____	_____
4.5 Participating in School & District Projects	_____	_____	_____	_____
4.6 Developing Professionally	_____	_____	_____	_____
4.7 Maintaining Attendance And Punctuality	_____	_____	_____	_____

Comments: _____

5. Student Growth

_____ Ineffective	_____ Minimally Effective	_____ Effective	_____ Highly Effective
0-39% of the class demonstrates at least 1.0 year of growth as assessed in _____	40-59% of the class demonstrates at least 1.0 year of growth as assessed in _____	60-89% of the class demonstrates at least 1.0 year of growth as assessed in _____	90-100% of the class demonstrates at least 1.0 year of growth as assessed in _____

Measurement Instrument(s) used _____

_____ Ineffective	_____ Minimally Effective	_____ Effective	_____ Highly Effective
0-39% of the class demonstrates at least 1.0 year of growth as assessed in _____	40-59% of the class demonstrates at least 1.0 year of growth as assessed in _____	60-89% of the class demonstrates at least 1.0 year of growth as assessed in _____	90-100% of the class demonstrates at least 1.0 year of growth as assessed in _____

Measurement Instrument(s) used _____

Comments: _____

Closing Comments and Recommendations

(Address areas rated as ineffective or minimally effective, and offer specific recommendations for improvement.)

Overall Rating

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

Evaluator's Signature: _____ Date: _____

*Teacher's Signature: _____ Date: _____

**The teacher's signature does not necessarily imply agreement with the contents of the evaluation. Signature only confirms that the teacher has met with the evaluator.*

Revision - August 2013

DOMAIN I: PLANNING AND PREPARATION

ELEMENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Knowledge of Content	Makes content errors or does not correct content errors that students make. <input type="checkbox"/>	Displays basic content knowledge. <input type="checkbox"/>	Displays solid content knowledge and makes connections between the content and other parts of the discipline as well as relevance to the real world and other disciplines; continuously pursues increased knowledge in the subjects they are to teach. <input type="checkbox"/>	Displays extensive content knowledge and makes connections between the content and other parts of the discipline as well as relevance to the real world and other disciplines; continuously pursues increased knowledge in the subjects they are to teach. <input type="checkbox"/>
Knowledge of Curriculum Objectives	Little knowledge of state and district curriculum objectives. <input type="checkbox"/>	Displays basic understanding of state and district curriculum objectives. <input type="checkbox"/>	Plans and practice demonstrate understanding of current research as it relates to best practices in the delivery of district and state curriculum. <input type="checkbox"/>	Plans and practice demonstrate understanding and implement current research as it relates to best practices in the delivery of district and state curriculum. <input type="checkbox"/>
Knowledge of Students	Unfamiliar with the different approaches to learning that students exhibit, such as learning styles, skills and knowledge, cultural heritage or characteristics of age group. <input type="checkbox"/>	Displays general understanding of different approaches to learning that students exhibit. <input type="checkbox"/>	Displays solid understanding of the different approaches to learning that students exhibit. <input type="checkbox"/>	Uses knowledge of students' varied approaches to learning in instructional planning. <input type="checkbox"/>
Coherent Instruction (through development and use of lesson plans)	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research. <input type="checkbox"/>	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research. <input type="checkbox"/>	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research. <input type="checkbox"/>	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research. <input type="checkbox"/>
Instructional Objectives	Objectives are unclear, unsuitable or stated as student activities; do not permit viable methods of assessment; or are not related to curriculum frameworks and standards. Students are unable to articulate the objective of the lesson. <input type="checkbox"/>	Objectives are only moderately clear or include a combination of objectives and activities. Some objectives do not permit viable methods of assessment or are not related to curriculum frameworks and standards. Some students are able to articulate the objective of the lesson. <input type="checkbox"/>	Most of the objectives are clear, permit viable methods of assessment; relate to curriculum frameworks and standards, and are displayed for students. Many students are able to articulate the objectives of the lesson. <input type="checkbox"/>	All the objectives are clear, written in the form of student learning, permit viable methods of assessment, relate to curriculum frameworks and standards and are identified and displayed for students. Most students are able to articulate the objectives of the lesson. <input type="checkbox"/>

Staff Name _____

Date _____

DOMAIN I: PLANNING AND PREPARATION (continued)

ELEMENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Use of Learning Resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. There is a lack of preparedness and/or organization of the material or resources for the lesson. <input type="checkbox"/>	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. There is limited preparedness and/or organization of the material or resources for the lesson. <input type="checkbox"/>	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. There is clear preparedness and/or organization of the material or resources for the lesson. <input type="checkbox"/>	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. There is purposeful preparedness and/or organization of the material or resources for the lesson that enhance the learning activity. <input type="checkbox"/>
Assessment	Content and method of assessment lack congruence with instructional goals and contain no clear criteria or standards. <input type="checkbox"/>	Some of the instructional goals are assessed, but they are either not clear or have not been clearly communicated to students. <input type="checkbox"/>	Most of the instructional goals are nominally assessed, clear, and communicated to students. <input type="checkbox"/>	All of the instructional goals are assessed, in both content and process, and students are aware of how they are meeting the established standards. <input type="checkbox"/>

DOMAIN II: CLASSROOM ENVIRONMENT

ELEMENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>Creating an Environment of Respect/Rapport</p>	<p>Teacher interactions with at least some students are negative, demeaning, sarcastic or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. <input type="checkbox"/></p>	<p>Teacher student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher. <input type="checkbox"/></p>	<p>Teacher-student interactions demonstrate general warmth, caring and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher. <input type="checkbox"/></p>	<p>Teacher's interactions are warm and supportive while building quality relationships with students. The teacher demonstrates genuine caring for students as individuals. There is mutual respect between teacher and student. <input type="checkbox"/></p>
<p>Establishing a Culture for Learning</p>	<p>Instructional goals, activities, interactions, and the classroom environment convey only modest expectations for student achievement <input type="checkbox"/></p>	<p>Instructional goals, activities, interactions, and the classroom environment convey inconsistent expectations for student achievement. <input type="checkbox"/></p>	<p>Instructional goals, activities, interactions, and the classroom environment convey high expectations for student achievement. <input type="checkbox"/></p>	<p>Instructional outcomes, activities and assignments and classroom interactions convey high expectations for all students. Students appear to have internalized/made connections to these expectations. <input type="checkbox"/></p>
<p>Maintaining a Culture for Learning</p>	<p>Students not working directly with the teacher are not productively engaged in learning. <input type="checkbox"/></p>	<p>Tasks are ineffectively organized, resulting in some off-task behavior when teacher is involved with other group(s). <input type="checkbox"/></p>	<p>Tasks are organized, and groups are managed so most students are engaged at all times. <input type="checkbox"/></p>	<p>Groups and individuals working independently are productively engaged at all times, with students assuming responsibility for productivity. <input type="checkbox"/></p>
<p>Maximizing Instructional Time</p>	<p>Considerable instructional time is lost or used inefficiently. <input type="checkbox"/></p>	<p>Some instructional time is lost yet there is evidence of classroom routines. <input type="checkbox"/></p>	<p>Loss of instructional time is minimal with classroom routines in place. <input type="checkbox"/></p>	<p>Classroom routines and transitions are seamless, with students assuming considerable responsibility for efficient operation. <input type="checkbox"/></p>
<p>Managing Student Behavior</p>	<p>Teacher is unaware of or does not monitor student behavior. No standards of conduct appear to have been established. <input type="checkbox"/></p>	<p>Teacher is generally aware of student behavior but may miss the activities of some students. Standards of conduct appear to have been established. <input type="checkbox"/></p>	<p>Teacher is aware of and responds effectively to student behavior. Standards of conduct are clear to students. Identifies intervention strategies that are utilized. <input type="checkbox"/></p>	<p>Teacher monitoring is subtle and proactive. Standards of conduct are clear, and students monitor their own behavior. Able to demonstrate evidence of effective intervention strategies that have been utilized. <input type="checkbox"/></p>

DOMAIN III: INSTRUCTION

ELEMENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Communicating Expectations and Procedures	Directions and procedures are confusing to students. <input type="checkbox"/>	Directions and procedures are clarified after initial student confusion or are excessively detailed. <input type="checkbox"/>	Directions and procedures are clear to students and contain an appropriate level of detail. <input type="checkbox"/>	Directions and procedures are full and clear to students and anticipate possible student misunderstanding. <input type="checkbox"/>
Using Questioning/ Discussion Techniques	Interaction between teacher and students is predominantly recitation style with teacher mediating all questions and answers. <input type="checkbox"/>	Teacher makes some attempt through questioning to engage students in a productive discussion, with uneven results. <input type="checkbox"/>	Through effective questioning, classroom interaction represents productive discussion, with teacher stepping aside when appropriate; majority of students are involved in the questions and discussions. <input type="checkbox"/>	Teacher's questions are uniformly high quality. Adequate time is provided to allow students to become a part of the discussion, formulate questions and assume considerable responsibility for the success of the discussion while maintaining appropriateness of questions and discussions. <input type="checkbox"/>
Utilizing Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both. <input type="checkbox"/>	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. <input type="checkbox"/>	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is mostly consistent. <input type="checkbox"/>	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students. <input type="checkbox"/>
Providing Feedback to Students	Students are not aware of the criteria and performance standards by which their work will be evaluated. Feedback is not provided, is untimely, or of poor quality. <input type="checkbox"/>	Students know some of the criteria and performance standards by which their work will be evaluated. Feedback is inconsistent in quality and timeliness. <input type="checkbox"/>	Students are fully aware of the criteria and performance standards by which their work will be evaluated. Quality feedback is consistently provided in a timely manner. <input type="checkbox"/>	Students are fully aware of the criteria and performance standards by which their work will be evaluated. Quality feedback is consistently provided in a timely manner. Students display appropriate use of the feedback in their learning. <input type="checkbox"/>
Monitoring and Adjusting	Unable to monitor, adjust or assess a lesson, either gives up or blames the student or the environment for the students' lack of success. <input type="checkbox"/>	Attempts to adjust a lesson, with mixed results. Has only a limited repertoire of instructional strategies and assessment tools. <input type="checkbox"/>	Able to monitor and adjust lessons. Teacher possesses a moderate repertoire of strategies and assessment tools. <input type="checkbox"/>	Successfully monitors, adjusts, and assesses instruction using an extensive repertoire of strategies and tools to enhance learning. <input type="checkbox"/>
Reflecting on Instruction	Does not know if a lesson was effective and has no suggestions for how a lesson may be improved. <input type="checkbox"/>	Has a generally accurate impression of a lesson's effectiveness and makes general suggestions about how a lesson may be improved. <input type="checkbox"/>	Makes an accurate assessment of a lesson's effectiveness and makes a few specific suggestions for future lessons. <input type="checkbox"/>	Makes an accurate assessment of a lesson's effectiveness, citing appropriate examples and offering numerous specific suggestions for future lessons. <input type="checkbox"/>

Staff Name _____

Date _____

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

ELEMENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Maintaining Accurate Student Records	System for maintaining information on student progress is disorganized or incomplete resulting in errors and confusion. <input type="checkbox"/>	System for maintaining information on student progress is rudimentary, partially effective, and at times inaccurate. <input type="checkbox"/>	System for maintaining information on student progress is mostly effective and generally accurate. <input type="checkbox"/>	Has a system for maintain information on student progress which is fully organized, and accurate and effective. <input type="checkbox"/>
Providing Meaningful Lesson Plans	Fails to maintain adequate lesson plans. Plans are not submitted in a timely manner; are not always available for the substitute ahead of time. <input type="checkbox"/>	Adequate lesson plans are developed and always available for the substitute teacher for planned and unplanned absences. Plans are submitted in a timely manner. <input type="checkbox"/>	Daily and substitute lesson plans adequately outline the day's objectives, procedure(s), and where all materials can be found. Teacher has file of emergency procedures and key names and numbers to be used to assist the substitute. Plans are always submitted in a timely manner. <input type="checkbox"/>	Lesson plans are substantial, incorporate district curriculum goals, and outline the day's objectives, procedure(s), and where all materials can be found. Teacher has file of emergency procedures and key names and numbers to be used to assist the substitute during the day (s). The plans and materials account for providing additional learning in case lessons and activities do not fill the entire day. <input type="checkbox"/>
Communicating with Parents	Provides minimal information and does not respond, or responds insensitively, to concerns about students. <input type="checkbox"/>	Adheres to the procedures for communicating progress. Responses to family concerns are minimal and infrequent. <input type="checkbox"/>	Communicates student's progress on a regular basis and is available as needed to respond to concerns. <input type="checkbox"/>	Provides information frequently on both positive and negative aspects of student progress. Responses to concerns are handled promptly and professionally. <input type="checkbox"/>
Interacting with Colleagues	Interaction with colleagues is negative or self-serving and does not fulfill school and district requirements. <input type="checkbox"/>	Maintains cordial relationships with colleagues to fulfill duties that the school district requires. <input type="checkbox"/>	Relationships with colleagues are characterized by mutual support and cooperation. There is willingness to share and work with others for improvement of the learning process of students and staff. <input type="checkbox"/>	Relationship with colleagues are characterized by mutual support and cooperation; takes initiative to share and work with others for improvement of the learning process of students and staff; is willing to assume leadership among the faculty. <input type="checkbox"/>

Staff Name _____
Date _____

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES (continued)

ELEMENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Participating in School /District Projects	Avoids becoming involved in school district projects <input type="checkbox"/>	Participates in school and district projects when specifically asked. <input type="checkbox"/>	Participate in numerous school and/or district projects, making a substantial contribution. <input type="checkbox"/>	Volunteers to participate in the majority of school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project. <input type="checkbox"/>
Developing Professionally	Teacher participates in some district and building meetings and P.D. opportunities. Teacher's behavior at the sessions is lacking in focus and respect for the presenter (s). <input type="checkbox"/>	Participates in all required professional development meetings and activities. <input type="checkbox"/>	In addition to attending all district and building P.D. opportunities, the teacher routinely puts into practice knowledge obtained from professional development. <input type="checkbox"/>	In addition to attending all district and building P.D. activities, the teacher seeks out other opportunities for professional development and consistently puts into practice knowledge obtained from P.D. Teacher contributes through a willingness to present and/or take a lead in P.D. <input type="checkbox"/>
Maintaining Attendance and Punctuality	There is an ongoing pattern of erratic, unreliable attendance and/or tardiness by the staff member. <input type="checkbox"/>	There is somewhat of a pattern of absences and tardiness by the staff member. <input type="checkbox"/>	Staff member's attendance is consistent and dependable. <input type="checkbox"/>	Staff member's attendance is extremely consistent and benefits students' growth as well as the staff member's professional growth; frequently extends the work day, putting in more than the required time. <input type="checkbox"/>

DOMAIN V: DEMONSTRATING STUDENT GROWTH

ELEMENT	Demonstration	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Student Learning Objective #1	SLO Documentation	No student demonstrated growth towards SLO. <input data-bbox="574 1163 613 1213" type="checkbox"/>	Growth goal is not met, but some students demonstrated growth. <input data-bbox="574 816 613 867" type="checkbox"/>	Students met growth goal towards SLO. <input data-bbox="574 533 613 583" type="checkbox"/>	Exceeded student growth goal. <input data-bbox="574 184 613 235" type="checkbox"/>
Student Learning Objective #2	SLO Documentation	No student demonstrated growth towards SLO. <input data-bbox="967 1163 1006 1213" type="checkbox"/>	Growth goal is not met, but some students demonstrated growth. <input data-bbox="967 816 1006 867" type="checkbox"/>	Students met growth goal towards SLO. <input data-bbox="967 533 1006 583" type="checkbox"/>	Exceeded student growth goal. <input data-bbox="967 184 1006 235" type="checkbox"/>
Student Learning Objective #3	SLO Documentation	No student demonstrated growth towards SLO. <input data-bbox="1362 1163 1401 1213" type="checkbox"/>	Growth goal is not met, but some students demonstrated growth. <input data-bbox="1362 816 1401 867" type="checkbox"/>	Students met growth goal towards SLO. <input data-bbox="1362 533 1401 583" type="checkbox"/>	Exceeded student growth goal. <input data-bbox="1362 184 1401 235" type="checkbox"/>

Classroom Walkthrough

Observer: Shawn K. Wightman, Ed.D.
 Teacher: [REDACTED]
 Grade Level: 5
 Subject: Mathematics
 Time: 10:25 AM
 Date: Monday, November 11, 2013

Depth of Knowledge: Understanding

Context: Whole Group

- Teacher Directed Technology:**
- None
 - MediaCAST
 - Accelerated Reader
 - Multimedia
 - Virtual Field Trip
 - Document Camera (ELMO)
 - SuccessMaker
 - Math Facts in a Flash
 - Calculator
 - Other ()

Classroom Safety/Health Issues: Classroom is organized and free of clutter

Student Orientation to the Work: All students participating in a Connecting Math Concepts lesson with Mrs. DeFelice

- Prioritized Strategies (ongoing and integrated with the main strategy):**
- Setting Objective
 - Reinforcing Effort
 - Providing Feedback
 - Providing Recognition

PRIMARY Instructional Strategy (teacher-intended main strategy):

- Advance Organizer
- Cues/Questions
- Direct Instruction
- Reading Aloud
- Physical Model
- Visualizing
- Pictograph
- Note Taking
- Guided Practice
- Summarizing
- Predicting
- Making Connections
- Cause/Effect
- Vocabulary Development
- Other ()

SECONDARY Instructional Strategies (in support of main strategy):

- Advance Organizer
- Cues/Questions
- Decision Making
- Experimental Inquiry
- Historical Investigation
- Invention
- Problem Solving
- Systems Analysis
- Compare/Contrast
- Classify/Organize
- Metaphor/Simile
- Analogy
- Graphic Organizer
- Kinesthetic
- Think-aloud
- Direct Instruction
- Reading Aloud
- Physical Model
- Visualizing
- Pictograph
- Note Taking
- Guided Practice
- Summarizing
- Predicting
- Making Connections
- Cause/Effect
- Vocabulary Development
- Other ()

- Student Centered Technology:**
- None
 - Accelerated Reader
 - Multimedia
 - Virtual Field Trip
 - SuccessMaker
 - Math Facts in a Flash
 - Calculator
 - Other ()

- Evidence of Learning:**
- Dramatization/simulation/modeling
 - Independent practice or worksheet
 - Student interview/demonstration
 - Student discussion
 - Student performance/presentation
 - Silent reading (little evidence)
 - Teacher directed lecture (little evidence)
 - Teacher directed question/answer
 - Experiment
 - Student writing/journaling
 - Learning game
 - Student drawing/graphic organizing
 - Peer teaching
 - Oral reading
 - No evidence
 - Assessment

Student Interview: Partially articulated learning objective(s)

Comments: Please introduce the lesson objective(s) to the group before you begin teaching your lesson. Likewise, briefly provide students with some time to discuss the objective(s) before you begin teaching. While teaching, revisit the objective(s) at some point during the lesson to exemplify what is being taught and conclude the lesson by restating what they have just learned. When you deliver the Connecting Math Concepts program, insist that all students participate (DEMAND and COMMAND). If necessary, intentionally repeat exercises until everyone participates and their responses to your questions are firm. In other words, hold our students accountable for their own learning. Finally, reiterate the below 5th Grade Math L-A-W-S before every lesson: (1) Listen to directions the first time they are given; (2) Answer questions on signal; (3) Work quickly, carefully and quietly; and (4) Stay with the teacher.

Overall Rating: Effective