

Roger Lane Elementary
 Wyoming Public Schools
 Wyoming, Michigan
 Principal: Kevin Murphy
 Superintendent: Jon Felske



Rogers Lane is a K-5 school with approximately 300 students. It is one of three elementary schools that entered restructuring after not making Adequate Yearly Progress (AYP) for five years in English Language Arts (combination of reading and writing) and mathematics.

Year	Free/Reduced Lunch	Single Parent Households	Tranience Rate	Special Education Students	ELL Students	Minority Students	Math State Test	Lang. Arts State Test
1995	34%	9%	9%	10%	2%	14%	71%	48%
2004	66%	28%	21%	14%	10%	42%	43%	22%

With three schools facing restructuring (incl. Parkview and Taft) and being one of the first districts in Michigan to face this effort, Wyoming Public Schools central administration met with representatives from buildings improvement teams, county educational unit, and state Title I office to review options. After evaluating data and “frank” dialogue, a plan addressing four needs: stronger governance, focus on language arts and mathematics, learning opportunities outside of school, and implementation of research-based instructional strategies was developed.

The final restructuring plan required an alternative governance structure to oversee implementation of the restructuring plan. An outside restructuring coach worked with the staff for 90 days during the two school years and summers. The principal retained everyday operations while the restructuring coach along with the governing board (central office administrators, restructuring coaches, ISD instructional specialist, State Field Service representative, union representative, and a University educational specialist) provided the support and evaluated progress around content, instruction, assessment, and accountability.

Language arts and mathematics instruction took precedence over all curricular activities. Uninterrupted blocks of time, 120 minutes for language arts and 90 minutes for mathematics, were required 1st through 5th grades (Kindergarten was 90 and 45). Language arts and mathematics assessments were given quarterly to determine groupings and differentiated interventions in a 30 minute block.

The plan included extended opportunity programs which accelerated the academic, social, and coping skills of children K-5, specifically students “at-risk” or below grade level. An extended three-hour/day program for 140 school days, a seven-week summer program, and a D-1st program were implemented.

Rogers Lane's teachers implemented research-based strategies for differentiating instruction. All teachers received 50 hours of professional development program outside school hours and one hour grade level meetings each school week on these strategies. This structure provided time to dialogue, support newly implemented strategies, evaluate student progress, and monitor continuous improvement. Efforts were also supported by regular classroom walkthroughs with the restructuring coach and a literacy coach to provide immediate feedback on their performance and suggestions for improvement.

Rogers Lane's efforts (along with Parkview and Taft) were rewarded when all three schools made AYP in two consecutive years and were no longer identified for improvement. The awareness and urgency of the problem was understood at both Rogers Lane and across the district. These programs will continue so that the community knows that the needs of all students will be addressed and met in Wyoming Public Schools.

State Assessment	2003	2004	2005	AYP Target
Language Arts	22%	59%	73%	49%
Mathematics	43%	69%	82%	56%