



Redesign Plan

Davis Elementary School

Decatur Public Schools

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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?

Davis Elementary School is in the rural village of Decatur. The Village of Decatur is steeped in tradition and school pride. Decatur Public Schools is composed of one elementary school, one middle school, and one high school on one campus with all three buildings connected. The school district is the largest employer in the community. Davis Elementary School is named for the first elementary school principal, Mr. C. Marion Davis. Many of the current students' parents and grandparents attended Davis Elementary School.

As recently as 2005, Davis Elementary School had an enrollment of 470 students, 35 teachers, and 20 instructional support staff members. Due to the ramifications of the economic downturn experienced by the State of Michigan and subsequently our local school district, it has been necessary to eliminate instructional programming. Prior to 2001, Davis Elementary housed Kindergarten through Third grade. In 2001, after the completion of a bond campaign and building addition, Fourth grade was added to the school. In the Fall of 2012, Fifth grade was added to Davis Elementary School.

The current enrollment of Davis Elementary School is 370 students in Kindergarten through Fifth Grade. Davis Elementary is composed of a student population with the following demographic profile: 61% Economically Disadvantage, 11% Special Education, 80% White, 14% Hispanic, 2% African American, 2% American Indian, 1% Asian, and 1% other. The staff includes: 17 full time general education teachers (K-5), 3 full time special education teachers, 1 reading specialist, 1 instructional coach, 2 part time elective teachers (art, music), 2 full time elective teachers (technology, P.E.), 1 elementary school counselor, 3.5 instructional support staff, 2 custodians, 2 secretaries, 5 part time Intermediate School District Personnel (Bilingual teacher, Speech Therapist, Occupational Therapist, Social Worker, and Psychologist), and 1 principal. The teacher mean for years of experience is 12.5 years. The principal has served in our District as a teacher for 8.5 years and an administrator for 16.5 years.

Administrative challenges the District has incurred for past several years are: administrative position reductions, administrator turnover rate, and administrator assignments. The number of administrators' employed by the District has severely decreased. The Davis Elementary School principal also serves as the District Special Education Coordinator and until this school year served as the Great Start Readiness Director.

Davis Elementary was the recipient of a Reading First Grant from 2005 - 2009. While the grant brought a significant amount of funding to the school through programs and professional development, it also impacted the direction and delivery of literacy instruction for the teachers and students. As a result of the Reading First Program, one of our challenges at Davis Elementary has been to change and let go of the encouraged instructional practices that were ineffective.

Over the years, it has been a tradition and practice for parents to request their child's teacher. This practice will be eliminated beginning with the 2014-15 school year. It will ensure a more even classroom distribution of students socio- economically and intellectually.

Davis Elementary School was the recipient of a MiBLSi grant in 2008. We are proud of the success we have had with MiBLSi and the climate changes resulting from this program. School wide strategies are currently in place and we continue to implement our school wide positive behavior support system.

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School's Purpose

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

Vision: Davis Elementary School will foster the intellectual, emotional, physical, and social skills of each child. Our teachers and staff will facilitate a positive learning environment through the use of multiple teaching strategies in conjunction with family and community involvement.

Mission: With the cooperation of faculty, staff, students, parents, and community all students will achieve the academic and social skills necessary to be life long learners and productive members of society.

Beliefs: We believe all children should be given the opportunity to learn to their fullest potential in a safe and caring environment.

Davis Elementary School staff enthusiastically accepts collective responsibility for every student learning at high levels. The school's vision, mission and beliefs inspire the sense of urgency with which the staff designs and delivers instruction and intervention to ensure that all students are on track to graduate ready for college or a skilled career.

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.

Davis Elementary School was the recipient of a MiBLSi grant in 2008. We are proud of the success we had with MiBLSi, and the climate changes we made as a result of this program. The school wide strategies are currently in place. We continue to implement our school wide positive behavior support system.

As a focus school last year, we began to develop a staff culture of collaborate teaming centered around data. Additionally, we began building a knowledge base of Multi-Tiered Systems of Support studying the Buffin, Mattos, and Weber, (2012). Simplyfying Response to Intervention: Four Essential Guiding Principals. Bloomington, IN: Solution Tree Press.

We have begun to develop, with the help of community partners, a schoolwide culture of literacy. Our first project was a community project utilizing Decatur Women's Study Group, Decatur VFW Auxillary Men's and Women's Group, and the Decatur Optimist Club, First grade students received bimonthly mailings at their home address including: a book, a prepaid postcard to write to their teacher, math practice sheets, and a letter addressed specifically to the child from teachers and the principal. During the 2013-2014 school year this community project will be expanded to include grades Kindergarten through second; and during the 2014 - 2015 school year third through fifth grade will be added.

As a priority school, we strive for 100% of our students to improve their MEAP performance, increase the percentage of students proficient on the MEAP, along with closing the gap between our top 30% and our lowest 30%. Within the next three years it is our goal to achieve the distinction of "beating the odds" and "reward status."

Additional Information

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

We understand the urgency and accept responsibility for the situation we find ourselves in. This process will afford us the impetus for foundational systemic change. We are encouraged by the scaffolded support, resources, and time the Michigan Department of Education is providing us through our Priority designation.

WE ARE DECATUR! We BELIEVE we will ACHIEVE and we will SUCCEED!

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	The instrument weights student growth at 25% of the teacher evaluation for 2013-2014; student growth at 40% of the teacher evaluation for 2014-2015 and student growth at 50% of the teacher evaluation for 2015-2016 and beyond.	Decatur Teacher Evaluation

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	The administrative goal has 25% of the evaluation based on student growth for 2013-2014; 40% for 2014-2015 and 50% of the evaluation based on student growth for the 2015-2016 years and beyond.	Decatur Public School Administrator Evaluation Tool

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		

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes		

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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		

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.

Dr. Elizabeth Godwin, Superintendent. lgodwin@raiderpride.org
Jon Baushke, Board of Education. jbaushkegoblue@yahoo.com
George Fusko, Board of Education. gfusko@raiderpride.org
Laurie Southworth, Board of Education. lsouthworth@raiderpride.org
Anne Olsen, Elementary Principal. aolsen@raiderpride.org
Lisa Pattison, Elementary Instructional Coach. lpattison@raiderpride.org
Rebecca Miles, Elementary Reading Specialist. rmiles@raiderpride.org
Tami Richardson, Elementary Counselor. trichardson@raiderpride.org
Kelli Ebeling, Elementary Teacher. kebeling@raiderpride.org
Sue Losey, Elementary Teacher. slosey@raiderpride.org
Matt McLouth, High School Principal. mmclouth@raiderpride.org
Nikki Meachum, Instructional Coach. nmeachum@raiderpride.org
Jeana Dykman, Middle School Counselor. jdykman@raiderpride.org
McKelle Fisher, Parent. mretdfisher@gmail.com

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.

After our series of data dialogues, we have determined a significant need for a change in instructional practices. After careful consideration, discussion, and collaboration, we have decided to focus on the following "big ideas".

#1 Multi-Tier System of Supports (MTSS)

Multi-Tier System of Supports (MTSS) is a framework of coherent, evidence based, system-wide practices. MTSS supports a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making. MTSS empowers each student to achieve high standards. Planning is student centered with customized interventions. All students are provided a rigorous and research-based curriculum. Teaching is effective and relentless, matching instruction and intervention to students' targeted needs. Data is used to allocate resources to improve student learning.

MTSS is based on a three-tiered model for instruction and intervention. Academic and behavioral supports are first provided at a core or universal level to effectively address the needs of all students in a school (referred to as Tier 1). Not all students respond to the same instructional strategies. As a result, approximately 6% - 15% of students with identified needs will likely require supplemental or targeting instruction and intervention (Tier 2) to learn at high levels. Approximately 1% - 5% students may have significant deficits in foundational prerequisite skills and will require intensive and individualized behavioral and/or academic support (Tier 3).

#2 Reading and Writing Strategies that Impact All Content Areas

We will maintain and improve our focus on reading comprehension strategies to refine and improve teacher practices and student outcomes in the areas of reading and writing.

Thinking Maps - Thinking Maps represent a concise set of thinking tools/graphic organizers that are used across all content areas as instructional tools by teachers and a learning tool by students. The specific objective for Thinking Maps within Reading will be the improvement of student vocabulary acquisition and comprehension of narrative and informational texts.

Writing Process - The Writing Process will be used to complete the Reading-Writing cycle. The Writing Process (Prewriting-Drafting-Revising-Editing-Publishing) will be explicitly utilized by teachers with students. Thinking Maps will directly inform the Prewriting and Drafting phases of the Writing Process. The intentional goal will be writing within all core content areas. We recognize that writing across the curriculum is one of the single most powerful, research-based practices in which a school can engage.

State what data were used to identify these ideas

We used data from a wide variety of sources to identify our big ideas. These data sources include MEAP, ELPA, NWEA, AIMS Web, and various formative classroom and benchmark assessments.

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.

Indicator 1A:

Mrs. Olsen - retain as Davis Elementary Principal

Mrs. Olsen has impact and influence, knows team leadership, and can motivate and change teacher thinking and behavior to obtain results. Her work to write, receive, and implement a four-year Reading First grant with unanimous faculty support shows her ability to implement change. This was the pursuit of a high-risk goal - to launch a new initiative intended to have a dramatic impact on student learning and entirely change a teacher's instructional approach. The program was successfully implemented.

Mrs. Olsen led research for her school improvement team on school wide behavioral programs, resulting in the choice of MiBLSi as a behavior program with a proven record that could help improve academic achievement. She trained with key staff leaders in MiBLSi, led the successful implementation of this program schoolwide, and the school continues to meet MiBLSi expectations.

Mrs. Olsen researched and led Decatur schools in the implementation the Middle School Concept. With a key group of teachers, administrators, parents, and District Office personnel, Mrs. Olsen transformed the middle school building into an organization designed around the unique developmental needs of early adolescents (11-14 year olds). A team approach to working with and teaching students was implemented. Classrooms were clustered and groups of teachers instructed and inspired the same group of students every day. Together, teacher teams taught science, language arts, social studies, and mathematics. A special education teacher was also an integral part of the team providing inclusion services. This type of team structure allowed for:

- (a) Students to receive instruction in their academic subjects within a contained area specifically designated for their grade level
- (b) A small group environment for academic success while gradually exposing students to the larger, upper grade level school
- (c) Interdisciplinary instruction
- (d) A sense of community to foster meaningful relationships among students and teachers.

Mrs. Olsen has the drive to set challenging goals and reach a high standard of performance despite barriers. She has demonstrated the ability to set clear expectations and to hold teachers accountable for performance. She has recommended dismissal or career change for poor performing teachers over the past years in her position. She effectively persuades low performers to resign and follows appropriate legal procedures to document unsatisfactory performance with the intention of forcing staff members to resign or be dismissed. During her time in Decatur, Mrs. Olsen has released four performing teachers for unsatisfactory performance and led eight teachers to early retirement in lieu of release for poor performance, as well as facilitated six transfers to maximize overall staff effectiveness. Mrs. Olsen demonstrates the ability to act quickly when required.

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Mrs. Olsen was a pioneering practitioner in engaging faculty and key leaders at Davis Elementary in data analysis to inform decisions and has collaborated with faculty to develop clear logical plans that staff can follow, demonstrating tremendous competencies in analytical and conceptual thinking. Mrs. Olsen arranged for Mark Wahlstrom, respected consultant from Successline, Inc., to review and provide professional development to all staff in analyzing all district data from Davis Elementary, Middle, and High School using the MEAP and MME data strands. This analysis review provided support to all teams on how to use data to identify and target difficulties. She is determined to lead all staff through required changes and has garnered the support of the staff to change.

Mrs. Olsen is negotiating a complex set of transformational change in collaboration with district, ISD, and state educators, as well as national expert in the field of school improvement. She quickly recruited a well-respected professional with turnaround credentials, Chris Weber, currently a consultant for transformation and turnaround schools, to help assist with defining and implementing the transformation plan. Mrs. Olsen has influence inside and outside the organization. She has earned the support, and will continue to enjoy the support, of trusted influencers among staff and in the community. She has the self-confidence to boldly lead and stay visibly focused, committed, and self-assured despite the intense focus common during priority school status. Mrs. Olsen has the support of and the backing of the Decatur District Office to work hand-in-hand with all stakeholders in the implementation of improvement plans. The District Office Representative for Davis Elementary is committed to assisting Mrs. Olsen is leading the school toward higher levels excellence. She possesses competence in achievement and impact as well as influence and should be retained to lead Davis Elementary through this transformational process.

Parent and staff perception is a demonstration of transparency and the desire to know how stakeholders view leadership at Davis Elementary School. The following data was gleaned from surveys presented to parents and staff in September 2013.

Parent Perception:

- My child's teacher emphasizes student learning and effective teaching 90%
- My child's principal's deals effectively with problems as they arise 87%
- My child's principal recognizes areas that need improvement and acts in a timely manner 85%
- My child's principal implements programs that result in significant changes for my child's education 85%
- Overall, my child's principal does a good job leading the school 90%

Staff Perception:

- Identify and focus on early wins and big payoffs 86%
- Break organizational norms 86%
- Act quickly in a fast cycle 83%
- Collect and analyze data 96%
- Galvanize staff around big ideas 79%

Data analysis clearly indicated parents and staff are overwhelming in support of retaining Mrs. Anne Olsen as principal.

Indicator B: Increase Leadership Capacity

Leadership Capacity has been defined as "broad-based, skillful participation in the work of leadership." Decatur Public School embraces and encourages the Board, the Superintendent, building Principals and Teachers to work together and participate jointly in actions that assist building leadership capacity. Leadership Capacity starts with our School Board and filters down to teachers. Our school board works to create policies that clearly support student achievement goals. They use reliable data to make informed decisions about how to support student achievement goals and how to measure progress to support teachers and principals. Our district has embraced and supported "coaching" and "mentoring" as ways to build our own leaders. The District has had a strong mentoring program since 2002 -- both for brand

new teachers and teachers who may need mentoring in a particular deficit area or who want to reach out beyond our doors to learning and achievement. We also embrace the idea of Instructional coaches, who are individuals who have shown leadership abilities - often through team leader roles, Professional Learning Community participation and/or school improvement team roles. Professional learning communities recognize the importance of using the talents of all of the educators in the building, often providing opportunity for teachers to assume instructional leadership responsibilities - for us beginning at the grade level or the department level. To provide additional leadership capacity, the District also has supported both vertical curriculum teams (to align across grades) and horizontal curriculum team (align within grade levels). This provides many, actually most of our teachers, with opportunities to become teacher leaders. Leadership is a reciprocal learning processes that enables participants in a community to construct meaning toward a shared purpose. Our two Instructional coaches and our reading interventionist are teacher leaders that emerged through facilitating professional learning communities and serving as integral members of school improvement teams. Two of these leaders are aspiring principals and are being mentored, or as we prefer to think of it "coached" - one by the elementary principal and the other by the superintendent, as they progress through the MASSP Leadership Fast Track Program. The current Middle/High School Principal is a leader who emerged from teaching at the high school, participating in professional learning communities and as an integral member of the School Improvement team, as well as athletic coaching -- within our organization and within the Decatur community at large and has gained community leadership skills as well. This individual is being mentored by both the superintendent and the elementary principal. Additionally, the District is partnering with Western Michigan University (WMU) and nine other schools through a WMU five-year grant from the United States Department of Education to provide comprehensive professional development to principals and aspiring principals in six dimensions that have been determined to improve student learning. Our plan embodies "coaching" as an exceptional way to implement change. We define "Coaching" a "a developmental strategy that enables people to meet their goals for improved performance, growth or career enhancement. We believe that the person being coached has a goal that the coach helps him or her to meet. But the beauty of coaching is that relationship involves a two-way dialogue rather than one-way telling - it makes all in the organization improve.

Beneficiaries of capacity building:

- Administrators (1)
- Instructional Coach - teacher in full time coaching roles (1)
- Reading Interventionist (1)
- Classroom Teachers (27)

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 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.

Indicator 2A: Teacher Evaluation System

Beginning in October of 2010, the district embarked on a collaborative process for creating a teacher evaluation plan. A committee of teachers and principals was formed. The committee included the Middle School Principal and three teachers, the High School Principal and three teachers, the Davis Elementary Principal and three teachers, as well as the Superintendent, the MEA UNISERV Director and a Decatur Board of Education member. The committee first met October 26, 2010, and differentiated procedures for different groups of teachers; time lines for evaluation activities; different types of evaluation activities; weights of evaluative activities; criteria levels of performance; and student performance data and weight.

The District has adopted Charlotte Danielson's Framework for Teaching. The Michigan Council for Educator Effectiveness recommended in July of 2013, that classroom teaching must be observed using one of four observation tools which included Charlotte Danielson's Framework for Teaching. The percentage of student growth within the total evaluation must be 25% by 2013-2014, 40% by 2014-2015 and 50% by 2015-2016. Other recommendations made by the Michigan Council for Educator Effectiveness that result in MDE or legislative endorsement will be implemented as required. The District, as part of its Priority plan, will assure curriculum is aligned to the Common Core State Standards and clearly defined for the subject areas and at each grade level. The District will examine the use of assessment instruments to determine that they yields scores that accurately and fairly reflect student achievement of those standards and determine whether the assessments used are designed to accurately measure the growth of individual students from the start to the end of the school year.

The principals and the superintendent (the three District Administrators) are currently being trained in proficient use of the Charlotte Danielson's Framework for Teaching evaluation process using Teachscape. This will establish a common language or teaching effectiveness using the Teachscape online training and assessment system and the use of innovative software tools for classroom walkthroughs and evaluation management. Evaluators will be trained to accurately observe with inter-rater reliability on the framework outcomes. The district is adding a Student Growth Domain and Rubric to the Danielson's Framework to evaluate student growth.

Indicator 2B: Administrator Evaluation System

The Decatur School District currently uses an Administrative Evaluation tool based on the Michigan School Improvement Framework.

Encompassing the following parts of the framework:

Standard 1: Instructional Leadership

Benchmark A: Educational Program

Benchmark B: Instructional Support

Standard 2: Shared Leadership

Benchmark A: School Culture and Climate

Benchmark B: Continuous Improvement

Standard 3: Operational and Resource Management

Benchmark A: Resource Allocation.

The evaluation tool has specific rubrics and evaluates administrators on building level student growth at the percentages required by MDE per year within Standard 2; Benchmark B: Continuous Improvement. Each administrator is evaluated annually. Each administrator develops goals and target performances including student growth targets at the beginning of each year with the Superintendent that are reviewed with the Superintendent mid-year. The legislation stipulates that administrator evaluations use two subcomponents: one for practice and one for student growth. According to PA 102, the practice and student growth subcomponents of an administrator's evaluation will each make up 50% of an administrator's evaluation starting in the 2015-16 school year. In 2013-2014 the student growth subcomponent will make up 25% of the total evaluation; 45% of the evaluation in 2014-2015 and 50% of the individual administrator's evaluation beginning in 2015-2016. Student growth data for administrators will be drawn from several sources of evidence. At least half the student growth portion of each administrator's evaluation will come from a building-level test scores in reading and mathematics (MEAP, NWEA). The other half of the student growth component will include:

- Student learning objectives;
- Graduation rates;
- Local common assessment performance;
- State-provided assessments in other content areas;
- Locally developed assessments in any content area;
- Pass/fail rates; and
- Percentage of students on track to graduate.

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The Michigan Council for Educator Effectiveness recommended in July of 2013, two instruments that are, according to that report in the RFP stages. The district will be train in and adopt the MDE instrument when selected and mandated.

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.

Indicator 3A: Reward Process

SGO Believe, Achieve, Succeed Award

Teachers set Student Growth Outcomes (SGO) and reach goal of at least 85% of all the teachers' students reaching their SGOs.

Definition of SGO: A student growth objective is a measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students. Student learning objectives illustrate a teacher's impact on student learning as demonstrated by a summative assessment (ie. NWEA, USA Test Prep).

Each SGO includes:

The baseline and trend data

The student population or sample included in the objective

The period of time covered by the SGO

The standards the SGO will align with

The assessments that will be used to measure student progress

The expected student growth

The rationale for the expected student growth.

Benefits of using SGOs

Criteria for educators receiving a reward through positively contributing to student achievement:

The SGO process reinforces best teaching practices and encourages educators to ensure that their students will be college and career ready. Teachers using best practices already follow an informal SGO process: They set goals for their students, use data to assess student progress and adjust their instruction based upon that progress. Thus, the SGO process provides teachers with ways to formalize their teaching practice, give input on how student learning will be measured and how they will be evaluated.

Documentation of Growth: Teachers will use building/MDE approved assessments to document growth.

Supports: Specific professional development and PLCs on student learning objectives and establishing appropriate growth. Instructional coach support is provided to teachers to establish SGOs, differentiating instruction, implementing interventions and use of assessment data to establish and track student progress monthly throughout the time period from September 30 through May 30 of any given school year. The principal conferences with the instructional coach and teacher to approve all SGO plans. This support is provided yearly to all staff to implement SGOs.

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Criteria for award: 85% of the teacher's students made growth SGOs as demonstrated by summative assessments.

Reward and Ceremony: Teacher Wall of Excellence and Student Achievement - teacher picture with all students is placed in prominent location. Timeline: Sets Student Learning Outcomes (SGO) by the end of September and evaluates student's progress on SGOs to see if criteria is met by May 30. Award ceremony for the celebration of the teacher's successes; review of what they did and how that improved their student's achievement + up to \$500 for classroom instructional material/PD/Field Trip aligned with curriculum, iPad or other device +apps, professional membership, or other instructional support of the teacher's choice.

SGO Mid-Year Award Program

Same SGO process above.

At mid-year 85% of students is half way to meeting end of year SGO.

Reward: up to \$250

Classroom grant for instructional materials

Professional Conference

Professional Membership or online membership

Newspaper article

Indicator 3B:

For 2013-2014 annual evaluation, at least 25% of evaluation shall be based on student growth and assessment data. For the annual year-end evaluation for the 2014-2015 school years, at least 40% of the annual evaluation shall be based on student growth and assessment data. Beginning with the annual year-end evaluation for the 2015-2016 school years, at least 50% of the annual year-end evaluation shall be based on student growth and assessment data. All student growth and assessment data shall be measured using the student growth assessment tool required under legislation enacted after a review of the recommendations contained in the report of the governor's council on educator effectiveness.

If there are student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on the student growth and assessment data for the most recent 3-consecutive-school-year period. If there are not student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher. All teachers in their first three years of teaching shall be provided with a trained mentor to provide instructional support.

All teachers shall have a Professional Growth Plan (PGP) that provides Individual professional learning opportunities with ample time for improvement and professional development opportunities, including coaching, and instruction support. Content of the PGP includes:

- School Improvement Plan goals
- Student Growth Improvement goals
- Professional development plan to meet goals
- Indicators/Evidence of Success for meeting goals
- Monitoring Process and Timelines for assessing goals attainment
- Evaluation Tools to be used for assessing goals attainment.

A teacher who receives an ineffective or minimally effective evaluation on a mid-year progress report or on an end-of-the-year evaluation shall have a review of their PGP to address inadequacies, including monthly monitoring and additional coaching support and other

professional support and development as needed.

The performance evaluation system shall include a mid-year progress report for a teacher who is in the first year of the probationary period, or who received a rating of minimally effective or ineffective in his or her most recent annual year-end evaluation. The mid-year progress report shall be used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist a teacher to improve.

All of the following apply to the midyear progress report:

- (i) The midyear progress report shall be based at least in part on student achievement.
- (ii) The midyear progress report shall be aligned with the teacher's individualized PGP.
- (iii) The midyear progress report shall include specific performance goals for the development plan for the remainder of the school year that are developed by the school administrator conducting the annual year-end evaluation (or a designee) and will specifically include any recommended training identified by the school administrator or designee that would assist the teacher in meeting these goals. At the midyear progress report, the school administrator or designee will review the PGP, in consultation with the teacher, and provide support as needed to assist the teacher to improve his or her rating.

Unless a teacher has received a rating of effective or highly effective on his or her 2 most recent annual year-end evaluations, there shall be multiple classroom observations of the teacher each school year. Observations may include walkthroughs as well as longer more formal observations.

The performance evaluation system shall provide that, if a teacher who is not in a probationary period is rated as ineffective on an annual year-end evaluation, the teacher may request a review of the evaluation and the rating by the school district superintendent. The request for a review must be submitted in writing within 20 days after the teacher is informed of the rating. Upon receipt of the request, the school district superintendent shall review the evaluation and rating and may make any modifications as appropriate based on the review. However, the performance evaluation system shall not allow for a review as described in this subdivision more than twice in a 3-school-year period.

For the purposes of conducting annual year-end evaluations under the performance evaluation system, the school district shall adopt and implement the state evaluation tool for teachers that are required under legislation enacted after review of the recommendations contained in the report of the governor's council on educator effectiveness.

The performance evaluation system provides that, if a teacher is rated as ineffective on 3 consecutive annual year-end evaluations, the school district shall dismiss the teacher from his or her employment. This does not affect the ability of a school district to dismiss an ineffective teacher from his or her employment regardless of whether the teacher is rated as ineffective on 3 consecutive annual year-end evaluations.

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

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PD on instructional practices.

Goal 1:

All students at Davis Elementary will improve in english language arts.

Measurable Objective 1:

69% of All Students will demonstrate a proficiency on the 2015 MEAP test in English Language Arts by 05/29/2015 as measured by a 3% growth in 2013, a 3% growth in 2014, and a 3% growth in 2015..

Strategy1:

Multi-Tiered System of Support - Using data, students will be organized into flexible learning groups for targeted instruction on specific skills.

Research Cited: Burn, M.K, Appleton, J.J., & Stehouwer, J.D. (2005). Meta-analytic review of responsiveness-to intervention research:

Examining field-based and research-implemented models. Journal of Psychoeducational Assessment, 18(4), 353-360.

Fuchs, Douglas, Fuchs; Lynn S., & Compton, Donald L. (2012).

Smart RTI: A Next Generation Approach to Multilevel Prevention. Exceptional Child, 78(3), 263-279

Activity - Reading for Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Aims Web data used to determine placement in Tier 2 targeted skill groups that will address fluency, comprehension, and phonics.	Implementation	09/09/2013	05/30/2014	\$0 - No Funding Required	K-5 teachers

Measurable Objective 2:

49% of All Students will demonstrate a proficiency on the 2015 MEAP in English Language Arts by 05/29/2015 as measured by the 2015 MEAP writing as demonstrated by a 5.17% yearly growth..

Strategy1:

Multi-Tiered System of Support for Writing - Students will demonstrate writing fluency and grammar in different genres and content areas

Research Cited:

Activity - EWrite Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional training for e-write steps which addresses common core components.	Getting Ready	08/27/2013	12/20/2013	\$2500 - Title II Part A	K-5 teachers

Goal 2:

All students at Davis Elementary will be improve in math.

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Measurable Objective 1:

55% of All Students will demonstrate a proficiency on the 2015 MEAP in Mathematics by 06/05/2015 as measured by a 5% growth in 2013, a 5% growth in 2014, and a 5% growth in 2015..

Strategy1:

Multi-Tiered System of Support - Using data, students will be organized into flexible learning groups for targeted instruction on specific skills.

Research Cited: Burn, M.K, Appleton, J.J., & Stehouwer, J.D. (2005). Meta-analytic review of responsiveness-to intervention research:

Examining field-based and research-implemented models. Journal of Psychoeducational Assessment, 18(4), 353-360.

Fuchs, Douglas, Fuchs; Lynn S., & Compton, Donald L. (2012).

Smart RTI: A Next Generation Approach to Multilevel Prevention. Exceptional Child, 78(3), 263-279

Activity - Envision Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific skill instruction based on assessments. Student progress will be monitored using the topic assessments.	Implementation	09/09/2013	05/30/2014	\$0 - No Funding Required	K-5 teachers

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Web based, individualized math instruction which will be monitored by weekly student reports.	Technology	09/09/2013	05/30/2014	\$5660 - Title II Part A	K-5 teachers

Goal 3:

All students at Davis Elementary will improve in social studies.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency on the 2015 MEAP in Social Studies by 05/29/2015 as measured by 2015 MEAP.

Strategy1:

Comprehension - Teachers will use Time For Kids to reinforce comprehension strategies in nonfiction text.

Research Cited: Report to the National Reading Panel. NIH Publication No. 00-4769, Washington, D.C. U.S. Government Printing Office, www.edu.gov.

Fountas, L.C., & Pinnell, G.S. (2001). Guiding readers and writers, Grades 3-6. Teaching comprehension, genre, and content literacy. Portsmouth, NH: Heinemann.

Keene, E.O., & Zimmerman, S. (2007) Mosaic of Thought: The power of comprehension strategy instruction (2nd ed.). Portsmouth, NH: Heinemann.

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Activity - Time for Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model the use of text structures and features using non fiction publication.	Implementation	09/03/2013	06/02/2014	\$2000 - Title I Schoolwide	K-5 teachers

Goal 4:

All students at Davis Elementary will improve in science.

Measurable Objective 1:

33% of All Students will demonstrate a proficiency on the 2015 MEAP in Science by 05/29/2015 as measured by a 7.5% growth in 2013, a 7.5% growth in 2014, and a 7.5% growth in 2015..

Strategy1:

Comprehension - Teachers will use Time For Kids to reinforce comprehension strategies in nonfiction text.

Research Cited: Report to the National Reading Panel. NIH Publication No. 00-4769, Washington, D.C. U.S. Government Printing Office, www.edu.gov. Fountas, L.C., & Pinnell, G.S. (2001). Guiding readers and writers, Grades 3-6. Teaching comprehension, genre, and content literacy. Portsmouth, NH: Heinemann. Keene, E.O., & Zimmerman, S. (2007) Mosaic of Thought: The power of comprehension strategy instruction (2nd ed.). Portsmouth, NH: Heinemann.

Activity - Time for Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model the use of text structures and features using non fiction publication.	Implementation	09/03/2013	06/02/2014	\$0 - No Funding Required	K- 5 teachers

Narrative:

Since the initial notification of our Priority status, the reform team has met often, and through guided discussions, we have formulated ideas to rapidly transform and improve the district. We have collected, analyzed, and interpreted multiple sources of data and discussed its relevance to our needs.

Mark Wahlstrom, from Successline, Inc., disaggregated and presented our K- 12 data on September 25, 2013. The data discussions led to the completion of a plan of action. Review of our MEAP and MME data enabled us to visualize and determine causal factors for our achievement gaps and poor performance across the curriculum in all core areas. Data shows we have made minimal gains.

We have a 96% graduation rate at the high school which is negated by overall poor performance by all student populations. The largest underperformance exists for students of Economically Disadvantaged (ED), Students with Disabilities, and Males. MEAP data highlights gaps in our curriculum alignment K-12, and suggests that current instructional practices are not effective for all students as shown in the downward trend of student proficiency.

As the priority team discussed the assortment of data, big ideas surfaced that will change the teaching of students in the district. Our redesign plan emerged from these discussions and will guide us through the implementation process. Therefore in order to raise performance for ALL STUDENTS in all subjects concurrently, we will focus our professional learning on reading and writing strategies using Thinking Maps that impact all content areas. In doing so, we intend to strengthen instructional capacity of teachers and develop their practices in differentiated instructional strategies. In addition we will engage in intensive Professional Learning related to developing and

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working within a Multi-tiered Support System (MTSS). As a result of this professional learning, we will align curriculum to the Common Core State Standards and determine essential targets.

Planned professional learning will focus on implementing MTSS and reading and writing strategies that impact all content areas. Davis Elementary will build a foundational understanding of RTI and MTSS. We have to understand why prudent, collaboratively-determined revisions to our work are necessary, define the improved student outcomes that we should expect from RTI, define and embrace roles and responsibilities, and identify resources and supports to be provided to staff and students. As a result of the professional learning teachers, will be expected to measure student growth outcomes in order to determine the extent to which students are responding to instruction and intervention. Teachers will collaborate to diagnose students' needs who have not yet achieved mastery, determine targeted interventions, and revise supports. Student growth will be determined using common formative assessments and progress monitoring tools. This work will occur during weekly grade level common planning time, staff meetings, and reflective bimonthly meetings with the Principal and Instructional Coach.

The mechanisms for individual teacher support of professional learning will be include the selection and mapping of essential Common Core State Standards and staff will cognitively plan a scaffolded and differentiated support system that ensures that all students, including those with disabilities, master grade level content. The Principal and Instructional Coach will provide additional support through feedback based on weekly walkthroughs guided by Teachscape and through bimonthly grade level meetings utilizing teacher learning logs.

In day-to-day practice, we will engage in professional learning to build our capacity to analyze student work. In order to accomplish this, we will align curriculum to the common core, determine essential standards for Tier 1 instruction, develop and administer common formative assessments, collectively intervene with students who require more support, and extend the learning of students who demonstrate mastery. As a result of this job embedded professional development, more active student engagement will be observed in the learning environment. The staff will demonstrate mastery of differentiated learning techniques through collaborative sessions. These collaborative sessions will be driven by the ongoing analysis of data to inform instruction, and the use of data walls for monitoring progress.

In addition to RTI and MTSS support, we will be implementing reading and writing strategies that impact all content areas. We will maintain and improve our focus on reading comprehension strategies to refine and improve teacher practices and student outcomes in the areas of reading and writing.

Thinking Maps

Thinking Maps represent a concise set of thinking tools/graphic organizers that are used across all content areas as instructional tools by teachers and a learning tool by students. The specific objective for Thinking Maps within Reading will be the improvement of student vocabulary acquisition and comprehension of narrative and informational texts.

- All staff will receive professional development by Thinking Maps experts and highly trained Decatur staff on a bi-weekly basis during common planning time. These sessions will involve a direct response to evidence of improved teacher practices and student outcomes.
- The enhanced 20 minutes within the English-Language Arts block of teaching and learning time will be devoted to Thinking Maps/reading comprehension (along with the Writing Process) during the extended 120-minute English-Language Arts block.
- Evidence of teacher practices will consist of:
 - Structured interviews and reflections of the use of Thinking Maps throughout lessons and instructional sequences
 - Tangible examples (e.g., screen shots of interactive white board and chart paper samples)

Evidence of student outcomes will consist of:

- Student products that represent learning and comprehension through Thinking Maps
- Student writing that was organized and driven using Thinking Maps

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- Qualitative Reading Inventory (QRI) - The QRI is a research based, individually administered informal reading inventory designed to provide diagnostic information. Regular analyses of the QRI will allow staff to measure their effectiveness in using Thinking Maps to improve comprehension. Identified trends in strengths and needs will be used to modify and improve the use of Thinking Maps for instruction. Student performance and diagnoses as measured through the QRI will also inform the MTSS/RTI process.

- During the planning year, capacity will be built and background information will be provided, for all staff on Thinking Maps. In addition, select Decatur staff will become highly trained through the direct support of Thinking Maps staff.

In Year One, all staff will begin bi-weekly professional development sessions on increasing capacities with the use of Thinking Maps, including data gathering-analysis-revisions based on evidence of teacher practices and student outcomes across all content areas, with the goal of using Thinking Maps at least once a week in each content area with:

- 50% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 1st Quarter

- 55% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 2nd Quarter

- 60% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 3rd Quarter

- 65% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 4th Quarter

Year Two will continue weekly professional development sessions on Thinking Maps, with a focus on more sophisticated and integrated multi-map use to improve comprehension across all content areas, including data gathering-analysis-revisions based on evidence of teacher practices and student outcomes. The goal will be using Thinking Maps at least once a day in each content area with:

- 50% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 1st Quarter

- 60% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 2nd Quarter

- 70% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 3rd Quarter

- 80% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 4th Quarter

Year Three will continue weekly professional development sessions on Thinking Maps, with teacher teams leading professional learning on the sophisticated and integrated multi-map use of maps to improve vocabulary acquisition, problem-solving, critical thinking, and comprehension across all content areas, including data gathering-analysis-revisions based on evidence of teacher practices and student outcomes. The goal will be using Thinking Maps at least once a day in each content area with:

- 60% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 1st Quarter

- 70% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 2nd Quarter

- 80% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 3rd Quarter

- 90% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 4th Quarter

Writing Process

The Writing Process will be used to complete the Reading-Writing cycle. The Writing Process (Prewriting-Drafting-Revising-Editing-

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Publishing) will be explicitly utilized by teachers with students. Thinking Maps will directly inform the Prewriting and Drafting phases of the Writing Process. The intentional goal will be writing within all core content areas. We recognize that writing across the curriculum is one of the single most powerful, research-based practices in which a school can engage.

- All staff will receive professional development on the Writing Process by highly trained Decatur staff on a bi-weekly basis during common planning time. These sessions will focus on each phase of the Writing Process with particular emphases on using Thinking Maps to help students generate "Ideas" during the Prewriting phase and "Organize" ideas during the Drafting phase. In addition, staff will participate in professional development on the Common Core State Standards (CCSS)-aligned, 6-point Analytic Rubrics. Staff will develop greater inter-rater reliability in using the Rubrics and will improve their use of analyses of student writing to inform revisions to instructional practice. These sessions will involve a direct response to evidence of improved teacher practices and student outcomes.

- The enhanced 20 minutes within the English-language arts block of teaching and learning time will be devoted to the Writing Process (along with Thinking Maps/reading comprehension) during the extended 120-minute English-language arts block.

- Evidence of teacher practices will consist of:

- Structured interviews and reflections on the use of all phases of the Writing Process (with an emphasis on the use of Thinking Maps during the Prewriting and Drafting phases) throughout lessons and instructional sequences

- Tangible examples of modeled and shared writing within the instructional sequence (e.g., screen shots of IWB and chart paper samples)

Evidence of student outcomes will consist of:

- Student products from each phase of the Writing Process

- Regular student scores generated by the CCSS-aligned, 6-point Analytic Rubrics. Identified trends in strengths and needs will be used to inform the use of mini-lessons to improve specific traits of quality writing. Student performance and diagnoses as measured through the Rubrics will also inform the MTSS/RTI process.

- During the planning year, capacity will be built, and background information will be provided, for all staff on the Writing Process and the CCSS-aligned, 6-point Analytic Rubrics. In addition, select Decatur staff will become highly trained through the direct support of Writing Process and Analytic Rubrics experts.

In Year One, all staff will begin bi-weekly professional development sessions on the Writing Process (with a focus on Prewriting and Drafting) and the Rubrics (with a focus on developing greater inter-rater reliability), including data gathering-analysis-revisions based on evidence of teacher practices and student outcomes across all content areas, with the goal of guiding students through the Writing Process (at least through the Revising Phase) with one prompt per month, and:

- 30% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 1st Quarter

- 35% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 2nd Quarter

- 40% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 3rd Quarter

- 45% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 4th Quarter

Year Two will continue weekly professional development sessions on the Writing Process (with a focus on Revising and Editing) and the Rubrics (with a focus on analyzing student needs and matching with targeted mini-lessons), including data gathering-analysis-revisions based on evidence of teacher practices and student outcomes across all content areas, with the goal of guiding students through the Writing Process (at least through the Editing Phase) with one prompt every three weeks, and:

- 40% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 1st Quarter

- 45% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 2nd Quarter

- 50% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 3rd Quarter

- 55% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 4th Quarter

Year Three will continue weekly professional development sessions on the entire Writing Process and the Rubrics (with a focus on analyzing individual student needs), including data gathering-analysis-revisions based on evidence of teacher practices and student outcomes across all content areas, with the goal of guiding students through the Writing Process with one prompt every three weeks, and:

- 50% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 1st Quarter

- 55% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 2nd Quarter

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- 60% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 3rd Quarter
- 65% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 4th Quarter

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 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.

Indicator 5A:

Using student counts and the classes that will be needed for the next school year, highly qualified staff with the desired certificates will be recruited to fill these positions. In addition to analyzing the need for teachers in subject areas, data will be analyzed to find where greater expertise is needed due to gaps in student achievement. If a specific grade level or subject area is lagging behind others, specialists will be sought with the expertise to increase student academic performance. Since student academic gains are associated with teachers' content mastery (major, minor, or coursework in subject area), level of experience, pedagogical knowledge and skills in effective teaching practices, and academic knowledge and skill, especially in literacy, we constantly search for teachers with these characteristics.

Position announcements are posted at all major state universities as well as online. Generally, for elementary positions, we receive 25 to 50 applicants, as compared to positions in high school math or science, which often yield less than 10 candidates. To make the school a desirable place of employment for potential teachers, recruiting staff involves promoting our district and school community as an attractive place for teachers to work and live. Although our pay scale is not commensurate with larger districts, Decatur presents itself as an inviting small, tight-knit school community where teachers are recognized in their jobs and feel appreciated. A selling point is that the cost of living is relatively low and the surrounding geography appealing. The district has maximized its technology presence with excellent tools to allow for the creation of engaging lessons and 21st century teaching opportunities. The school has low student behavioral issues, excellent facilities, and readily available administrative support. Students engage readily with teachers who are open and willing to participate in a small town environment.

Principals have the ability to assemble their own interview team and establish the interview protocol. This allows teachers from the same or similar subjects/grades to be part of the hiring decision process. The principal and teacher committees search for applicants who match the particular needs of the group of students that will be taught. The group identifies strengths and weaknesses of teacher candidates to determine which candidate will be best able to implement school improvement objectives, work with existing faculty, and understand student population needs. Decatur then maximizes the effectiveness of newly hired teachers by assigning them to classes for which they are best suited, providing the most benefit to students. One way that Decatur Public Schools seeks out new staff members is by cooperating with universities and colleges in the area. Many of these schools have job fairs or career days to help students match up with potential employers. Having a presence at these events spotlights our school. The District also uses pre-intern and intern teachers in the classroom to assist classroom teacher in targeting individual students' academic needs. In return, college students gain valuable experience increasing student achievement in a real world setting. This exposure also translates to college students' increased awareness of our school and potential vacant teaching positions.

Indicator 5B:

In order to retain teachers, the district provides a mentorship program for all new teachers. Trained mentors volunteer, and receive monetary compensation to assist new teachers, providing a foundation for school practices, assimilation into the faculty unit, and knowledge of

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expectations and assistance in planning, teaching, and assessing students. Mentors are master teachers that teach in the same field, grade level, or a related discipline. The District provides learning opportunities for beginners, such as seminars, professional development, and workshops, as well as opportunities to visit other teachers' classrooms. Whenever possible, the buildings create daily schedules that allow for collaborative planning. The teacher's work takes place in a safe and structured work environment, with guidance from supportive leadership. The district supports principals in using data and frequent feedback to help all teachers continually improve their instruction, especially assisting new teachers.

Incentives (non-monetary):

The district provides leadership opportunities for teachers: PLC leaders, Department Chair positions, recognition at Board of Education meetings, leading academic clubs and associations for students, school improvement chair positions, grade level chair positions, and vertical team chair positions. The district encourages teachers to be involved with students in extracurricular activities and community activities - such as local VFW "Voice of America" writing and speaking contests and local Optimist Club writing for scholarship competitions. The District promotes academic accomplishments of teachers and their students in the local newspaper produced once each week.

Incentives (monetary):

See Indicator 3A

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 at Davis Elementary will improve in English Language Arts.

Measurable Objective 1:

69% of All Students will demonstrate a proficiency on the 2015 MEAP test in English Language Arts by 05/29/2015 as measured by a 3% growth in 2013, a 3% growth in 2014, and a 3% growth in 2015..

Strategy1:

Multi-Tiered System of Support - Using data, students will be organized into flexible learning groups for targeted instruction on specific skills.

Research Cited: Burn, M.K, Appleton, J.J., & Stehouwer, J.D. (2005). Meta-analytic review of responsiveness-to intervention research:

Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment*, 18(4), 353-360.

Fuchs, Douglas, Fuchs; Lynn S., & Compton, Donald L. (2012).

Smart RTI: A Next Generation Approach to Multilevel Prevention. *Exceptional Child*, 78(3), 263-279

Activity - Reading for Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Aims Web data used to determine placement in Tier 2 targeted skill groups that will address fluency, comprehension, and phonics.	Implementation	09/09/2013	05/30/2014	\$0 - No Funding Required	K-5 teachers

Measurable Objective 2:

49% of All Students will demonstrate a proficiency on the 2015 MEAP in English Language Arts by 05/29/2015 as measured by the 2015 MEAP writing as demonstrated by a 5.17% yearly growth..

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Strategy1:

Multi-Tiered System of Support for Writing - Students will demonstrate writing fluency and grammar in different genres and content areas

Research Cited:

Activity - EWrite Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional training for e-write steps which addresses common core components.	Getting Ready	08/27/2013	12/20/2013	\$2500 - Title II Part A	K-5 teachers

Goal 2:

All students at Davis Elementary will be improve in math.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency on the 2015 MEAP in Mathematics by 06/05/2015 as measured by a 5% growth in 2013, a 5% growth in 2014, and a 5% growth in 2015..

Strategy1:

Multi-Tiered System of Support - Using data, students will be organized into flexible learning groups for targeted instruction on specific skills.

Research Cited: Burn, M.K, Appleton, J.J., & Stehouwer, J.D. (2005). Meta-analytic review of responsiveness-to intervention research:

Examining field-based and research-implemented models. Journal of Psychoeducational Assessment, 18(4), 353-360.

Fuchs, Douglas, Fuchs; Lynn S., & Compton, Donald L. (2012).

Smart RTI: A Next Generation Approach to Multilevel Prevention. Exceptional Child, 78(3), 263-279

Activity - Envision Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific skill instruction based on assessments. Student progress will be monitored using the topic assessments.	Implementation	09/09/2013	05/30/2014	\$0 - No Funding Required	K-5 teachers

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Web based, individualized math instruction which will be monitored by weekly student reports.	Technology	09/09/2013	05/30/2014	\$5660 - Title II Part A	K-5 teachers

Goal 3:

All students at Davis Elementary will improve in social studies.

Measurable Objective 1:

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A 15% increase of All Students will demonstrate a proficiency on the 2015 MEAP in Social Studies by 05/29/2015 as measured by 2015 MEAP.

Strategy1:

Comprehension - Teachers will use Time For Kids to reinforce comprehension strategies in nonfiction text.

Research Cited: Report to the National Reading Panel. NIH Publication No. 00-4769, Washington, D.C. U.S. Government Printing Office, www.edu.gov.

Fountas, L.C., & Pinnell, G.S. (2001). Guiding readers and writers, Grades 3-6. Teaching comprehension, genre, and content literacy. Portsmouth, NH: Heinemann.

Keene, E.O., & Zimmerman, S. (2007) Mosaic of Thought: The power of comprehension strategy instruction (2nd ed.). Portsmouth, NH: Heinemann.

Activity - Time for Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model the use of text structures and features using non fiction publication.	Implementati on	09/03/2013	06/02/2014	\$2000 - Title I Schoolwide	K-5 teachers

Goal 4:

All students at Davis Elementary will improve in science.

Measurable Objective 1:

33% of All Students will demonstrate a proficiency on the 2015 MEAP in Science by 05/29/2015 as measured by a 7.5%growth in 2013, a 7.5% growth in 2014, and a 7.5% growth in 2015..

Strategy1:

Comprehension - Teachers will use Time For Kids to reinforce comprehension strategies in nonfiction text.

Research Cited: Report to the National Reading Panel. NIH Publication No. 00-4769, Washington, D.C. U.S. Government Printing Office, www.edu.gov. Fountas, L.C., & Pinnell, G.S. (2001). Guiding readers and writers, Grades 3-6. Teaching comprehension, genre, and content literacy. Portsmouth, NH: Heinemann. Keene, E.O., & Zimmerman, S. (2007) Mosaic of Thought: The power of comprehension strategy instruction (2nd ed.). Portsmouth, NH: Heinemann.

Activity - Time for Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model the use of text structures and features using non fiction publication.	Implementati on	09/03/2013	06/02/2014	\$0 - No Funding Required	K- 5 teachers

Narrative:

Our process, as noted in our description of Qualities in Teaching and Learning, began with examining data from various sources including the Michigan Educational Assessment Program (MEAP), MI-Access, NWEA Measures of Academic Progress (MAP), ELPA testing, and AIMS Web. These data sources provided us with trend information and current results. We examined the data by grade level, by subject, and demographic subgroups, and we will eventually disaggregate by individual teachers.

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Davis Elementary z-scores as provided by the Michigan Department of Education are as follows. In the area of math: achievement is -0.15, proficiency level change -0.05, achievement gap -1.76, z-score -0.79. In the area of Reading: achievement is -0.66, proficiency level change -0.94, achievement gap -1.91, z-score -1.48. In the area of writing: achievement is -1.10, proficiency level change -1.82, achievement gap -2.04, z-score -2.49. In the area of science: achievement is -1.03, proficiency level change -.31, achievement gap -1.49, z-score -1.68.

At Davis Elementary proficiency scores were:

3rd Grade

Subgroup	Reading	Math
ED	45%	29%
SWD	20%	0%
Males	51%	34%
Bottom 30%	0%	0%

4th Grade

	Writing	Reading	Math
ED	13%	52%	27%
SWD	0%	0%	0%
Male	12%	52%	39%
Bottom 30%	0%	0%	0%

Writing is 20% proficient overall, but 19% below trajectory

5th Grade

	Reading	Math	Science
ED	53%	28%	6%
SWD	0%	0%	0%
Male	51%	35%	3%
Bottom 30%	0%	0%	0%

Science is 6% proficient overall, but 12% below trajectory

Our analysis indicates the need to focus on improvement in literacy and instructional practices to ensure student success in all content areas. A review of data revealed the existence of achievement gaps throughout the curriculum, which in some cases have continued to widen. Overall, our current data reflects lower levels of proficiency in all content areas compared to five years ago. Consequently, it is our belief that the underlying cause for the gaps lie mainly in curriculum not aligned to Michigan GLCEs, or CCSS, and the lack of a systematic intervention system. The data indicates the need for change in the organizational systems and instructional practices throughout the district, and the professional learning must be consistent across grade levels and subject areas. We must also refine teacher's ability to differentiate instruction to meet the needs of all students. As part of our redesign model, we will implement the MTSS model for intervention to address curriculum and intervention, and reading and writing strategies to impact all content areas to address instructional practices. We will maintain and improve our focus on reading comprehension strategies to refine and improve teacher practices and student outcomes in the areas of reading and writing.

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Thinking Maps - Thinking Maps represent a concise set of thinking tools/graphic organizers that are used across all content areas as instructional tools by teachers and a learning tool by students. The specific objective for Thinking Maps within Reading will be the improvement of student vocabulary acquisition and comprehension of narrative and informational texts.

- All staff will receive professional development by Thinking Maps experts and highly trained Decatur staff on a bi-weekly basis during common planning time. These sessions will involve a direct response to evidence of improved teacher practices and student outcomes.
- The enhanced 20 minutes within the English-language arts block of teaching and learning time will be devoted to Thinking Maps/reading comprehension (along with the Writing Process) during the extended 120-minute English-language arts block.
- Evidence of teacher practices will consist of:
 - Structured interviews and reflections of the use of Thinking Maps throughout lessons and instructional sequences
 - Tangible examples (e.g., screen shots of IWB and chart paper samples)

Evidence of student outcomes will consist of:

- Student products that represent learning and comprehension through Thinking Maps
- Student writing that was organized and driven using Thinking Maps
- QRI - Regular analyses of the QRI will allow staff to measure their effectiveness in using Thinking Maps to improve comprehension.

Identified trends in strengths and needs will be used to modify and improve the use of Thinking Maps for instruction. Student performance and diagnoses as measured through the QRI will also inform the MTSS/RTI process.

- During the planning year, capacity will be built and background information will be provided, for all staff on Thinking Maps. In addition, select Decatur staff will become highly trained through the direct support of Thinking Maps staff.

In Year One, all staff will begin bi-weekly professional development sessions on increasing capacities with the use of Thinking Maps, including data gathering-analysis-revisions based on evidence of teacher practices and student outcomes across all content areas, with the goal of using Thinking Maps at least once a week in each content area with:

- 50% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 1st Quarter
- 55% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 2nd Quarter
- 60% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 3rd Quarter
- 65% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 4th Quarter

Year Two will continue weekly professional development sessions on Thinking Maps, with a focus on more sophisticated and integrated multi-map use to improve comprehension across all content areas, including data gathering-analysis-revisions based on evidence of teacher practices and student outcomes. The goal will be using Thinking Maps at least once a day in each content area with:

- 50% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 1st Quarter
- 60% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 2nd Quarter
- 70% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 3rd Quarter
- 80% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 4th Quarter

Year Three will continue weekly professional development sessions on Thinking Maps, with teacher teams leading professional learning on the sophisticated and integrated multi-map use of maps to improve vocabulary acquisition, problem-solving, critical thinking, and comprehension across all content areas, including data gathering-analysis-revisions based on evidence of teacher practices and student outcomes. The goal will be using Thinking Maps at least once a day in each content area with:

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- 60% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 1st Quarter
- 70% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 2nd Quarter
- 80% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 3rd Quarter
- 90% of students reading at grade level as measured by the QRI (on grade level within the instructional range on both accuracy and comprehension) at the end of the 4th Quarter

Writing Process - The Writing Process will be used to complete the Reading-Writing cycle. The Writing Process (Prewriting-Drafting-Revising-Editing-Publishing) will be explicitly utilized by teachers with students. Thinking Maps will directly inform the Prewriting and Drafting phases of the Writing Process. The intentional goal will be writing within all core content areas. We recognize that writing across the curriculum is one of the single most powerful, research-based practices in which a school can engage.

- All staff will receive professional development on the Writing Process by highly trained Decatur staff on a bi-weekly basis during common planning time. These sessions will focus on each phase of the Writing Process with particular emphases on using Thinking Maps to help students generate "Ideas" during the Prewriting phase and "Organize" ideas during the Drafting phase. In addition, staff will participate in professional development on the Common Core State Standards (CCSS)-aligned, 6-point Analytic Rubrics. Staff will develop greater inter-rater reliability in using the Rubrics and will improve their use of analyses of student writing to inform revisions to instructional practice. These sessions will involve a direct response to evidence of improved teacher practices and student outcomes.

- The enhanced 20 minutes within the English-language arts block of teaching and learning time will be devoted to the Writing Process (along with Thinking Maps/reading comprehension) during the extended 120-minute English-language arts block.

- Evidence of teacher practices will consist of:

- Structured interviews and reflections on the use of all phases of the Writing Process (with an emphasis on the use of Thinking Maps during the Prewriting and Drafting phases) throughout lessons and instructional sequences

- Tangible examples of modeled and shared writing within the instructional sequence (e.g., screen shots of IWB and chart paper samples)

Evidence of student outcomes will consist of:

- Student products from each phase of the Writing Process

- Regular student scores generated by the CCSS-aligned, 6-point Analytic Rubrics. Identified trends in strengths and needs will be used to inform the use of mini-lessons to improve specific traits of quality writing. Student performance and diagnoses as measured through the Rubrics will also inform the MTSS/RTI process.

- During the planning year, capacity will be built, and background information will be provided, for all staff on the Writing Process and the CCSS-aligned, 6-point Analytic Rubrics. In addition, select Decatur staff will become highly trained through the direct support of Writing Process and Analytic Rubrics experts.

In Year One, all staff will begin bi-weekly professional development sessions on the Writing Process (with a focus on Prewriting and Drafting) and the Rubrics (with a focus on developing greater inter-rater reliability), including data gathering-analysis-revisions based on evidence of teacher practices and student outcomes across all content areas, with the goal of guiding students through the Writing Process (at least through the Revising Phase) with one prompt per month, and:

- 30% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 1st Quarter

- 35% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 2nd Quarter

- 40% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 3rd Quarter

- 45% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 4th Quarter

Year Two will continue weekly professional development sessions on the Writing Process (with a focus on Revising and Editing) and the Rubrics (with a focus on analyzing student needs and matching with targeted mini-lessons), including data gathering-analysis-revisions based on evidence of teacher practices and student outcomes across all content areas, with the goal of guiding students through the Writing

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Process (at least through the Editing Phase) with one prompt every three weeks, and:

- 40% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 1st Quarter
 - 45% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 2nd Quarter
 - 50% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 3rd Quarter
 - 55% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 4th Quarter
- Year Three will continue weekly professional development sessions on the entire Writing Process and the Rubrics (with a focus on analyzing individual student needs), including data gathering-analysis-revisions based on evidence of teacher practices and student outcomes across all content areas, with the goal of guiding students through the Writing Process with one prompt every three weeks, and:
- 50% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 1st Quarter
 - 55% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 2nd Quarter
 - 60% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 3rd Quarter
 - 65% of students writing at grade level as measured by the Analytic Rubrics (Level 1 or 2) at the end of the 4th Quarter

Indicator 6B:

In the 2012 school year, our school improvement teams identified students who were well below average in reading, writing, and math. The large number of students on this list led us to the conclusion that our current curriculum and instructional practices were not meeting the diverse needs of all students in the Decatur Public School District. A plan was established and implemented to begin addressing some of the needs of our district in advance of being labeled a priority school.

To provide for more dedicated intervention time, MTSS will be introduced during the 2nd marking period to provide all students with time for regrouping and enrichment learning opportunities (see Burns, M. K., & VanDerHeyden, A. M. (2006). Using response to intervention to assess learning disabilities: Introduction to the special series. *Assessment for Effective Intervention*, 32(1), 3-5; Compton, D. L., Fuchs, D., Fuchs, L. S., & Bryant, J. D. (2006). Selecting at-risk readers in first grade for early intervention: A two-year longitudinal study of decision rules and procedures. *Journal of Educational Psychology*, 98(2), 394-409; Fletcher, J. M., & Vaughn, S. (2009). Response to intervention: Preventing and remediating academic difficulties. *Child Development Perspectives*, 3, 30-37; Fuchs, D., & Young, C. (2006). On the irrelevance of intelligence in predicting responsiveness to reading instruction. *Exceptional Children*, 75(1), 8-30; Fuchs, L. S., & Deno, S. L. (1991). Paradigmatic distinctions between instructionally relevant measurement models. *Exceptional Children*, 57, 488-501; Fuchs, L. S., & Fuchs, D. (2009). On the importance of a unified model of responsiveness to intervention. *Child Development Perspectives*, 3(1), 41-43; Fuchs, L. S., & Fuchs, D. (2007). A model for implementing responsiveness to intervention. *Teaching Exceptional Children*, 39(5), 14-20; Fuchs, L. S., Fuchs, D., Hosp, M., & Jenkins, J. R. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. *Scientific Studies of Reading*, 5(3), 239-256; President's Commission on Excellence in Special Education. (2002). *A new era: Revitalizing special education for children and their families*. Washington, DC: U.S. Department of Education; VanDerHeyden, A. M., Witt, J. C., & Gilbertson, D. A. (2007). Multi-year evaluation of the effects of a Response to Intervention (RTI) model on identification of children for special education. *Journal of School Psychology*, 45(2), 225-256).

In addition to MTSS, Davis Elementary School will implement reading and writing strategies that impact all content areas beginning second semester.

Thinking Maps:

Moss, B. (2004). Teaching expository text structures through information trade book retellings. *The Reading Teacher*, 57(8), 710-718.

Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

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Writing Process:

Graham, S., and Hebert, M. A. (2010). Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education.

Harris, P. (2006). Writing boosts learning science and math and social studies. The Council Chronicle, 16(1).

Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first to fourth grades. Journal of Educational Psychology, 80(4), 437-447.

Emig, J. (1977). Writing as a mode of learning. College Composition and Composition, 28(2), 122-128.

Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. College Composition and Composition, 32(4), 365-387.

Reeves, D. (2000). Accountability in action: A blueprint for learning organizations. Denver, CO: Advanced Learning Centers.

To assist in our plan, vertical teams have been mobilized for the purpose of ensuring that curriculum is delivered with fidelity and consistency across Tier 1, K-12. Professional development and support will be provided on an ongoing basis, beginning immediately, for staff to unpack the essential standards and align curriculum to the Common Core State Standards to ensure quality.

It is imperative Davis Elementary and Decatur schools work collectively to revise and develop curriculum alignment defined to improve student outcomes using vertical and horizontal teams. Staff team collaboration has begun to unpack and map standards to create a viable curriculum which focuses on instruction, student engagement, and common assessments. Finally, the district will implement the Teachscape (Danielson, 2013) evaluation tool, to monitor the effectiveness of specified school programs.

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 at Davis Elementary will improve in english language arts.

Measurable Objective 1:

49% of All Students will demonstrate a proficiency on the 2015 MEAP in English Language Arts by 05/29/2015 as measured by the 2015 MEAP writing as demonstrated by a 5.17% yearly growth..

Strategy1:

Multi-Tiered System of Support for Writing - Students will demonstrate writing fluency and grammar in different genres and content areas

Research Cited:

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Activity - EWrite Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional training for e-write steps which addresses common core components.	Getting Ready	08/27/2013	12/20/2013	\$2500 - Title II Part A	K-5 teachers

Measurable Objective 2:

69% of All Students will demonstrate a proficiency on the 2015 MEAP test in English Language Arts by 05/29/2015 as measured by a 3% growth in 2013, a 3% growth in 2014, and a 3% growth in 2015..

Strategy1:

Multi-Tiered System of Support - Using data, students will be organized into flexible learning groups for targeted instruction on specific skills.

Research Cited: Burn, M.K, Appleton, J.J., & Stehouwer, J.D. (2005). Meta-analytic review of responsiveness-to intervention research:

Examining field-based and research-implemented models. Journal of Psychoeducational Assessment, 18(4), 353-360.

Fuchs, Douglas, Fuchs; Lynn S., & Compton, Donald L. (2012).

Smart RTI: A Next Generation Approach to Multilevel Prevention. Exceptional Child, 78(3), 263-279

Activity - Reading for Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Aims Web data used to determine placement in Tier 2 targeted skill groups that will address fluency, comprehension, and phonics.	Implementation	09/09/2013	05/30/2014	\$0 - No Funding Required	K-5 teachers

Goal 2:

All students at Davis Elementary will be improve in math.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency on the 2015 MEAP in Mathematics by 06/05/2015 as measured by a 5% growth in 2013, a 5% growth in 2014, and a 5% growth in 2015..

Strategy1:

Multi-Tiered System of Support - Using data, students will be organized into flexible learning groups for targeted instruction on specific skills.

Research Cited: Burn, M.K, Appleton, J.J., & Stehouwer, J.D. (2005). Meta-analytic review of responsiveness-to intervention research:

Examining field-based and research-implemented models. Journal of Psychoeducational Assessment, 18(4), 353-360.

Fuchs, Douglas, Fuchs; Lynn S., & Compton, Donald L. (2012).

Smart RTI: A Next Generation Approach to Multilevel Prevention. Exceptional Child, 78(3), 263-279

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Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Web based, individualized math instruction which will be monitored by weekly student reports.	Technology	09/09/2013	05/30/2014	\$5660 - Title II Part A	K-5 teachers

Activity - Envision Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific skill instruction based on assessments. Student progress will be monitored using the topic assessments.	Implementation	09/09/2013	05/30/2014	\$0 - No Funding Required	K-5 teachers

Goal 3:

All students at Davis Elementary will improve in social studies.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency on the 2015 MEAP in Social Studies by 05/29/2015 as measured by 2015 MEAP.

Strategy1:

Comprehension - Teachers will use Time For Kids to reinforce comprehension strategies in nonfiction text.

Research Cited: Report to the National Reading Panel. NIH Publication No. 00-4769, Washington, D.C. U.S. Government Printing Office, www.edu.gov.

Fountas, L.C., & Pinnell, G.S. (2001). Guiding readers and writers, Grades 3-6. Teaching comprehension, genre, and content literacy. Portsmouth, NH: Heinemann.

Keene, E.O., & Zimmerman, S. (2007) Mosaic of Thought: The power of comprehension strategy instruction (2nd ed.). Portsmouth, NH: Heinemann.

Activity - Time for Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model the use of text structures and features using non fiction publication.	Implementation	09/03/2013	06/02/2014	\$2000 - Title I Schoolwide	K-5 teachers

Goal 4:

All students at Davis Elementary will improve in science.

Measurable Objective 1:

33% of All Students will demonstrate a proficiency on the 2015 MEAP in Science by 05/29/2015 as measured by a 7.5% growth in 2013, a 7.5% growth in 2014, and a 7.5% growth in 2015..

Strategy1:

Comprehension - Teachers will use Time For Kids to reinforce comprehension strategies in nonfiction text.

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Research Cited: Report to the National Reading Panel. NIH Publication No. 00-4769, Washington, D.C. U.S. Government Printing Office, www.edu.gov. Fountas, L.C., & Pinnell, G.S. (2001). Guiding readers and writers, Grades 3-6. Teaching comprehension, genre, and content literacy. Portsmouth, NH: Heinemann. Keene, E.O., & Zimmerman, S. (2007) Mosaic of Thought: The power of comprehension strategy instruction (2nd ed.). Portsmouth, NH: Heinemann.

Activity - Time for Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model the use of text structures and features using non fiction publication.	Implementation	09/03/2013	06/02/2014	\$0 - No Funding Required	K- 5 teachers

Narrative:

#7) Promote Continuous use of Data

Prior to our priority school status, Decatur was in the process of beginning to use data to drive instruction. Implementation varied by building levels and building needs due mainly to reductions in teachers, leadership positions, and funding. Data walls are used to track student progress in the core areas. We are currently working to refine these practices to be more comprehensive.

Davis Elementary data walls will be comprised of information derived from: MEAP, NWEA, AIMS-WEB, QRI, 6 Point Analytic Rubric, formative assessments, and quarterly assessments. Baseline data is collected at the beginning of the school year and continually monitored using formative assessments. Benchmark assessments will be implemented three times per year: fall, winter, and spring. Individual student growth outcomes will be developed and adjusted using progress monitoring. MEAP will be used as a summative measure to determine appropriateness and effectiveness of instruction. The district will use the data to drive instruction through dedicated intervention time utilizing all certified teachers and the Principal.

Teachers will meet regularly in PLC teams to determine the effectiveness of instruction. The four questions of RTI will guide the PLCs. The four questions are:

1. What is it we expect students to learn?
2. How will we know when they have learned it?
3. How will we respond when students don't learn it?
4. How will we respond when students already know it?

In doing so, teachers will use SGOs and provided trajectory percentages to determine whether instruction is effectively moving towards proficiency. Common formative assessment data will be the focus of this collaboration. The work will occur during weekly grade level common planning time, staff meetings, and reflective bimonthly meetings with the Principal and Instructional Coach. Progress will be noted on data walls and discussed at staff, grade level, and administrative meetings to determine which strategies are succeeding in raising achievement and closing gaps.

Using research from Robert Marzano (2009), data will be used to inform students of their progress towards proficiency. Teacher teams will be using a data analysis protocol to: dialogue most effective instructional strategies, how to improve assessment, and interventions. Students will have a data folder which includes various data points from multiple assessments. Students and teachers will conference three times per year to set goals to achieve their SGOs. Assessment measures that may be used are: NWEA, AIMS Web, QRI data, 6 Point Analytic Rubric, and district level benchmark assessments.

Regular analyses of the QRI will allow staff to measure their effectiveness in using Thinking Maps to improve comprehension. Identified

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trends in strengths and needs will be used to modify and improve the use of Thinking Maps for instruction. Student performance and diagnoses as measured through the QRI will also inform the MTSS/RTI process.

Regular student scores will be generated using the CCSS-aligned, 6-point Analytic Rubrics. Identified trends in strengths and needs will be used to inform the use of mini-lessons to improve specific traits of quality writing. Student performance and diagnoses as measured through the Rubrics will also inform the MTSS/RTI process.

Trajectory Percentages to Achieve MEAP Proficiency

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	2013	2014	2015	2016	2017	
Writing:	20	43		50	55	60
Math:	40	50	55	60	64	
Reading:	55	67		69	72	75
Science:	19	23		32	40	48

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.

Indicator 8A & 8B:

Davis Elementary School will increase the student day by 20 minutes. The additional 20 minutes lengthen core instruction blocks of teaching and learning time. This time will be devoted to Reading and Writing strategies that impact all content areas. Expansion of our core instruction blocks will increase student achievement due to the strategic focus on use of the reading and writing strategies that impact all content areas for student mastery of essential skills.

Davis Elementary will continue to provide a dedicated block of targeted intervention for a minimum of 40 minutes per day. Students demonstrating mastery will attend enrichment sessions using project-based learning - questioning, inquiry, and critical thinking skills. By using project based learning, inquiry and critical thinking skills, students will extend and develop the depth of knowledge of content and will have extended time for writing within core academic areas. Student achievement will increase due to the strategic focus on use of the reading and writing strategies that impact all content areas for student mastery of essential skills.

Indicator 8C:

Professional Development will be necessary to implement the Priority School Redesign Plan. In addition to the Professional Development time required by the Michigan Department of Education, the District will add five Professional Development days (a total of 10) for year one, three Professional Development days (a total of 8) for year two, and two Professional Development days (a total of 7) for year three.

These days will be used for training on the following:

- Implementing Multi-Tiered Systems of Support (MTSS)
- Implementing Reading and Writing Strategies that Impact All Content Areas

In order to raise performance for all students in all subject areas, we will focus our professional learning on reading and writing strategies using Thinking Maps that impact all content areas. In doing so, we intend to strengthen instructional capacity of teachers and develop their practices in differentiated instructional strategies. In addition, we will engage in intensive Professional Learning related to developing and working within a Multi-tiered Support System (MTSS). As a result of this Professional Learning, Davis Elementary staff will have acquired the

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knowledge and skills necessary to implement our Redesign Plan.

Professional Learning Sequence:

Planning Year (2013-2014)

Professional Development days required by Michigan Department of Education:

*Implementing MTSS - 2 days

*District Level Professional Development - 3 days

The following additional Professional Development days will be held in June 2014, but are not compulsory. Teachers who attend these days will receive a pre-loaded IPAD with instructional apps for their use in the classroom. An additional day of IPAD training will complete the professional learning time.

*MTSS - 1 day

*Thinking Maps - 1 day

*Writing Process - 1 day

*IPAD- 1 day

Year 1 (2014-2015)

*Implementing MTSS - 4 days

*Thinking Maps - 2 days

*Writing Process - 3 days

*District Level Professional Development - 1 day

Year 2 (2015-2016)

*Implementing MTSS - 3 days

*Thinking Maps 2 days

*Writing Process 2 days

*District Level Professional Development -1 day

Year 3 (2016-2017)

*Implementing MTSS - 2 days

*Thinking Maps - 2 days

*Writing Process - 2 days

*District Level Professional Development - 1 day

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.

To engage parents in our reform efforts, we plan to initiate these strategies beginning with the 2014-2015 school year:

Redesign Plan

Davis Elementary School

- During the Planning Year, our School Improvement team will redesign the Parent, Student, Teacher Compact to better reflect our Big Ideas and encourage greater collaboration with parents. Parents at Davis Elementary will be asked to sign and assist with the implementation of the Parent, Student, Teacher Compact ensuring that parents, students, and teachers all work together to provide optimum educational opportunities for each child. Beginning Fall 2014, the Parent, Student, Teacher Compact will be shared and signed at Open House teacher presentations. The compact will be reviewed for re-commitment during Parent/teacher conferences three times a year. This provides an opportunity to improve parent communication using two-way dialogue. The collaborative compact will be designed to promote reading and writing strategies that impact all content areas.
- Teacher Open House Presentations will focus on our Reading and Writing Strategies that impact all content areas. The presentations will also include grade level content expectations/ related to common core state standards. This is also an opportunity to discuss family-teacher communications and classroom behavior and learning/homework expectations, which are consistent at each grade level.
- Parent-teacher conferences will be expanded to three per year with a longer time block for each individual conference. This will allow more time for focused conversation regarding learning targets, and reading and writing strategies that impact all content areas. Current levels of achievement and grade-level expectations/standards will be shared during each conference.
- Initiate home visits with families that typically do not attend parent-teacher conferences or are not involved in school activities in traditional ways.
- A Family Advocate Team is identified and available to support building staff as they implement school-family partnership practices.
- Parent Workshops during each marking period will be conducted to assist their children with reading and writing strategies that impact all content areas.
- Presentations to parents regarding the status and implementation of the Redesign Plan will be provided utilizing our Power Alert Announcement System to encourage greater attendance.
- District newsletters will be mailed to each home in the Decatur school boundaries and building newsletters will be given to students for delivery to their home each month. Newsletters will include opportunities for family engagement and volunteering. These opportunities will also be posted on the District website.
- Parents serve in the planning, implementation, evaluation and improvement of Davis Elementary through participation on the building School Improvement Team.
- Davis Elementary School Teachers and Parents Group - Parents are informed about the TAP in an orientation/welcome back to school letter sent by the principal in August. The TAP has a table with information and prizes at Open House the first week in September. Letters are then sent home with all students the first week of school, after Open House, to generate volunteers and invite parents to attend the first TAP meeting. TAP meetings are then held each month, with letters sent home prior to each meeting. TAP meetings are held at various times during the day to attract more parents (afternoon and evening times). Volunteers will be utilized to assist in planning celebrations for student, staff and school successes.
- Raiders for Academic Excellence is a newly formed K-12 initiative, resulting from our Priority School designation, that consists of parents in our district who have joined together with a mission of providing our students with extended learning opportunities that are not currently

provided due to budget constraints. This group of parents has started to raise funds to provide educational extension opportunities for all students.

To engage community partners in our reform efforts, we plan to initiate these strategies during the 2014-2015 school year:

- Parent/Family and community members will review results and consider the possible expansion of the summer reading pilot. We have begun to develop, with the help of community partners, a school wide culture of literacy. Our first project was a community project utilizing Decatur Women's Study Group, Decatur VFW Auxiliary Men's and Women's Group, and the Decatur Optimist Club. First grade students received bimonthly mailings at their home address including: a book, a prepaid postcard to write to their teacher, math practice sheets, and a letter addressed specifically to the child from teachers and the principal. During the 2013-2014 school year this community project will be expanded to include grades Kindergarten through second; and during the 2014 - 2015 school year third through fifth grade will be added.

- Regularly engage our district library in our reform. We plan to work with the VanBuren Webster Memorial District Library to create a summer reading program to promote reading and writing strategies across all content areas. This program will focus on students reading at their lexiled level as determined by the spring NWEA assessment. A list will be provided to the children's librarian to use for appropriate book selection.

- Holding community forums regarding the implementation and progress on the Redesign Plan.

- Provide articles to community newspapers regarding the reform plan and what parents can do at home to support student learning.

- Presentations to community service agencies and clubs concerning the reform plan and how community members can support the district.

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.

Indicator A: Operational Flexibility

The building school improvement teams determine the Title I expenditures based on goals and objectives for student improvement subject to federal regulations and guidelines. The total dollars available are allocated to buildings through cooperative discussions between buildings and allocations are based on student needs in each building.

Principals have the authority to assemble their own interview team and establish the interview protocol. This allows teachers who teach the same or similar subjects/grades to be part of the hiring decision process. The principal and teacher committees search for applicants that match the particular needs of the group of students that will be taught. The group identifies strengths and weaknesses of teacher candidates to determine which candidate will be best able to implement school improvement objectives, work with existing faculty, and understand our student population needs.

Teacher calendar and work days are subjects of collective bargaining for which all teachers are involved and have input. The District is supportive of all efforts to increase student time per day and/or increase days of instruction. The District will provide all information for budgeting and buildings may utilize total funds available for instruction to make decisions in their buildings.

For the preliminary submission the signature page is not yet attached nor is there an executed addendum or memorandum of understanding to the collective bargaining agreement at this time - will be present for final submission.

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.

Indicator 11A:

The District assures that the school(s) will receive ongoing, intensive technical assistance and related support from the District Office, the Van Buren Intermediate School District (VBISD Consultant Mrs. Tonda Boothby), the Michigan Department of Education (through the assigned MSU Consultant, Ms. Laura Rice), programs of support provided by adjoining ISD's (Lewis-Cass ISD, Berrien ISD, Allegan AESA, Kalamazoo RESA), and organizations such as MEMSPA, MASSP, MAISA. The District is currently participating in these partnerships and will continue to participate in workshops and conferences sponsored by the partners listed above. The District has attended all MDE workshops

and priority buildings and the district contact person have worked together with the MSU consultant and the VBISD support consultant throughout the process.

Indicator 11B:

The District has appointed Dr. Elizabeth Godwin, Superintendent of Decatur Public Schools as the Central Office Liaison.