



Redesign Plan

Bellview Elementary School

East Detroit 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?

East Detroit Public Schools and Bellview Elementary in particular, have undergone a major reconfiguration of schools, attendance boundaries, and grade levels in the last three years. These changes were the result of declining enrollment and the general downturn in the economy. Bellview went from being a K - 6 school in 2010 to a 3 - 6 school in 2011, and then became a 3 - 5 school in fall of 2012. The majority of the highly qualified Bellview staff is new to the school, but not necessarily new to the district. In spring of 2012, East Detroit Public Schools opened enrollment to all students in Wayne, Oakland, and Macomb counties. This has resulted in larger class sizes, and students who are unfamiliar with the type of instruction offered by East Detroit Public School, and the discipline policies implemented by the district. Last school year (2012-2013) forty four percent of Bellview students have had one or more discipline referrals to the office. In light of these changes the dedicated and experienced Bellview staff has made a concerted effort to work together as a team to utilize best practices in order to meet the increasingly challenging needs of our students.

55% of the 407 (as of 3/14/13) students at Bellview are classified as African American, 35% are White, 5% are Multiracial, 4% Asian American, and the remaining 1% are Hispanic/Latino, or American Indian or Alaskan Native. All students attending Bellview are eligible to receive a free breakfast and lunch daily.

The Bellview Staff has made an effort to keep parents updated on their child's progress. In the fall of 2012, parent - teacher conferences were held with 94% of Bellview parents. Our school has adopted Joyce Epstein's Framework for Parent and Community Partnerships. We are working to include parents in the process at a more significant level through providing meaningful parenting resources and trainings, effective forms of school- to-home and home-toschool communication, embracing parents as volunteers in the learning program, providing resources and strategies for learning at home, including parents in school decisions, developing parent leaders and representatives, and identifying and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. Student attendance has become a problem, especially on the half days when PLCs are scheduled. This could be attributed to current economic conditions, and more working parents who have difficulty finding child care on half days. The district is looking at whole day PLCs in order to alleviate the problem of low student attendance on half days.

School's Purpose

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

VISION STATEMENT:

The vision of the Bellview Elementary staff, with the support of the parents and community is to provide students with a safe and respectful environment that encourages academic excellence, nurtures growth, and builds a foundation for adapting to the future.

MISSION STATEMENT:

Bellview Elementary ensures lifelong learning and values individual differences, encourages excellence while working together.

BELIEFS STATEMENT:

1. Each person is responsible and accountable for his or her choices.
2. Each individual warrants respect.
3. Safety is essential to the school's learning environment.
4. Every student is capable of learning.
5. Every student has the obligation to pursue his or her potential.

Bellview Elementary offers many supplemental programs and differentiated instruction to ensure that all students are successful academically. These programs include, but are not limited to Corrective Reading, ELA Success, Math Success, Extended Day, and Title 1 Family Nights. In the fall of 2013, Number Worlds and Connecting Math will be implemented.

In fall of 2012, East Detroit Public Schools introduced MAAC (Multi-age Accelerated Classroom) classrooms for the motivated or independent learner. Bellview currently has two of these classrooms comprised of students in grades three through five. The teachers team teach and provide many challenging and unique learning experiences for the students.

East Detroit Public Schools offers students additional instruction in Social Studies through the special class Global Connections. This class is cyclical, and students learn about the world by studying the continents in addition to cultural differences.

The Bellview Elementary Staff has implemented PBiS to encourage students to practice good behavior. Monthly recognition assemblies are held to recognize the Citizen of the Month, and Polite and Proud students from each classroom. Students who are caught being good receive entries in a weekly drawing for prizes. Classrooms are recognized at the monthly assemblies for good behavior in their special classes (i.e. Music, Art, Gym, Physical Education, and Global Connections). The behavioral matrix is displayed throughout the building, and each fall teachers familiarize all students with the matrix and Bellview's behavioral expectations. The behavioral matrix is also sent home on the back of the school newsletter for parents to view. A district wide point system is in place for discipline issues. The point system is explained to students and parents each fall, and parents and students sign a form to indicate that they have received a copy of the point system. Bellview is now incorporating Class Dojo into its PBiS Program. This program improves student behaviors and engagement by awarding and recording real-time feedback. It also captures and generates data on behavior that teachers can share with parents and administrators.

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differences in our community.

Notable Achievements and Areas of Improvement

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

In response to the changing demographics, increase in poverty, transiency, truancy and at risk learners, we have reconfigured our buildings to serve specific grade levels. Creating grade level pods allows our teachers to strategize supports in their PLC's for at risk learners-- Corrective Reading, Close and Critical Readings, Guided Highlighted, Guided Reading, Modeled Writing, and more. The increase in transiency means our students come to us several grade levels behind. We put immediate supports in place for their academic success-- Corrective Reading, Connecting Math, Success Math, Success ELA, Extended Day, Extended Year, universal breakfast and universal lunch, Summer Feed and more. The 2012-2013 third grade MEAP reading scores showed that 51% of all Bellview third graders were proficient. Surprisingly, male students were 58% proficient compared with 41% of the females. Caucasian students scored better than African American students. Caucasian students achieved a proficiency rate of 75% compared to 37% of African American students. 50% of Bellview's Economically Disadvantaged students achieved proficiency. Goals in Reading, Writing, and Math were developed from an analysis of multiple sources of data including local assessments and high stakes tests. We are striving for improvement in high stakes test especially in the areas of Math, Social Studies and Science where our scores are low. Our challenge includes improving test scores in light of large class size forced because of the deficit reduction plan, and the declining enrollment. We are excited about our MAAC Program (Multi Age Advance Class) for advanced learners and the expansion of this program. We have recently been granted Title I Schoolwide, so we can better serve our struggling learners on the Needs Assessment. We have added a Student Council, Broadcast Club and School Choir, as well as other activities for our students. Our school technology upgrades include Powerschool, Smartboards in every classroom, voice enhancing technology and document cameras, as well as training for our staff. Our infrastructure is wireless for 2013-2014. Our staff has been trained and will continue training in Data Director to support student progress monitoring. Bellview's Student/Parent/Staff Compact is updated every year and is a living breathing document of all of our responsibilities as stakeholders. Our district initiatives are Classroom Instruction That Works, Close and Critical Reading, Guided Highlighted Reading, STEM, and MAISA ELA and MAISA Math, MC3 (Michigan Collaborative Citizenship Curriculum) Social Studies in order to improve instructional strategies to accelerate learning for our at risk learners.

Our school has been identified as a "PRIORITY" SCHOOL. Bellview is identified for improvement because the school's performance is in the bottom 5% of the State based Top to Bottom ranking. Planned student academic support activities promise to ensure greater gains during this school year. Bellview's Reform Team has been diligently committed to writing a Redesign Plan that will focus on Rapid Turnaround, as we strive to achieve excellence in the next three years and beyond.

Additional Information

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

Bellview is creating ongoing systems and structure that will focus primarily on increasing student academic performance. District-Wide at East Detroit Public School, educators and administrators alike are empowered to make complex curriculum decisions in order to advance and improve the learning experience of all students on a continuum, using Atlas Rubicon. To further improve achievement and close our achievement gaps teachers are targeting subgroups using the Continuous Improvement Cycle. A more intense look at student achievement using data to drive instruction is our number one goal to help students have a greater understanding of their progress and needs.

Bellview is committed to participating in new and expanded programs offered at the school some of which are sponsored by the Title grants received. To address the math and reading achievement gaps, students have additional doses of math and reading through Supplemental Services, Online Supplemental Enrichment Programs such as Education City, Success Maker, and Corrective Reading, and all students have opportunity to participate in extended learning time. After-school Intervention and Enrichment Programs are available for all students.

Students receive added support in areas where need and interests lead. Here at Bellview, technology is being incorporated efficiently. Smart boards, Elmo's, Hoover Cameras, and individual computers are used in classrooms. The Media Center with new Apple Computers are programmed to engage and motivate students and help them to become familiar with using various educational software. Our school is committed to building stronger data inquiry and application processes to achieve more rigorous and sustainable growth for all students. Accordingly, we are proud to incorporate quarterly assessments for all students that are aligned to the common core standards using Northwest Evaluation Assessments (NWEA Testing). This assessment tool provides our educators with detailed information needed to build curriculum and meet their students' needs, one child at a time.

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 district has implemented a teacher evaluation tool that follows Michigan State Law as it pertains to student growth.	Teacher Evaluation Tool

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 district has implemented an administrator evaluation tool that follows Michigan State Law as it pertains to student growth.	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>	No	An executed addendum addressing all elements required by Section 8 of the MCL 380.1280c will be submitted as soon as the redesign plan is officially approved by the MDE.	

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	On or before January 17, 2014	Bellview MOU

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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		Assurance Signature Page_Bellview

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.

Paul Szymanski, Executive Director of Instruction, pszymanski@eds.misd.net

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Caroline Steward, Title ELA, Caroline.steward@eds.misd.net

Wynetta Wright, Title Math, Wynetta.wright@eds.misd.net

Laurie Bergeron, Resource Teacher, lbergeron@eds.misd.net

Lisa Victory, 3rd Grade Teacher, lvictory@eds.misd.net

Jane Walling, 3rd Grade Teacher, jwalling@eds.misd.net

Brooke VanRhee, 4th Grade Teacher, bvanrhee@mail.eds.misd.net

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Denise St. John, 5th Grade Teacher, dstjohn@mail.eds.misd.net

John Costandi, Physical Education Teacher, jcostandi@eds.misd.net

Sheryl Kish, Parent, sherylkish@yahoo.com

Jacquelyn Barber, Parent, Jacken7@yahoo.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.

In response to Bellview Elementary School's status as a Priority School, the Reform Team collected, examined, and interpreted numerous sources of data and engaged in dialogue about its meaning. A plan and big ideas were formulated to encompass all students, but especially the bottom 30% as identified by the 2012 - 2013 MEAP test results.

The Reform Team's data digs facilitated our efforts in developing a plan for rapid improvement. Through this analysis two big ideas surfaced. The two big ideas that will be implemented to change teaching and learning at our school are:

a. All of Bellview's general education teachers will further develop their expertise in two content areas and best practices for teaching those content areas. This will promote and accelerate Bellview's teachers being knowledgeable about and able to deliver the CCSS in their content areas. Based on data analysis, it was determined that our deficits are most significant in the areas of reading comprehension of informational and narrative text, as well as math computation and problem solving. In studying the 2012 - 2013 MEAP Data, teachers identified further needs in the areas of Writing, Social Studies, and Science. Specifically, we identified a trend of chronic underachievement over a period of time for grades 3 - 5 in all content areas. In response to these deficits, specialized instruction will help teachers to maximize their delivery of teaching in concentrated subject areas, while aligning instruction to the Common Core State Standards. Specialized instruction will support Bellview Elementary School's efforts to raise rigor and increase student learning. This practice allows teachers to narrow and deepen their focus in content areas based on student needs. Specialization will allow teachers to focus on those areas of complexity in all content areas that have plagued student academic progress. Moreover, it will ensure that all core subjects are taught daily.

Teachers will become experts in the fields they are teaching by receiving training and attending workshops that will enhance and expand their teaching capacity. Teachers will also be able to share their expertise in their specialized areas with their colleagues, students, and parents. Students will benefit from further teacher expertise, and a support system that includes multiple classroom teachers. During Professional Learning Communities (PLC) teachers will be able to collaborate regarding individual student needs, curriculum and instruction, assessment data, and instructional learning cycles. Partnership between staff and administration will allow our school to organize a comprehensive schedule that will foster teacher collaboration and common planning. A timeline will be established in the spring of 2014 to begin the implementation of this plan.

b. We will create a culture of achievement. In order to do so, we will facilitate dialogue, strengthen communication, and foster collaboration among all stakeholders in order to increase everyone's sense of belonging. School climate and culture have a profound impact on student achievement and behavior. Creating a positive school culture is the cornerstone for all good schools. Bellview Elementary School's perception data, behavior data, and demographic data highlight rampant student mobility, low teacher morale, student behaviors, and a lack of parent involvement. These factors are contributing forces to poor academic achievement in our students. Creating a culture of achievement involves higher expectations for students, greater student motivation, and greater parental support for student achievement. Thus it is pivotal, that teachers, parents, and students work to create and sustain the shared vision of greater student achievement.

A wealth of research supports this initiatives in which children show great progress when schools communicate high expectations for them. Thus, Bellview students will achieve on a global level given high expectations and standards. Teachers and parents will set higher expectations for their students' achievement while simultaneously providing all necessary supports needed to help students meet those

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expectations. Bellview will not support or nurture a culture of mediocrity. Instead our school will provide a rigorous and quality education with a college bound approach. It begins from day one in our school, setting the expectation that all students will be prepared to attend college. It's never too soon to start having them visualize themselves attending college. Bellview will provide creative educational approaches that are responsive to individual students' needs. Not only are we going to support state and core standards but we will provide a unique college-bound approach that delivers the specific knowledge and skills students are expected to master in each subject area at each grade level. To increase student motivation, teachers will enrich instruction using research-based practices. Teachers will strive to develop personal relationships with all students. Parents and teachers will be encouraged to speak often with their students about the importance and benefits of education.

The use of Joyce Epstein's Framework for Parent and Community Partnerships (Epstein, 2001) will be adopted by our school in order to increase parental support for student achievement. The framework will increase parental and community involvement at Bellview. Parent volunteer activities, after school learning activities, parent workshops, and school-wide student centered events will bridge the gap between school and home, thus encouraging greater student achievement.

Additionally, the school will implement a system of Positive Behavioral Interventions and Support (PBIS) strategies that will help deter negative behaviors, while promoting appropriate behavior, which will positively impact student achievement in our school.

To promote staff collaboration Bellview will review its classroom/special schedules and the district's calendar to make systematic changes. By reorganizing the school schedule collaboration amongst staff will be the norm through common planning time and extended adult learning time. This will provide our staff opportunities to facilitate data team meetings and PLCs to discuss data and achievement goals. A timeline for achieving this big idea will be established in the spring of 2014.

State what data were used to identify these ideas

a. Achievement Data - The results of our MEAP Data Dig revealed that in the last three years our students have performed below state and local levels. 50% of all of our students were not proficient in reading across grades 3-5 in 2012-2013. There was a downward trend in 5th grade reading proficiency since 2008-2009. Additionally there has been a fluctuation in 3rd and 4th grade reading scores since 2008-2009, with a clear downward trend in recent years. Based on the MEAP Math Data from fall 2012, Bellview's students experienced a downward trend in math proficiency. 90% of 3rd graders, 85% of 4th graders, as well as 82% of our 5th graders were labeled not proficient in math. In addition, our MEAP Science and Social Studies data show significant deficits in the Proficiency Level on the MEAP test. In 2012-2013, 100% of 5th graders were not proficient in science at all; accordingly, there were only 15% of 5th graders who tested partially proficient in science. In Social Studies for 6th grade students at Kelly Middle School (our feeder school), the areas of concern were analysis, economics, and Michigan history and geography. As a result of this data, a cross-curricular approach was selected for implementation. Our MEAP data will continue to inform our annual progress as we implement our school-wide reform/redesign plan. Students need to achieve and demonstrate growth in reading, writing, mathematics, science, and social studies.

b. Demographic Data - Attendance Data revealed that high mobility and absentee rates had a direct impact on student achievement. Trends show over 100 students with more than 10 absences over the past 3 school years. 27% percent of the student population has received truancy letters in 2012-2013 school year. Of the 27%, 13% of these students have become Macomb County Attendance Department referrals. Staff absentee rates were high based on district initiatives, school initiatives, and personal reasons. Behavior Data revealed in the 2012-2013 school year, 44% of students have had one or more discipline referral, which resulted in students earning discipline points and consequences following our district point system. In 2012-2013, there were 160 students who missed school due to behavioral suspensions. The disciplinary action that resulted in school suspensions created a loss of instructional time.

c. Perception Data - School Data Analysis revealed low morale and teacher's dissatisfaction with lack of parental support, large class sizes, and teacher salaries that are not comparable to other teachers in Macomb County. Teacher dissatisfaction can have a negative effect on school culture and climate thus, impacting student performance. Student perception data revealed several areas of concern. Not all students perceive that their teachers care about them and students also believe they are not getting a quality education. Improving school culture and climate will provide all stakeholders with a sense of belonging.

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.

Mrs. Nichole German was named principal of Bellview Elementary School in August of 2013 and replaced a principal who served at Bellview for one year. East Detroit Public Schools treated the search for a principal with a high degree of importance and a desire for a professional who could understand elementary curriculum and have the capacity to frame a rapid turnaround plan. A search was conducted and potential candidates were screened with the specific goal of identifying a viable candidate with experience in, and knowledge of, school improvement and breaking organizational norms.

The interview committee consisted of teachers, administrators, and parents. The committee recommended to the superintendent their desire to hire Mrs. Nichole German as the new principal of Bellview Elementary School. Mrs. German meets all five turnaround competencies. She brings with her an impressive track record of evaluating, creating, and improving systems designed to raise student achievement for all students, particularly among those in high-risk situations. Mrs. German has been teaching and reaching urban children for over 10 years. She was the former teacher leader of an elementary school recognized by the State of Michigan for "Dispelling the Myth." Mrs. German is data driven and has shared her expertise with other districts of ways to create quick wins using a continuous improvement model. Additionally, this administrator was an active participant in the State Transformation University Seminars and has experience in galvanizing teams, building organization, instructional leadership providing coaching and technical support to teachers within the classroom. Mrs. German has had training and experience in implementing the Charlotte Danielson Teacher Performance Tool. She is a transformational leader with a track record of building collegial partnerships with parents and with the community that transcends beyond the school walls. Mrs. German's education and leadership experience will help transform Bellview into a high performing school.

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.

BELLVIEW WILL PROMOTE SHARED LEADERSHIP THAT FOSTERS COMMUNITY ENGAGEMENT, PROVIDE OPPORTUNITIES FOR PROFESSIONAL AND PERSONAL GROWTH, THAT WILL ENABLE SUSTAINED PROGRESS. SHARED LEADERSHIP WILL BE FACILITATED BY AN OVERALL TEAM ENVIRONMENT THAT CONSISTS OF THREE DIMENSIONS: SHARED PURPOSE, SOCIAL SUPPORT, AND VOICE. BOTH ADMINISTRATORS AND TEACHERS WILL RECEIVE SUPPORT THAT WILL INCREASE LEADERSHIP CAPACITY. WITH HIGH STAKES ACCOUNTABILITY AND INCREASING DEMANDS THE BELLVIEW PRINCIPAL WILL RECEIVE A MENTOR WHO WILL ACT AS A CRUCIAL SUPPORT SYSTEM, OFFERING ADVICE AND COUNSEL. MOREOVER, THE SCHOOL LEADER WILL ATTEND THE PRINCIPALS ACADEMY FACILITATED BY REPRESENTATIVES OF MICHIGAN DEPARTMENT OF EDUCATION.

ADDITIONALLY THE SCHOOL PRINCIPAL WILL CREATE POCKETS OF LEADERSHIP BY DEVELOPING TEACHER LEADERS.

TEACHER LEADERS WILL GO THROUGH TRAINING BY MISD THAT FOCUS ON LEADING FROM THE CLASSROOM. TEACHER LEADERSHIP BRINGS DECISION-MAKING AUTHORITY CLOSE TO THE CLASSROOM AND GIVES TEACHERS A NEW SENSE OF RESPONSIBILITY AND OWNERSHIP IN THE SCHOOL. THESE TEACHERS WILL SUPPORT THE SCHOOL LEADER BY ACTING AS GRADE LEVEL LEADS AS WELL AS TEACHER IN CHARGE IN THE ABSENCE OF THE SCHOOL LEADER. THE TEACHER LEADERS WILL RECEIVE OPPORTUNITIES TO FACILITATE AND CHAIR SCHOOL COMMITTEES AND PROFESSIONAL DEVELOPMENT TRAINING SESSIONS. ADDITIONALLY, THESE TEACHER LEADERS WILL BECOME A PART OF THE DECISION MAKING PROCESS BY BEING THE VOICE OF THEIR GRADE LEVEL TEAMS AS AN ACTIVE PARTICIPANT ON THE SCHOOL IMPROVEMENT TEAM.

FURTHERMORE, BELLVIEW WILL INVOLVE STUDENTS, PARENTS, AND THE COMMUNITY IN SHARED LEADERSHIP OPPORTUNITIES. THESE INDIVIDUALS OFFER VALUABLE PERSPECTIVES AND SIGNIFICANT RESOURCES AND KNOWLEDGE TO THE SCHOOL. BELLVIEW WILL CREATE A STRONG PTA THAT WILL SOLICIT PARENT INVOLVEMENT AND INTERACTION. PARENTS WILL RECEIVE GOVERNANCE AND LEADERSHIP TRAINING THAT WILL HELP PROMOTE SCHOOL-HOME CONNECTIONS. THEY WILL BE A PART OF THE DECISION MAKING PROCESS BY BEING ACTIVE MEMBERS OF OUR SCHOOL IMPROVEMENT TEAM THAT WILL PROMOTE A WELCOMING LEARNING ENVIRONMENT. A STUDENT COUNCIL WILL BE FORMED FOR STUDENTS TO SHARE IN LEADERSHIP OPPORTUNITIES. STUDENTS WILL BE THE VOICE OF THEIR PEERS IN CREATING A SENSE OF OWNERSHIP AND PRIDE IN BEING A BELLVIEW SHINING STAR. BELLVIEW WILL SOLICIT COMMUNITY PARTNERSHIPS THAT WILL BECOME CONTRIBUTING STAKEHOLDERS BY PROVIDING RESOURCES AND TRAINING OPPORTUNITIES THAT WILL SUPPORT OUR STUDENTS AND FAMILIES. BELLVIEW WILL MAKE SHARED LEADERSHIP THE NORM THAT WILL STRENGTHEN OUR COMMITMENT TO RAPID TURNAROUND.

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.

2A EDUCATOR EVALUATION

A committee consisting of the central office administrators, building principals, union leadership, and teachers met 10 times during the 10-11 school year to develop a Charlotte Danielson-based rubric that focuses on student achievement in every domain of professional practice. The committee directed their focus to ensure compliance to the legislative standards and expectations enabling the rating of teachers as ineffective, minimally effective, effective, or highly effective. Student achievement is documented and calculated from multiple measures in a single domain and comprise 25% of the total evaluation for the 13-14 school year, 40% of the total evaluation for the 14-15 school year and 50% of the total evaluation for the 15-16 school year. The Teacher evaluation tool is online in STAGES software.

The district Educator Evaluation System is attached.

2B ADMINISTRATOR EVALUATION

A committee consisting of central office administrators and building administrators identified and selected an administrator evaluation system that was developed by MAISA and Michigan ASCD. The evaluation tool consists of five domains which includes 8 factors and 29 characteristics of principal performance. Student achievement will be documented and calculated from multiple measures in a single domain and comprise 25% of the total evaluation for the 13-14 school year, 40% of the total evaluation for the 14-15 school year and 50% of the

total evaluation for the 15-16 school year.

The district Administrator Evaluation System is attached.

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.

3A REWARDS PROCESS

DUE TO BEING A PART OF THE DEFICIT ELIMINATION PROCESS, East Detroit PUBLIC SCHOOLS WILL FOCUS ON CREATIVELY REWARDING TEACHERS AND MOTIVATING THEM TO REACH AND TEACH STUDENTS SUCCESSFULLY BASED ON BELLVIEW'S MANDATORY INSTRUCTIONAL PROGRAM. East Detroit Public Schools will generate and publish data that identifies teachers who have demonstrated measurable adequate student growth. The collective bargaining agreement will allow for a small measure of merit pay ONCE A YEAR for building level achievement when district finances permits. THE DISTRICT WILL WORK TOWARDS CREATING SUSTAINABLE PERFORMANCE-BASED COMPENSATION SYSTEMS ONCE THE DEFICIT IS CLEARED.

CURRENTLY, teachers who consistently demonstrate the ability to positively impact student achievement IS afforded leadership roles as a peer mentor and school improvement chair THROUGHOUT THE SCHOOL YEAR. These teachers are key participants in the professional practice improvement teams designed to assist struggling teachers. During YEARLY teacher placement and in times of staff reductions, teachers with superior achievement are staffed ahead of others regardless of seniority or experience.

East Detroit Public Schools is collaborating with the Macomb Intermediate School District to provide leadership training for teachers and administrators who demonstrate significant student growth. Once a year, teachers determined to be effective or highly effective will be rewarded with this leadership training and will be selected to mentor marginal teachers, provide staff development to their peers and assume administrator responsibilities in the absence of a building administrator.

Teachers and principals demonstrating significant student growth will be mentored by central office administration and be given opportunities to lead district-wide initiatives. Teachers and principals will also be offered the opportunity to attend state and local educational conferences that will support the vision of their school and the district. In addition, East Detroit Public Schools participates quarterly in community contests and events honoring community leaders and school stakeholders.

Bellview Elementary is proud to have had numerous Teachers of the Year candidates in the past two years, and one winner last year. THESE INDIVIDUALS ARE RECOGNIZED ANNUALLY BY EAST DETROIT PUBLIC SCHOOL SUPERINTENDENT AND CITY OFFICIALS (INCLUDING THE MAYOR OF EASTPOINTE). Nurturing and recognizing hard work and leadership of staff who positively impact student achievement and school culture supports staff retention and a positive work atmosphere. ACCORDINGLY, AT THE SCHOOL LEVEL BELLVIEW WILL FOCUS ON MOTIVATING TEACHERS TO IMPROVE INSTRUCTION IN ALL SUBJECT AREAS AND TAKE PERSONAL

OWNERSHIP IN IMPROVING OUR SCHOOL AS A WHOLE. BELLVIEW IS COMMITTED TO CREATIVELY HONORING TEACHERS WHO HAVE EXCEEDED STUDENT PROJECTED GROWTH GOALS AND WHO HAVE MADE A SUBSTANTIAL CONTRIBUTION TO THE SUCCESS OF OUR SCHOOL, BY RECOGNIZING HIM OR HER AS TEACHER OF THE MONTH; THIS WILL INCLUDE SPECIAL PARKING AND AWARD CERTIFICATES. THE REVIEW PROCESS WILL TAKE PLACE MONTHLY TO IDENTIFY A TEACHER WHO HAS MET THIS CRITERION. ADDITIONALLY TEACHERS WHO HAVE MET THE CRITERIA WILL ALSO RECEIVE A PROFESSIONAL LEARNING WAIVER, WHICH MEANS HE OR SHE WILL HAVE PERMISSION TO BE EXCUSED FROM A PROFESSIONAL LEARNING DAY AS A REWARD FOR SUCCESSFULLY IMPLEMENTING THE INSTRUCTIONAL PROGRAM.

3B REMOVAL PROCESS

Teachers whose evaluations reflect a failure to improve professional practice and have not increased student achievement will have to work to improve their performance. In these cases, an Individual Development Plan will be developed by a district improvement team which includes an administrator, an instructional mentor teacher, and a union representative. The plan will address specific concerns noted in the evaluator's report. It will also include an opportunity for individual goal setting, clearly articulated measures of success, necessary timeline and support needed.

Administration will provide the teacher multiple chances to improve professional practice which may include; targeted professional development, peer mentoring assistance, and observations by administrators and teacher mentors. The plan will focus on teacher's work with students and performance will be evaluated based on multiple observations and data harvesting. The plan should be intensive and ongoing, and incorporate the teacher's voice in improving the process with regular and timely feedback. At the end of the improvement period, an evaluation is made by the improvement team to determine whether the goals of the Individual Development Plan have been achieved. Dispensation of the evaluation may range from an effective performance standard to a recommendation for dismissal. The timeline for this process must adhere to Michigan legislative standards.

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

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

Goal 1:

All students will be proficient in reading.

Measurable Objective 1:

66% of All Students will demonstrate a proficiency in growth of one full year in their Zone of Proximal Development (ZPD) on the STAR Reading assessment in English Language Arts by 05/15/2015 as measured by pre and post STAR Reading Assessment growth of .5 ZPD.

Strategy1:

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Bellview Elementary School

Close and Critical - Model and teach students to read, comprehend, establish meaning, and apply to everyday life.

Research Cited: Kurland, Dan <http://www.criticalreading.com>. Based on Kurland's research students increased their reading comprehension of what they read by taking control of the text by becoming the author of one's own understanding.

Activity - Guided Highlighted Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in Close and Critical, Guided Highlighted Reading in order to instruct students on how to use highlighting to focus key questions in informational text, writing summaries, and making connections.	Professional Learning	09/03/2013	05/15/2015	\$2550 - Title II Part A	Classroom Teachers, Literacy Coach, Title 1 teachers., Paraprofessionals

Strategy2:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals) by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education. <http://www.pbis.org>

Bradshaw, C., Mitchell, M., & Leaf, P. (2008)

Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education and Treatment of Children*, 31, 1-26.

This randomized control trial documents experimentally that implementation of SWPBIS was related to high fidelity of implementation, a reduction in office discipline referrals, reduction in suspensions, and improved fifth grade academic performance.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Rachel's Challenge will be included with this activity. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$3000 - Title I Part A	All instructional and itinerant staff The \$3000 will for Rachel's Challenge and positive reinforcement.

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize Students of the Month, Good Citizens, and a monthly PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Support Staff and Parent Volunteers.

Strategy3:

Retell Text Identifying Important Details - Model and teach students how to determine important details in text. Model and teach how to create and use story maps to retell.

Research Cited: Cunningham, Patricia (1996). *The Four Blocks: A Framework that Works*

Hoyt, Monney, Parks (2003). *Exploring Informational Text: From Theory to Practice*

Mooney, Margaret (1995). *Teaching K-8*

Harvet, S. and Gouodvis, A. (2000). *Strategies That Work: Teaching Comprehension to Enhance Understanding*. Portland, MT: Stenhouse

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Activity - Retell Text Identifying Important Details	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will preview informational text through discussion about headings, bold text, diagrams, captions, graphs, charts, and bulleted statements. Students will demonstrate their ability to retell important details through the use of story maps. After reading students will practice a variety of the following related activities: think aloud and retell; organizing information; sequencing events; fact-opinion; problem-solution; cause-effect; compare-contrast; and inferences. Progress will be measured through DRA proficiency.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	Classroom Teachers

Strategy4:

Survey, Question, Read, Recite, and Review - Scaffold student learning using the SQ3R strategy, in whole group instruction, small group instruction, and guided reading across the curriculum

Research Cited: Marzano, Robert, D. Pickering, J. Pollock (2012). "Classroom Instruction that Works." SQ3R was identified as a successful strategy through meta-analysis of instruction conducted by McREL (Marzano, 1998).

Hedberg, Kristina (2004), "Using SQ3R With Fourth Grade ESOL Students." This study involved fourth grade ESOL students who were having difficulty with Social Studies content. Over a period of six weeks students practiced the steps in using SQ3R, along with guided practice from the teacher. Through practice in the SQ3R strategy the ESOL students not only increased their understanding of Social Studies concepts, they also began to use SQ3R on their own in other content areas.

Activity - Teacher Training on Classroom Instruction That Works	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train ten teachers in teaching strategies utilizing "Classroom Instruction That Works."	Professional Learning	09/03/2013	06/02/2014	\$6720 - Title II Part A	Classroom teachers

Activity - Modeling with a graphic organizer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will introduce and review the technique in a SQ3R lesson, with a large group, using Smartboard. The teacher verbalizes his or her thinking, with the use of a graphic organizer. Teacher will then use guided practice for checking for understanding.	Direct Instruction	09/09/2013	06/12/2014	\$1000 - General Fund	Classroom Teachers

Strategy5:

Strengthen Student Reading Comprehension - Using a combination of student silent/ independent reading and teacher read alouds, student comprehension will improve as measured by the STAR Reader assessment.

Research Cited: Kelley, Michelle Clausen-Grace, Nicki. "R5: The Sustained Silent Reading Makeover that Transformed Readers". 2006 International Reading Association. Garan, Elaine M. DeVogd, Glenn. "The Benefits of Sustained Silent Reading: Scientific Research and Common Sense Converge". 2008. The Reading Teacher. This article supports the findings that SSR is not only intuitively appealing, but also is supported by research.

Trélease, Jim. "The Read Aloud Handbook: Seventh Edition." 2013. Trélease's research supports the benefits, rewards, and importance of SY 2013-2014

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reading aloud to children.

Activity - Strengthen Reading Comprehension for ESL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three teachers will receive Sheltered Observation Instructional Protocol training to better instruct our ESL students.	Professional Learning	09/03/2013	05/15/2015	\$300 - Title II Part A	Classroom teachers

Activity - Read Alouds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will read a variety of text aloud to engage students and model habits of a fluent and expressive reader.	Academic Support Program	09/03/2013	05/15/2015	\$12125 - Title I Part A	Classroom teachers, paraprofessionals

Activity - Independent Reading/Sustained Silent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read independently to increase their comprehension and reading level.	Academic Support Program	09/03/2013	05/15/2015	\$800 - Title I Part A	Classroom teachers

Measurable Objective 2:

66% of All Students will demonstrate a proficiency on the Spring 2015 state reading assessment in English Language Arts by 05/15/2015 as measured by the Spring 2015 state standardized Reading assessment..

Strategy1:

Close and Critical - Model and teach students to read, comprehend, establish meaning, and apply to everyday life.

Research Cited: Kurland, Dan <http://www.criticalreading.com>. Based on Kurland's research students increased their reading comprehension of what they read by taking control of the text by becoming the author of one's own understanding.

Activity - Guided Highlighted Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in Close and Critical, Guided Highlighted Reading in order to instruct students on how to use highlighting to focus key questions in informational text, writing summaries, and making connections.	Professional Learning	09/03/2013	05/15/2015	\$2550 - Title II Part A	Classroom Teachers, Literacy Coach, Title 1 teachers., Paraprofessionals

Strategy2:

Strengthen Student Reading Comprehension - Using a combination of student silent/ independent reading and teacher read alouds, student comprehension will improve as measured by the STAR Reader assessment.

Research Cited: Kelley, Michelle Clausen-Grace, Nicki. "R5: The Sustained Silent Reading Makeover that Transformed Readers". 2006 International Reading Association. Garan, Elaine M. DeVoogd, Glenn. "The Benefits of Sustained Silent Reading: Scientific Research and SY 2013-2014

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Common Sense Converge". 2008. The Reading Teacher. This article supports the findings that SSR is not only intuitively appealing, but also is supported by research.

Trelease, Jim. "The Read Aloud Handbook: Seventh Edition." 2013. Trelease's research supports the benefits, rewards, and importance of reading aloud to children.

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Activity - Strengthen Reading Comprehension for ESL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three teachers will receive Sheltered Observation Instructional Protocol training to better instruct our ESL students.	Professional Learning	09/03/2013	05/15/2015	\$300 - Title II Part A	Classroom teachers

Activity - Independent Reading/Sustained Silent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read independently to increase their comprehension and reading level.	Academic Support Program	09/03/2013	05/15/2015	\$800 - Title I Part A	Classroom teachers

Strategy3:

Retell Text Identifying Important Details - Model and teach students how to determine important details in text. Model and teach how to create and use story maps to retell.

Research Cited: Cunningham, Patricia (1996). The Four Blocks: A Framework that Works

Hoyt, Monney, Parks (2003). Exploring Informational Text:From Theory to Practice

Mooney, Margaret (1995). Teaching K-8

Harvet, S. and Gouodvis, A. (2000). Strategies That Work: Teaching Comprehension to Enhance Understanding. Portland, MT: Stenhouse

Activity - Retell Text Identifying Important Details	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will preview informational text through discussion about headings, bold text, diagrams, captions, graphs, charts, and bulleted statements. Students will demonstrate their ability to retell important details through the use of story maps. After reading students will practice a variety of the following related activities: think aloud and retell; organizing information; sequencing events; fact-opinion; problem-solution; cause-effect; compare-contrast; and inferences. Progress will be measured through DRA proficiency.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	Classroom Teachers

Strategy4:

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Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals) by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education. <http://www.pbis.org>

Bradshaw, C., Mitchell, M., & Leaf, P. (2008)

Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education and Treatment of Children*, 31, 1-26.

This randomized control trial documents experimentally that implementation of SWPBIS was related to high fidelity of implementation, a reduction in office discipline referrals, reduction in suspensions, and improved fifth grade academic performance.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Rachel's Challenge will be included with this activity. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$3000 - Title I Part A	All instructional and itinerant staff The \$3000 will for Rachel's Challenge and positive reinforcement.

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize Students of the Month, Good Citizens, and a monthly PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Support Staff and Parent Volunteers.

Strategy5:

Survey, Question, Read, Recite, and Review - Scaffold student learning using the SQ3R strategy, in whole group instruction, small group instruction, and guided reading across the curriculum

Research Cited: Marzano, Robert, D. Pickering, J. Pollock (2012). "Classroom Instruction that Works." SQ3R was identified as a successful strategy through meta-analysis of instruction conducted by McREL (Marzano, 1998).

Hedberg, Kristina (2004), "Using SQ3R With Fourth Grade ESOL Students." This study involved fourth grade ESOL students who were having difficulty with Social Studies content. Over a period of six weeks students practiced the steps in using SQ3R, along with guided practice from the teacher. Through practice in the SQ3R strategy the ESOL students not only increased their understanding of Social Studies concepts, they also began to use SQ3R on their own in other content areas.

Activity - Modeling with a graphic organizer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will introduce and review the technique in a SQ3R lesson, with a large group, using Smartboard. The teacher verbalizes his or her thinking, with the use of a graphic organizer. Teacher will then use guided practice for checking for understanding.	Direct Instruction	09/09/2013	06/12/2014	\$1000 - General Fund	Classroom Teachers

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Activity - Teacher Training on Classroom Instruction That Works	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train ten teachers in teaching strategies utilizing "Classroom Instruction That Works."	Professional Learning	09/03/2013	06/02/2014	\$6720 - Title II Part A	Classroom teachers

Measurable Objective 3:

80% of All Students will demonstrate a proficiency of 20% growth in English Language Arts by 05/15/2015 as measured by Success ELA Pre-Post Test.

Strategy1:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals) by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education. <http://www.pbis.org>

Bradshaw, C., Mitchell, M., & Leaf, P. (2008)

Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education and Treatment of Children*, 31, 1-26.

This randomized control trial documents experimentally that implementation of SWPBIS was related to high fidelity of implementation, a reduction in office discipline referrals, reduction in suspensions, and improved fifth grade academic performance.

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize Students of the Month, Good Citizens, and a monthly PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Support Staff and Parent Volunteers.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Rachel's Challenge will be included with this activity. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$3000 - Title I Part A	All instructional and itinerant staff The \$3000 will be for Rachel's Challenge and positive reinforcement.

Strategy2:

Extended Day - Targeted students will work on remedial and enrichment lessons before and after school

Research Cited: <http://www.pbs.org/newshour/run/2012/12/can-longer-school-days-close-the-achievement-gap.html>. Studies have shown that an extended day focused on instruction can improve academic achievement for some students, and help close the achievement gap.

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Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will meet before and after school to work on remedial work in specific curriculum areas.	Academic Support Program	09/03/2013	05/15/2015	\$1200 - Title I Part A \$750 - Title I Part A \$3585 - Title I Part A \$5766 - Title I Part A	Paraprofessionals, Title 1 teachers, classroom teachers. The \$1200 listed under resources is for Comprehension kits. The \$750 listed under resources is for supplies to support the Extended Day.

Activity - Extended Day for Social Studies and Science Leveled Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended Day teachers and paraprofessionals will use leveled books in science and social studies to increase the understanding of informational text for Title 1 targeted students.	Academic Support Program	09/03/2013	05/15/2015	\$800 - Title I Part A	Extended Day Teachers and Paraprofessionals

Strategy3:

Extended Year - By invitation from the needs assessment, students attend school over the summer to receive additional support.

Research Cited: Bickford, R., Silvernaol, D University of Maine 2007. Longer school year and/or summer learning opportunities showed moderate growth and skills maintenance for at risk students.

Activity - Extended Year Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For four weeks, students receive both enrichment and remedial work to minimize traditional lost summer learning	Academic Support Program	07/22/2013	08/15/2014	\$0 - Title I Part A	Summer Success Teachers

Strategy4:

Small Groups Instruction - Targeted students identified through data Team meetings and Needs assessment will receive supplemental instruction in reading through small group pull-out and push-in by Success ELA teachers.

Research Cited: http://stage.fcrr.org/publicationspdfs/critical_elements.pdf Effective Programs for Struggling Readers A Best Evidence Synthesis, Robert E. Slavin, Cynthia Lake, Susan Davis, Nancy Madden (John Hopkins University), 1/2010 Key findings from this research support that interventions are most effective when they are structured and delivered one on one or in groups of 2 or 3 students.

http://stage.fcrr.org/publicationspdfs/critical_elements.pdf

Instructional procedures are more efficient and supportive within a small group. Students with learning disabilities especially shown growth.

Activity - Small Group Instruction through ELA Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students on the needs assessment will receive small group instruction by Success ELA Title 1 teachers. Parents will be invited for an evening to explore mystery theme based literature to focus on decoding/ author visit	Academic Support Program	09/03/2013	05/15/2015	\$94082 - Title I Part A \$1600 - Title III	Title 1 Teachers

Strategy5:

Summer Slide - At risk targeted students will receive a supply of independent reading books for summer reading to prevent summer slide.

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Research Cited: <http://www.rif.org/us/literacy-resources/articles/keeping-kids-off-the-summer-slide.htm>. The report's authors further note that family income plays a significant role in determining the magnitude of this summer slide. Students from low-income families "...experience an average summer learning loss in reading achievement of over two months." Not only do these students suffer greater sliding during the summer, they also experience cumulative effects of greater learning loss each summer.

Activity - Summer Slide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer reading library for Targeted Title 1 students to prevent summer slide. Approximately 100 students receive \$50.00 in books	Academic Support Program	09/03/2013	05/15/2015	\$5000 - Title I Part A	Paraprofessionals, Title 1 Success math

Measurable Objective 4:

50% of All Students will demonstrate a proficiency of 10% growth in English Language Arts by 05/15/2015 as measured by DIEBLS Dynamic Indicators of Basic Early Literacy Skills Post Growth Test.

Strategy1:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals) by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education. <http://www.pbis.org>

Bradshaw, C., Mitchell, M., & Leaf, P. (2008)

Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education and Treatment of Children*, 31, 1-26.

This randomized control trial documents experimentally that implementation of SWPBIS was related to high fidelity of implementation, a reduction in office discipline referrals, reduction in suspensions, and improved fifth grade academic performance.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Rachel's Challenge will be included with this activity. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$3000 - Title I Part A	All instructional and itinerant staff The \$3000 will for Rachel's Challenge and positive reinforcement.

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize Students of the Month, Good Citizens, and a monthly PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Support Staff and Parent Volunteers.

Strategy2:

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Small Group Instruction - Students identified on the needs assessments will work on decoding to improve comprehension small groups, five times per week, with a trained paraprofessionals.

Research Cited: http://ies.gov/ncee/wwc/reports/adolescent_literacy/_reading/research.asp Many schools have reported gains using Corrective Reading for target students. One example is students in Charlotte, North Carolina where Corrective Reading was implemented from 2001-2005. Fifth grade students in Charlotte had growth for over 40% on the North Carolina End of grade test.

Activity - Data Team Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data team meetings with teachers, paraprofessionals and itinerate staff to address the needs of targeted students.	Evaluation	09/03/2013	05/15/2015	\$2550 - Title I Part A	All instructional staff.

Activity - Small Group Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified on the needs assessment will work on decoding to improve comprehension in small groups, five times per week, with trained para-professionals. Funding will cover student workbooks and student incentives (i.e. pencils, erasers and grips). Parents will be invited for a meet and eat, and will participate in a Corrective Reading demo. They will also learn to support reading at home.	Academic Support Program	09/03/2013	05/15/2015	\$1500 - Title III \$670 - Title I Part A	Literacy Paraprofessionals

Goal 2:

All students will be proficient in writing.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency on the writing portion of the Spring 2015 state standardized assessment, in English Language Arts by 05/15/2015 as measured by proficiency on the Spring 2015 state standardized assessment.

Strategy1:

Journal Writing (Fluency Logs) - Students will build writing fluency and stamina through journal writing of specified time periods.

Research Cited: Freeman, Marcia (2003). BUILDING A WRITING COMMUNITY.

Kemper, Nathan Sebranek (2002). WRITE ONE

Schaefer, L. M. (2001). YOUNG WRITERS: STRATEGIES THAT WORK.

Teaching Elementary School Students to be Effective Writers: A Practice Guide, Graham, Collinger, Booth-Olsen, D'Aoust, C. McCutchen, D. Olinghouse, N., 6/2012

This research supports that providing daily time for students to write will teach students to use the writing process. It will teach students to become fluent with spelling and sentence construction as well as creating an engaged community of writers.

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Activity - Student Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will write to a prompt without stopping for increasing periods of time. They will record their progress in Fluency Logs. This will be done a minimum of three times per week.	Other	09/03/2013	06/12/2014	\$500 - General Fund \$2450 - Title I Part A	Classroom teachers, Title I teachers.

Strategy2:

Practice Different Types of Writing - Students will build their writing skills by practicing writing in response using prompts in Narrative and Informational Writing.

Research Cited: Clay, Marie. READING RECOVERY

Calkins, Lucy McCormick, (1994). THE ART OF TEACHING WRITING

Calkins stresses the importance of students writing constantly, revising their work, and piecing words and thoughts together to form a finished product.

Activity - Opinion Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice Opinion Writing by clearly stating and supporting opinion with sources, facts and details. This writing will have a clear and effective organizational structure. It will have logical progressions of ideas from beginning to end. It will contain academic and domain-specific vocabulary, and demonstrate a strong command of conventions.	Other	09/03/2013	06/12/2014	\$100 - General Fund	Classroom Teachers, Title I Teachers, Title Paraprofessionals

Activity - Narrative Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct Narrative Writing, real or imagined, by using a graphic organizer and writing to a given prompt. This writing will effectively establish a setting, narrator, and characters, and point of view. It will have an effective plot and logical sequence from beginning to end. It will contain details, dialogue, and description. It will contain sensory, concrete or figurative language to advance the purpose. It will demonstrate a strong command of conventions.	Other	09/03/2013	06/12/2014	\$100 - General Fund	Classroom teachers, Title I Teachers, Title I Paraprofessionals

Activity - Informational Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and guide students as they practice a variety of informational writing (i.e. compare and contrast, cause and effect). This will lead students to independent practice enabling them to restate the question, use supporting details and write a conclusion. It will contain academic and domain-specific vocabulary, and demonstrate a strong command of conventions.	Other	09/03/2013	06/12/2014	\$100 - General Fund	Classroom teachers, Title I teachers, Title I paraprofessionals

Strategy3:

Classroom Instruction That Works - Bellview Elementary teachers will embed Classroom Instruction That Works strategies into their classroom instruction to boost student achievement.

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Research Cited: Leonard, Jan. Integrating Technology into Classroom Instruction That Works (Marzano, Pickering, Pollock, ASCD, 2001) Two Rivers Professional Development Center, Area III

Activity - Classroom Instruction That Works	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bellview staff will attend Classroom Instruction That Works at the Intermediate School District.	Professional Learning	01/03/2013	06/15/2015	\$6720 - Title II Part A	Building Principal and all instructional staff

Strategy4:

Postive Behavior Intervention Support - .

Research Cited: Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize students of the month, citizens of the month and PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, teachers, Paraprofessionals and partent volnteers

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Behavioral Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	All instructional and itenerent staff

Strategy5:

Small Group Instruction for Targeted Students - Students targeted by the Needs Assessment will receive small group instruction from Classroom Teachers, Title I teachers, and Title I paraprofessionals to supplement classroom learning.

Research Cited: http://stage.fcrr.org/publicationspdf/critical_elements.pdf

Instructional procedures are more efficient and supportive within a small group. Students with learning disabilities especially show growth.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive supplemental instruction in writing through small group pull-in and push-out, utilizing Academic Support Paraprofessionals and Title 1 teachers	Academic Support Program	09/03/2013	06/12/2014	\$0 - Title I Part A	Classroom teacher Title1 teacher Title 1 Paraprofessional

Measurable Objective 2:

80% of All Students will demonstrate a proficiency on district writing assessments in English Language Arts by 05/15/2015 as measured by 80% of student showing 20% growth .

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Strategy1:

Journal Writing (Fluency Logs) - Students will build writing fluency and stamina through journal writing of specified time periods.

Research Cited: Freeman, Marcia (2003). BUILDING A WRITING COMMUNITY.

Kemper, Nathan Sebranek (2002). WRITE ONE

Schaefer, L. M. (2001). YOUNG WRITERS: STRATEGIES THAT WORK.

Teaching Elementary School Students to be Effective Writers: A Practice Guide, Graham, Collinger, Booth-Olsen, D'Aoust, C. McCutchen, D. Olinghouse, N., 6/2012

This research supports that providing daily time for students to write will teach students to use the writing process. It will teach students to become fluent with spelling and sentence construction as well as creating an engaged community of writers.

Activity - Student Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will write to a prompt without stopping for increasing periods of time. They will record their progress in Fluency Logs. This will be done a minimum of three times per week.	Other	09/03/2013	06/12/2014	\$500 - General Fund \$2450 - Title I Part A	Classroom teachers, Title I teachers.

Strategy2:

Practice Different Types of Writing - Students will build their writing skills by practicing writing in response using prompts in Narrative and Informational Writing.

Research Cited: Clay, Marie. READING RECOVERY

Calkins, Lucy McCormick, (1994). THE ART OF TEACHING WRITING

Calkins stresses the importance of students writing constantly, revising their work, and piecing words and thoughts together to form a finished product.

Activity - Opinion Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice Opinion Writing by clearly stating and supporting opinion with sources, facts and details. This writing will have a clear and effective organizational structure. It will have logical progressions of ideas from beginning to end. It will contain academic and domain-specific vocabulary, and demonstrate a strong command of conventions.	Other	09/03/2013	06/12/2014	\$100 - General Fund	Classroom Teachers, Title 1 Teachers, Title Paraprofessionals

Activity - Informational Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and guide students as they practice a variety of informational writing (i.e. compare and contrast, cause and effect). This will lead students to independent practice enabling them to restate the question, use supporting details and write a conclusion. It will contain academic and domain-specific vocabulary, and demonstrate a strong command of conventions.	Other	09/03/2013	06/12/2014	\$100 - General Fund	Classroom teachers, Title I teachers, Title I paraprofessionals

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Activity - Narrative Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct Narrative Writing, real or imagined, by using a graphic organizer and writing to a given prompt. This writing will effectively establish a setting, narrator, and or characters, and point of view. It will have an effective plot and logical sequence from beginning to end. It will contain details, dialogue, and description. It will contain sensory, concrete or figurative language to advance the purpose. It will demonstrate a strong command of conventions.	Other	09/03/2013	06/12/2014	\$100 - General Fund	Classroom teachers, Title I Teachers, Title I Paraprofessionals

Strategy3:

Language Conventions - Several times a week teachers will stress their grade level Common Core Standards in writing conventions across curriculum. This will be accomplished through teacher guided editing, peer editing, and student editing of their own work. Grammar books will be used for reference.

Research Cited: Chin, Beverly Ann, "The Role of Grammar in Improving Student's Writing," (2000). Grammar instruction is most naturally integrated during the revising, editing, and proofreading phase of the writing process. When students worked in groups for peer editing with each person assigned a specific task (punctuation for example), they eventually improved in that area in their own writing.

Activity - Appropriate grade Level Practice Conventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers select grade appropriate materials based on MEAP data analysis to drive the instruction. These can include but not limited D.O.L. (Daily Oral Language), Grammar books, and online resources. Students will practice editing various types of writing.	Academic Support Program	09/03/2013	05/15/2015	\$0 - General Fund	Classroom teachers

Measurable Objective 3:

54% of All Students will demonstrate a proficiency of 4% growth in English Language Arts by 05/15/2015 as measured by proficiency on the Spring 2015 State Standard Assessment.

Strategy1:

Extended Day Program - Targeted students will work on remedial and enrichment lessons before and after school

Research Cited: Research Cited: Research Cited: <http://www.pbs.org/newshour/run/2012/12/can-longer-school-days-close-the-achievement-gap.html>. Studies have shown that an extended day focused on instruction can improve academic achievement for some students, and help close the achievement gap.

Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
targeted students will meet before and after school to work on remedial work in specific curriculum areas.	Academic Support Program	09/03/2013	05/15/2015	\$0 - Title I Part A	Paraprofessionals, Title 1 Teachers, Classroom Teachers

Strategy2:

Small Group Instruction for Targeted Students - Students targeted by the Needs Assessment will receive small group instruction from Classroom Teachers, Title I teachers, and Title I paraprofessionals to supplement classroom learning.

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Research Cited: http://stage.fcrr.org/publicationspdf/critical_elements.pdf

Instructional procedures are more efficient and supportive within a small group. Students with learning disabilities especially show growth.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive supplemental instruction in writing through small group pull-in and push-out, utilizing Academic Support Paraprofessionals and Title 1 teachers	Academic Support Program	09/03/2013	06/12/2014	\$0 - Title I Part A	Classroom teacher Title1 teacher Title 1 Paraprofessional

Goal 3:

All students will be proficient in math.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on the mid year mathematics post test in Mathematics by 03/27/2015 as measured by students showing 20% growth from their mid year mathematics pretest to their mid year mathematics post test..

Strategy1:

Use of Technology - Classroom Smartboards will be used to engage students in various math activities, games and computation. The computer lab and COW (Computers on Wheels) will be utilized by students.

Research Cited: <http://www.cast.org>. Use of technology (computers/math sites) can allow for differentiated instruction for students and allow students to progress at their own rates in math facts and strategies.

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the many programs established on Smartexchange and internet with special emphasis on fractions and real life applications. Teachers will attend workshops to utilize the Smartboard in the teaching of math. Teachers will be able to attend Michigan Association Computer Users in Learning conference.	Professional Learning	09/03/2013	05/15/2015	\$1500 - Title II Part A \$1500 - Title II Part A	Classroom Teachers, Title I Math Success Teachers

Activity - Technology Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will utilize the many programs established on Smart Exchange and internet with special emphasis on fractions and real life applications. Also United Streaming, Discovery Education, Teacher Tube, Education City, and Study Island will provide teachers and students will many technology activities.	Academic Support Program	09/03/2013	05/15/2015	\$650 - Title I Part A	Classroom teachere, Title 1 teachers

Strategy2:

Increase Math Fact Fluency Through Drill and Practice - Teachers will adminster Mad Minutes or similar drill practice a minimum of 4 times a month.

Research Cited: Crawford, Donald B., "Mastering Math Facts," (2002). The fluency and knowledge of facts are part of the NCTM math

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standards. If children are to be fluent in the computation of two and three digit numbers, they need to be fluent in the basic math facts.

Activity - Mad Minute/Drill and Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take grade level Mad Minutes (or similar drill practice) 4 times a month to show a growth in math facts	Academic Support Program	09/03/2013	05/15/2015	\$2450 - Title I Part A	Classroom Teachers, Mah Success Title 1 teachers

Strategy3:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals)by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	All instructional and itinerent staff

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize students of the month, citizens of the month and PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Paraprofessionals and parent volunteers.

Strategy4:

Math manipulatives - Students will work cooperatively in groups after teacher has modeled the use of manipulatives for various math concepts.

Research Cited: Boggan, Matthew, Harper, Sallie, and Whitmer, Anna, "Using Manipulatives to Teach Elementary Mathematics," (2009).

Research has indicated that the most valuable learning occurs when students actively construct their own mathematical understanding, which is often accomplished through the use of manipulatives.

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Activity - Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working with partners or in groups, students will use a variety of math manipulatives (base-ten blocks, fraction bars, fractions cards, pattern blocks, geoboards, Everyday interactive games) depending on concepts being taught. Parents will be able to attend a math nights pertaining to the use of manipulatives.	Academic Support Program	09/03/2013	05/15/2015	\$800 - Title I Part A \$1000 - Title I Part A \$500 - Title I Part A	Classroom teachers, Success Math teachers Presenter fee for Family Fun Night for targeted title 1 students and their families to explore math activities that focus on numeracy/GIZMO Night. Funds are also allotted for materials.

Strategy5:

Connecting Math Concepts - Connecting Math will be a tiered program in small groups with instruction by Title I Staff. It is a targeted instruction through intense identification of core concepts. The program will introduce concepts at a reasonable rate, so that all students make steady progress. Connecting Math meets the math standards specified in the common Core State Standards for Mathematics. The appropriate Title I Staff will be inserviced on Connecting Math. This program will be implemented in Fall of 2013.

Research Cited: Connecting Math Concepts, McGraw Hill (2012). Post test results of students showed that after twelve hours of instruction, the average story problem accuracy increased from 11.4% to 91.25%. Basic math facts per minute increase from 6 to 11.5 correct facts per minute.

Activity - Small Group Instruction Connecting Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trained Title I Paraprofessionals implement the Connecting Math Concepts Program. Monitor the implementation of the program and the progress of students.	Academic Support Program	09/03/2013	05/15/2015	\$150 - Title I Part A \$100000 - Title II Part A \$4000 - Title I Part A	Title 1 Paraprofessionals

Measurable Objective 2:

42% of All Students will demonstrate a proficiency on the state standard spring assessment in Mathematics by 05/15/2015 as measured by a proficiency on the state standard assessment.

Strategy1:

Connecting Math Concepts - Connecting Math will be a tiered program in small groups with instruction by Title I Staff. It is a targeted instruction through intense identification of core concepts. The program will introduce concepts at a reasonable rate, so that all students make steady progress. Connecting Math meets the math standards specified in the common Core State Standards for Mathematics. The appropriate Title I Staff will be inserviced on Connecting Math. This program will be implemented in Fall of 2013.

Research Cited: Connecting Math Concepts, McGraw Hill (2012). Post test results of students showed that after twelve hours of instruction, the average story problem accuracy increased from 11.4% to 91.25%. Basic math facts per minute increase from 6 to 11.5 correct facts per minute.

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Activity - Small Group Instruction Connecting Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trained Title I Paraprofessionals implement the Connecting Math Concepts Program. Monitor the implementation of the program and the progress of students.	Academic Support Program	09/03/2013	05/15/2015	\$150 - Title I Part A \$4000 - Title I Part A \$100000 - Title II Part A	Title 1 Paraprofessionals

Strategy2:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals) by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education.

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize students of the month, citizens of the month and PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Paraprofessionals and parent volunteers.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	All instructional and itinerent staff

Strategy3:

Increase Math Fact Fluency Through Drill and Practice - Teachers will adminster Mad Minutes or similar drill practice a minimum of 4 times a month.

Research Cited: Crawford, Donald B., "Mastering Math Facts," (2002). The fluency and knowledge of facts are part of the NCTM math standards. If children are to be fluent in the computation of two and three digit numbers, they need to be fluent in the basic math facts.

Activity - Mad Minute/Drill and Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take grade level Mad Minutes (or similar drill practice) 4 times a month to show a growth in math facts	Academic Support Program	09/03/2013	05/15/2015	\$2450 - Title I Part A	Classroom Teachers, Mah Success Title 1 teachers

Strategy4:

Math manipulatives - Students will work cooperatively in groups after teacher has modeled the use of manipulatives for various math concepts.

Research Cited: Boggan, Matthew, Harper, Sallie, and Whitmer, Anna, "Using Manipulatives to Teach Elementary Mathematics," (2009).

Research has indicated that the most valuable learning occurs when students actively construct their own mathematical understanding, which is often accomplished through the use of manipulatives.

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Activity - Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working with partners or in groups, students will use a variety of math manipulatives (base-ten blocks, fraction bars, fractions cards, pattern blocks, geoboards, Everyday interactive games) depending on concepts being taught. Parents will be able to attend a math nights pertaining to the use of manipulatives.	Academic Support Program	09/03/2013	05/15/2015	\$500 - Title I Part A \$1000 - Title I Part A \$800 - Title I Part A	Classroom teachers, Success Math teachers Presenter fee for Family Fun Night for targeted title 1 students and their families to explore math activities that focus on numeracy/GIZMO Night. Funds are also allotted for materials.

Strategy5:

Use of Technology - Classroom Smartboards will be used to engage students in various math activities, games and computation. The computer lab and COW (Computers on Wheels) will be utilized by students.

Research Cited: <http://www.cast.org>. Use of technology (computers/math sites) can allow for differentiated instruction for students and allow students to progress at their own rates in math facts and strategies.

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the many programs established on Smartexchange and internet with special emphasis on fractions and real life applications. Teachers will attend workshops to utilize the Smartboard in the teaching of math. Teachers will be able to attend Michigan Association Computer Users in Learning conference.	Professional Learning	09/03/2013	05/15/2015	\$1500 - Title II Part A \$1500 - Title II Part A	Classroom Teachers, Title I Math Success Teachers

Activity - Technology Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will utilize the many programs established on Smart Exchange and internet with special emphasis on fractions and real life applications. Also United Streaming, Discovery Education, Teacher Tube, Education City, and Study Island will provide teachers and students will many technology activities.	Academic Support Program	09/03/2013	05/15/2015	\$650 - Title I Part A	Classroom teachers, Title 1 teachers

Measurable Objective 3:

21% of All Students will demonstrate a proficiency of 3% growth on the state standard assessment in Mathematics by 05/15/2015 as measured by the state standard spring assessment.

Strategy1:

Number Worlds - Title I Teachers will implement Number Worlds in small groups with at risk students.

Research Cited: National Science Foundation Building Blocks for mathematical reasoning researched this hands-ons program and has

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shown that students learn better and retain knowledge (2007). This program was tested on a group of low-income students in Central Ohio. The program was moderately to highly effective for two-thirds of the students tested.

Activity - Number Worlds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trained Title I Teachers implement the use of Number Worlds in small groups. Monitor the instruction of Number Worlds and student progress.	Academic Support Program	09/03/2013	06/12/2014	\$4000 - Title I Part A \$100 - Title II Part A \$750 - Title I Part A	Title I Math Teachers

Strategy2:

Extended Day - Targeted students will work on remedial and enrichment lesson before and after school

Research Cited: <http://www.pbs.org/newshour/run/2012/12/can-longer-school-days-close-the-achievement-gap.html>. Studies have shown that an extended day focused on instruction can improve academic achievement for some students, and help close the achievement gap.

Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted student will meet before and after school to work on remedial work in Mathematics.	Academic Support Program	09/03/2013	05/15/2015	\$750 - Title I Part A \$3585 - Title II Part A \$5766 - Title II Part A	Paraprofessionals, Title I teachers, classroom teachers

Strategy3:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals) by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	All instructional and itinerent staff

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize students of the month, citizens of the month and PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Paraprofessionals and parent volunteers.

Strategy4:

Connecting Math Concepts - Connecting Math will be a tiered program in small groups with instruction by Title I Staff. It is a targeted instruction through intense identification of core concepts. The program will introduce concepts at a reasonable rate, so that all students make steady progress. Connecting Math meets the math standards specified in the common Core State Standards for Mathematics. The

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appropriate Title I Staff will be inserviced on Connecting Math. This program will be implemented in Fall of 2013.

Research Cited: Connecting Math Concepts, McGraw Hill (2012). Post test results of students showed that after twelve hours of instruction, the average story problem accuracy increased from 11.4% to 91.25%. Basic math facts per minute increase from 6 to 11.5 correct facts per minute.

Activity - Small Group Instruction Connecting Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trained Title I Paraprofessionals implement the Connecting Math Concepts Program. Monitor the implementation of the program and the progress of students.	Academic Support Program	09/03/2013	05/15/2015	\$4000 - Title I Part A \$100000 - Title II Part A \$150 - Title I Part A	Title 1 Paraprofessionals

Strategy5:

Success Math Small Group Instruction for Targeted Students - Targeted students on the needs assessment will receive small group instruction by Success Math Title 1 teachers.

Research Cited: http://stage.fcrr.org/publicationspdffiles//critical_elements.pdf

Instructional procedures are more efficient and supportive within a small group. Students with learning disabilities especially have shown growth.

Activity - Small group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive supplemental instruction in reading through small group pull-out and push-in by Success Math teachers	Academic Support Program	09/03/2013	05/15/2015	\$94082 - Title II Part A	Title 1 Success teachers

Measurable Objective 4:

40% of All Students will demonstrate a proficiency of 20% growth in Mathematics by 05/15/2015 as measured by Math Success post test.

Strategy1:

Success Math Small Group Instruction for Targeted Students - Targeted students on the needs assessment will receive small group instruction by Success Math Title 1 teachers.

Research Cited: http://stage.fcrr.org/publicationspdffiles//critical_elements.pdf

Instructional procedures are more efficient and supportive within a small group. Students with learning disabilities especially have shown growth.

Activity - Small group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive supplemental instruction in reading through small group pull-out and push-in by Success Math teachers	Academic Support Program	09/03/2013	05/15/2015	\$94082 - Title II Part A	Title 1 Success teachers

Strategy2:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being

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Good, Classroom Discipline Reports, Office Referrals) by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	All instructional and itinerent staff

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize students of the month, citizens of the month and PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Paraprofessionals and parent volunteers.

Strategy3:

Number Worlds - Title I Teachers will implement Number Worlds in small groups with at risk students.

Research Cited: National Science Foundation Building Blocks for mathematical reasoning researched this hands-ons program and has shown that students learn better and retain knowledge (2007). This program was tested on a group of low-income students in Central Ohio. The program was moderately to highly effective for two-thirds of the students tested.

Activity - Number Worlds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trained Title I Teachers implement the use of Number Worlds in small groups. Monitor the instruction of Number Worlds and student progress.	Academic Support Program	09/03/2013	06/12/2014	\$4000 - Title I Part A \$100 - Title II Part A \$750 - Title I Part A	Title I Math Teachers

Strategy4:

Extended Day - Targeted students will work on remedial and enrichment lesson before and after school

Research Cited: <http://www.pbs.org/newshour/run/2012/12/can-longer-school-days-close-the-achievement-gap.html>. Studies have shown that an extended day focused on instruction can improve academic achievement for some students, and help close the achievement gap.

Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted student will meet before and after school to work on remedial work in Mathematics.	Academic Support Program	09/03/2013	05/15/2015	\$5766 - Title II Part A \$750 - Title I Part A \$3585 - Title II Part A	Paraprofessionals, Title I teachers, classroom teachers

Goal 4:

All students will be proficient in Science.

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Measurable Objective 1:

30% of All Students will demonstrate a proficiency on the state science assessment in Science by 05/15/2015 as measured by The Spring 2015 state assessment..

Strategy1:

Close and Critical Reading - Teachers will use grade-level Science content text to model and teach students to read, comprehend, establish meaning, and apply text to everyday life.

Research Cited: Kurland, Dan, <http://www.criticalreading.com>. Based on Kurland's research students increased their reading comprehension of what they read by taking control of the text by taking control of their own understanding.

Activity - Close and Critical Reading Whole Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will instruct students in the Close and Critical strategy using guided highlighted reading.	Direct Instruction	09/03/2013	05/15/2015	\$0 - No Funding Required	Classroom teachers,

Activity - Close and Critical Reading Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title 1 Teachers and Title 1 Paraprofessionals will instruct small groups of targeted student in the Close and Critical Strategy using guided highlighted reading.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	Title 1 teachers and Title 1 paraprofessionals

Strategy2:

SQ3R - Instructional staff will model, guide, and lead students to independent practice in the SQ3R strategy in order to increase their understand of scientific text.

Research Cited: Marzano, Robert, Pickering, D., Pollock, J. (2012), "Classroom Instruction That Works." SQ3R was identified as a successful strategy through meta-analysis of instruction conducted by McRel (Marzano, 1998). Hedberg, Kristina (2004), "Using SQ3R with Fourth Grade ESOL Students." This study involved fourth grade ESOL students who were having difficulty with Social Studies text. Over a period of six weeks, students practiced the steps in using SQ3R, along with guided practice from the teacher. Through practice in the SQ3R strategy, the ESOL students not only increased their understanding of Social Studies, they also began to use SQ3R on their own in other content areas.

Activity - Whole Group Instruction of SQ3R	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using a graphic organizer and the Smartboard, classroom teachers will model and guide students in how to use the SQ3R strategy to increase student understanding of scientific text.	Direct Instruction	09/03/2013	05/15/2015	\$0 - No Funding Required	Classroom teachers.

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Activity - Extended Day for Social Studies and Science Leveled Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended Day Teachers and Paraprofessionals will use leveled books in science with Title 1 targeted student to increase their understanding of science text.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	Teachers and Title 1 paraprofessionals. This funding is already covered under social studies Extended Day.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title 1 Teachers and Title 1 paraprofessionals will enhance the understanding of SQ3R with targeted students. This will be accomplished through modeling, and guided practice of SQ3R in small groups.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	Title 1 Teachers and Title 1 Paraprofessionals.

Strategy3:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals) by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education. <http://www.pbis.org>

Bradshaw, C., Mitchell, M., & Leaf, P. (2008)

Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education and Treatment of Children*, 31, 1-26.

This randomized control trial documents experimentally that implementation of SWPBIS was related to high fidelity of implementation, a reduction in office discipline referrals, reduction in suspensions, and improved fifth grade academic performance.

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize students of the month, citizens of the month and PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, teachers, paraprofessionals, and parent volunteers

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Behavioral Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	All instructional and itinerent staff

Goal 5:

All students will be proficient in Social Studies.

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Measurable Objective 1:

demonstrate a proficiency in Social Studies by 05/15/2015 as measured by 34% of sixth graders achieving proficiency on the Spring 2015 Social Studies assessment..

Strategy1:

Close and Critical Reading - Instructional staff will model and instruct students to read, comprehend, establish meaning, and apply text to everyday life.

Research Cited: Kurland, Dan, <http://www.criticalreading.com>. Based on Kurland's research students increased their reading comprehension of what they read by taking control of the text by taking control of their own understanding.

Activity - Extended Day for Social Studies and Science Leveled Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended Day Teachers and Paraprofessionals will use leveled social studies books with targeted Title 1 students to increase their understanding of social studies.	Academic Support Program	09/03/2013	05/15/2015	\$800 - Title I Part A	Teachers, and Title 1 Paraprofessionals.

Activity - Close and Critical Reading Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title 1 teachers and Title 1 paraprofessionals will instruct small groups of targeted students in the Close and Critical strategy using guided highlighted reading for grade level Social Studies text.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	Title 1 teachers and paraprofessionals.

Activity - Close and Critical Reading Whole Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will instruct students in the Close and Critical strategy using guided highlighted reading with grade level Social Studies text.	Direct Instruction	09/03/2013	05/15/2015	\$0 - No Funding Required	Classroom teachers.

Strategy2:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals) by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education. <http://www.pbis.org>
Bradshaw, C., Mitchell, M., & Leaf, P. (2008)

Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education and Treatment of Children*, 31, 1-26.

This randomized control trial documents experimentally that implementation of SWPBIS was related to high fidelity of implementation, a reduction in office discipline referrals, reduction in suspensions, and improved fifth grade academic performance.

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Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize students of the month, citizens of the month and PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, teachers, paraprofessional and parent volunteers.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Behavioral Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	All instructional and interent staff

Strategy3:

Survey, Question, Read, Recite, and Review (SQ3R) - Instructional staff will model, and guide students in the strategy SQ3R to enhance their understanding of social studies text.

Research Cited: Marzano, Robert, Pickegin, D., Pollock, J. (2012), "Classroom Instruction That Works." SQ3R was identified as a successful strategy through meta-analysis of instruction conducted by McRel (Marzano 1998). Hedberg, Kristina (2004), "Using SQ3R With Fourth Grade ESOL Students." This study involved fourth grade ESOL students who were having difficulty with social studies context. Over a period of six weeks the students practiced the steps in using SQ3R, along with guided practice from the teacher. Through practice in the SQ3R strategy the ESOL students not only increased their understanding of social studies concepts, they also began to use SQ3R on their own in other content areas.

Activity - Whole Group Instruction of SQ3R	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using a graphic organizer and grade level Social Studies text the teacher will model and guide students in the use of SQ3R for social studies text. Three teachers will receive MC3 training.	Direct Instruction	09/03/2013	05/15/2015	\$450 - Title II Part A	Classroom teachers.

Activity - Small Group Instruction of SQ3R	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title 1 Teachers and Title 1 Paraprofessionals will use grade level Social Studies text to model and guide targeted students in the SQ3R strategy in small groups to supplement classroom instruction.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	Title 1 Teachers and Title 1 Paraprofessionals.

Narrative:

Bellview Elementary School is committed to promoting and supporting professional growth opportunities for staff. The data used to identify professional learning was based on our achievement, process, perception, and demographic data. Our district provides multiple opportunities for professional growth at the local, state, and national level. The workshops scheduled for this school year and the next focus on best practice strategies to improve student achievement.

-As a district-wide initiative this year, all staff will be trained in "Classroom Instruction That Works", which is research proven to improve student achievement. The strategies incorporated include ways to engage and motivate all learners, which is pivotal to improving school

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culture and climate. Ongoing monitoring of strategy implementation will be made by conducting walkthroughs and formal evaluations, which will also provide data that, will be used to evaluate professional development.

-At the beginning of the 2014-15 school year teachers will engage in additional support and training through PD360. This program is an online, ongoing, and on-demand professional development platform for educators. Teachers have access to a wide variety of training sessions that will assist them in perfecting their teaching craft and continuously evaluate student learning. Moreover, training webinars focus on Bellview's big ideas. In regard to specialized instruction sessions will cover topics such as the CCSS, subject-specific pedagogy, evidence-based instructional practices and skills incorporating the use of technology in instruction. In regards to creating a culture of achievement sessions will include topics such as developing positive relations with colleagues, students, parents, and community. School administrators can track teacher progress and monitor usage time. Teachers will apply the strategies presented and reflect on the outcomes. Teachers will serve as teacher leaders in presenting strategies learned and can share them with their grade level teams during common planning times, PLC sessions, and staff meetings.

-Moreover, the Bellview Staff will implement balanced assessment practices that will support our instructional practices and learning cycles. Staff will participate in job-embedded professional learning. Use classroom data to support implementation of high level Reform Strategies and Initiatives. This will allow us to put mechanisms in place to support progress monitoring in preparation for using MDE's Program Evaluation Tool. Bellview will request the appearance of Dr. Thomas Many who will provide us with meaningful training that will improve instruction and help students succeed - regardless of disability, language or subgroup.

-Additionally, instructional staff will participate in PLC sessions. This is a highly effective, research-based strategy to promote job embedded learning. PLC's sessions will examine curriculum and best practices for teaching it, create assessments and analyze assessment data and plan differentiation for meeting student needs based on the data. This will include the development of Instructional Learning Cycles (ILCs). Each session will last approximately one hour and occur at least three times a month. COLLABORATIVELY, TEACHERS WILL HAVE THE OPPORTUNITY TO DIG DEEPER IN COMMON AREAS THAT GOES BEYOND TEST DATA THROUGH. TEACHERS WILL HAVE THE OPPORTUNITY TO ANALYZE STUDENT WORK, PROJECTS, STUDENT SURVEYS, DAY TO DAY PRACTICES, AND WEEKLY LESSON PLANS AS THEY HAVE DISCUSSIONS ON HOW TO TRANSFER BEST PRACTICES INTO THE CLASSROOM AND IMPROVE THE CULTURE AND CLIMATE OF OUR SCHOOL THAT WILL PROMOTE STUDENT ACADEMIC SUCCESS.

Participants will meet during common planning times, WORKING LUNCHESES, or at a designated time following completion of the instructional school day. They will engage in inquiry, ongoing discussions, generate targeted MEASURABLE goals, and development of data-informed improvement ideas, which will help to improve the culture, the climate, and the level of student achievement. MOREOVER, THIS COLLABORATIVE TIME WILL BE USED AND AGENDAS WILL BE CREATED TO OUTLINE THE PURPOSE, EXPECTATIONS, AND GOALS OF EACH PLC SESSION.

-Teachers will have instructional mentors specialized in subject areas available to offer support inside the classroom. This allows the teachers to have job- embedded support. Mentors will collaborate with participants to assess their needs and will offer support based on their common conclusions.

-In order to further tap the power of teacher collaboration eventually teachers will also engage in lesson studies in their specialized subject areas. Its goal is to continuously improve specialized instruction. This type of professional development will take place in the moment of teaching and learning. Teachers will work to formulate lessons that are taught, observed, discussed, and refined. The school leader will provide quarterly opportunities for the lesson studies to be implemented and concluded. Peer feedback will be provided during these sessions. This will be fully implemented by the 2015-16 school year.

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-Bellview Elementary School will continue to solicit support from Macomb County Intermediate School District(MISD) for workshops and trainings that will provide our administrators and staff with research based strategies.

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.

THE COMPREHENSIVE NEEDS ASSESSMENT IDENTIFIED SEVERAL AREAS OF STUDENT NEEDS: LOW ACADEMIC PERFORMANCE FROM OUR SPECIAL NEEDS STUDENTS AND AFRICAN AMERICAN MALES. THE UNDERPERFORMING AREAS OF FOCUS ARE: READING; MATH; SCIENCE; AND WRITING. THESE STUDENT NEEDS WILL DRIVE RECRUITMENT.

THE DISTRICT'S EMPLOYMENT APPLICATION SYSTEM ALLOWS FOR RIGOROUS SCREENING OF CANDIDATES TO RECRUIT TEACHERS WHO CAN MEET THE IDENTIFIED NEEDS OF BELLVIEW STUDENTS. PRE-INTERVIEWS IDENTIFY CANDIDATES EXPERIENCED IN CLASSROOM MANAGEMENT, DIFFERENTIATED INSTRUCTION, AND PREVIOUS EVALUATIONS WILL BE REVIEWED PRIOR TO HIRING TO ENSURE A GOOD FIT FOR STUDENTS.

THE INTERVIEW PROCESS WILL REFINE THE SEARCH TO IDENTIFY CANDIDATES WHO: DEMONSTRATE FLEXIBILITY, EXHIBIT HIGH QUALITY CLASSROOM MANAGEMENT, ARE ABLE TO DIFFERENTIATE INSTRUCTION, ARE EXPERIENCED WITH AT RISK STUDENTS, AND ABOVE ALL NURTURING WITH A PASSION FOR CHILDREN. EAST DETROIT PUBLIC SCHOOLS CENTRAL OFFICE ADMINISTRATORS ALONG WITH BELLVIEW SCHOOL LEADER WILL MAKE EVERY EFFORT TO RECRUIT TEACHERS WHO ARE THE BEST OF THE BEST AND WHO MEETS THIS STANDARD OF CRITERIA.

DURING EAST DETROIT ANNUAL STAFFING PROCESS, CENTRAL OFFICE STAFF WILL WORK WITH BELLVIEW SCHOOL LEADER TO ANALYZE PAST EVALUATIONS AND PUSH FOR THE HIGHEST STANDARDS WHEN ASSIGNING TEACHERS TO BELLVIEW. ALL TEACHERS ASSIGNED TO BELLVIEW WILL HAVE BEEN LABELED AS HIGHLY EFFECTIVE OR EFFECTIVE AND WILL BE ABLE TO MEET THE INSTRUCTIONAL NEEDS OF OUR STUDENTS.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

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

Goal 1:

All students will be proficient in writing.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on district writing assessments in English Language Arts by 05/15/2015 as measured by 80% of student showing 20% growth .

Strategy1:

Journal Writing (Fluency Logs) - Students will build writing fluency and stamina through journal writing of specified time periods.

Research Cited: Freeman, Marcia (2003). BUILDING A WRITING COMMUNITY.

Kemper, Nathan Sebranek (2002). WRITE ONE

Schaefer, L. M. (2001). YOUNG WRITERS: STRATEGIES THAT WORK.

Teaching Elementary School Students to be Effective Writers: A Practice Guide, Graham, Collinger, Booth-Olsen, D'Aoust, C. McCutchen, D. Olinghouse, N., 6/2012

This research supports that providing daily time for students to write will teach students to use the writing process. It will teach students to become fluent with spelling and sentence construction as well as creating an engaged community of writers.

Activity - Student Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will write to a prompt without stopping for increasing periods of time. They will record their progress in Fluency Logs. This will be done a minimum of three times per week.	Other	09/03/2013	06/12/2014	\$2450 - Title I Part A \$500 - General Fund	Classroom teachers, Title I teachers.

Strategy2:

Practice Different Types of Writing - Students will build their writing skills by practicing writing in response using prompts in Narrative and

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Informational Writing.

Research Cited: Clay, Marie. READING RECOVERY

Calkins, Lucy McCormick, (1994). THE ART OF TEACHING WRITING

Calkins stresses the importance of students writing constantly, revising their work, and piecing words and thoughts together to form a finished product.

Activity - Narrative Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct Narrative Writing, real or imagined, by using a graphic organizer and writing to a given prompt. This writing will effectively establish a setting, narrator, and or characters, and point of view. It will have an effective plot and logical sequence from beginning to end. It will contain details, dialogue, and description. It will contain sensory, concrete or figurative language to advance the purpose. It will demonstrate a strong command of conventions.	Other	09/03/2013	06/12/2014	\$100 - General Fund	Classroom teachers, Title I Teachers, Title I Paraprofessionals

Activity - Opinion Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice Opinion Writing by clearly stating and supporting opinion with sources, facts and details. This writing will have a clear and effective organizational structure. It will have logical progressions of ideas from beginning to end. It will contain academic and domain-specific vocabulary, and demonstrate a strong command of conventions.	Other	09/03/2013	06/12/2014	\$100 - General Fund	Classroom Teachers, Title I Teachers, Title Paraprofessionals

Activity - Informational Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and guide students as they practice a variety of informational writing (i.e. compare and contrast, cause and effect). This will lead students to independent practice enabling them to restate the question, use supporting details and write a conclusion. It will contain academic and domain-specific vocabulary, and demonstrate a strong command of conventions.	Other	09/03/2013	06/12/2014	\$100 - General Fund	Classroom teachers, Title I teachers, Title I paraprofessionals

Strategy3:

Language Conventions - Several times a week teachers will stress their grade level Common Core Standards in writing conventions across curriculum. This will be accomplished through teacher guided editing, peer editing, and student editing of their own work. Grammar books will be used for reference.

Research Cited: Chin, Beverly Ann, "The Role of Grammar in Improving Student's Writing," (2000). Grammar instruction is most naturally integrated during the revising, editing, and proofreading phase of the writing process. When students worked in groups for peer editing with each person assigned a specific task (punctuation for example), they eventually improved in that area in their own writing.

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Activity - Appropriate grade Level Practice Conventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers select grade appropriate materials based on MEAP data analysis to drive the instruction. These can include but not limited D.O.L. (Daily Oral Language), Grammar books, and online resources. Students will practice editing various types of writing.	Academic Support Program	09/03/2013	05/15/2015	\$0 - General Fund	Classroom teachers

Measurable Objective 2:

54% of All Students will demonstrate a proficiency of 4% growth in English Language Arts by 05/15/2015 as measured by proficiency on the Spring 2015 State Standard Assessment.

Strategy1:

Small Group Instruction for Targeted Students - Students targeted by the Needs Assessment will receive small group instruction from Classroom Teachers, Title I teachers, and Title I paraprofessionals to supplement classroom learning.

Research Cited: http://stage.fcrr.org/publicationspdfs/critical_elements.pdf

Instructional procedures are more efficient and supportive within a small group. Students with learning disabilities especially show growth.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive supplemental instruction in writing through small group pull-in and push-out, utilizing Academic Support Paraprofessionals and Title 1 teachers	Academic Support Program	09/03/2013	06/12/2014	\$0 - Title I Part A	Classroom teacher Title1 teacher Title 1 Paraprofessional

Strategy2:

Extended Day Program - Targeted students will work on remedial and enrichment lessons before and after school

Research Cited: Research Cited: Research Cited: <http://www.pbs.org/newshour/run/2012/12/can-longer-school-days-close-the-achievement-gap.html>. Studies have shown that an extended day focused on instruction can improve academic achievement for some students, and help close the achievement gap.

Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
targeted students will meet before and after school to work on remedial work in specific curriculum areas.	Academic Support Program	09/03/2013	05/15/2015	\$0 - Title I Part A	Paraprofessionals, Title 1 Teachers, Classroom Teachers

Measurable Objective 3:

55% of All Students will demonstrate a proficiency on the writing portion of the Spring 2015 state standardized assessment, in English Language Arts by 05/15/2015 as measured by proficiency on the Spring 2015 state standardized assessment.

Strategy1:

Journal Writing (Fluency Logs) - Students will build writing fluency and stamina through journal writing of specified time periods.

Research Cited: Freeman, Marcia (2003). BUILDING A WRITING COMMUNITY.

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Kemper, Nathan Sebranek (2002). WRITE ONE

Schaefer, L. M. (2001). YOUNG WRITERS: STRATEGIES THAT WORK.

Teaching Elementary School Students to be Effective Writers: A Practice Guide, Graham, Collinger, Booth-Olsen, D'Aoust, C. McCutchen, D. Olinghouse, N., 6/2012

This research supports that providing daily time for students to write will teach students to use the writing process. It will teach students to become fluent with spelling and sentence construction as well as creating an engaged community of writers.

Activity - Student Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will write to a prompt without stopping for increasing periods of time. They will record their progress in Fluency Logs. This will be done a minimum of three times per week.	Other	09/03/2013	06/12/2014	\$2450 - Title I Part A \$500 - General Fund	Classroom teachers, Title I teachers.

Strategy2:

Postive Behavior Intervention Support - .

Research Cited: Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Behavioral Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	All instructional and itenerent staff

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize students of the month, citizens of the month and PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, teachers, Paraprofessionals and partent volnteers

Strategy3:

Practice Different Types of Writing - Students will build their writing skills by practicing writing in response using prompts in Narrative and Informational Writing.

Research Cited: Clay, Marie. READING RECOVERY

Calkins, Lucy McCormick, (1994). THE ART OF TEACHING WRITING

Calkins stresses the importance of students writing constantly, revising their work, and piecing words and thoughts together to form a finish product.

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Activity - Informational Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and guide students as they practice a variety of informational writing (i.e. compare and contrast, cause and effect). This will lead students to independent practice enabling them to restate the question, use supporting details and write a conclusion. It will contain academic and domain-specific vocabulary, and demonstrate a strong command of conventions.	Other	09/03/2013	06/12/2014	\$100 - General Fund	Classroom teachers, Title I teachers, Title I paraprofessionals

Activity - Opinion Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice Opinion Writing by clearly stating and supporting opinion with sources, facts and details. This writing will have a clear and effective organizational structure. It will have logical progressions of ideas from beginning to end. It will contain academic and domain-specific vocabulary, and demonstrate a strong command of conventions.	Other	09/03/2013	06/12/2014	\$100 - General Fund	Classroom Teachers, Title I Teachers, Title Paraprofessionals

Activity - Narrative Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct Narrative Writing, real or imagined, by using a graphic organizer and writing to a given prompt. This writing will effectively establish a setting, narrator, and or characters, and point of view. It will have an effective plot and logical sequence from beginning to end. It will contain details, dialogue, and description. It will contain sensory, concrete or figurative language to advance the purpose. It will demonstrate a strong command of conventions.	Other	09/03/2013	06/12/2014	\$100 - General Fund	Classroom teachers, Title I Teachers, Title I Paraprofessionals

Strategy4:

Small Group Instruction for Targeted Students - Students targeted by the Needs Assessment will receive small group instruction from Classroom Teachers, Title I teachers, and Title I paraprofessionals to supplement classroom learning.

Research Cited: http://stage.fcrr.org/publicationspdf/critical_elements.pdf

Instructional procedures are more efficient and supportive within a small group. Students with learning disabilities especially show growth.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive supplemental instruction in writing through small group pull-in and push-out, utilizing Academic Support Paraprofessionals and Title 1 teachers	Academic Support Program	09/03/2013	06/12/2014	\$0 - Title I Part A	Classroom teacher Title1 teacher Title 1 Paraprofessional

Strategy5:

Classroom Instruction That Works - Bellview Elementary teachers will embed Classroom Instruction That Works strategies into their classroom instruction to boost student achievement.

Research Cited: Leonard,Jan.Integrating Technology into Classroom Instruction That Works(Marzano, Pickering, Pollock, ASCD, 2001)Two Rivers Professional Development Center, Area III

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Activity - Classroom Instruction That Works	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bellview staff will attend Classroom Instruction That Works at the Intermediate School District.	Professional Learning	01/03/2013	06/15/2015	\$6720 - Title II Part A	Building Principal and all instructional staff

Goal 2:

All students will be proficient in reading.

Measurable Objective 1:

66% of All Students will demonstrate a proficiency on the Spring 2015 state reading assessment in English Language Arts by 05/15/2015 as measured by the Spring 2015 state standardized Reading assessment..

Strategy1:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals)by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education.<http://www.pbis.org>

Bradshaw, C., Mitchell, M., & Leaf, P. (2008)

Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education and Treatment of Children*, 31, 1-26.

This randomized control trial documents experimentally that implementation of SWPBIS was related to high fidelity of implementation, a reduction in office discipline referrals, reduction in suspensions, and improved fifth grade academic performance.

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize Students of the Month, Good Citizens, and a monthly PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Support Staff and Parent Volunteers.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Rachel's Challenge will be included with this activity. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$3000 - Title I Part A	All instructional and itinerant staff The \$3000 will for Rachel's Challenge and positive reinforcement.

Strategy2:

Retell Text Identifying Important Details - Model and teach students how to determine important details in text. Model and teach how to

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create and use story maps to retell.

Research Cited: Cunningham, Patricia (1996). The Four Blocks: A Framework that Works

Hoyt, Monney, Parks (2003). Exploring Informational Text: From Theory to Practice

Mooney, Margaret (1995). Teaching K-8

Harvet, S. and Gouodvis, A. (2000). Strategies That Work: Teaching Comprehension to Enhance Understanding. Portland, MT: Stenhouse

Activity - Retell Text Identifying Important Details	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will preview informational text through discussion about headings, bold text, diagrams, captions, graphs, charts, and bulleted statements. Students will demonstrate their ability to retell important details through the use of story maps. After reading students will practice a variety of the following related activities: think aloud and retell; organizing information; sequencing events; fact-opinion; problem-solution; cause-effect; compare-contrast; and inferences. Progress will be measured through DRA proficiency.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	Classroom Teachers

Strategy3:

Survey, Question, Read, Recite, and Review - Scaffold student learning using the SQ3R strategy, in whole group instruction, small group instruction, and guided reading across the curriculum

Research Cited: Marzano, Robert, D. Pickering, J. Pollock (2012). "Classroom Instruction that Works." SQ3R was identified as a successful strategy through meta-analysis of instruction conducted by McREL (Marzano, 1998).

Hedberg, Kristina (2004), "Using SQ3R With Fourth Grade ESOL Students." This study involved fourth grade ESOL students who were having difficulty with Social Studies content. Over a period of six weeks students practiced the steps in using SQ3R, along with guided practice from the teacher. Through practice in the SQ3R strategy the ESOL students not only increased their understanding of Social Studies concepts, they also began to use SQ3R on their own in other content areas.

Activity - Modeling with a graphic organizer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will introduce and review the technique in a SQ3R lesson, with a large group, using Smartboard. The teacher verbalizes his or her thinking, with the use of a graphic organizer. Teacher will then use guided practice for checking for understanding.	Direct Instruction	09/09/2013	06/12/2014	\$1000 - General Fund	Classroom Teachers

Activity - Teacher Training on Classroom Instruction That Works	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train ten teachers in teaching strategies utilizing "Classroom Instruction That Works."	Professional Learning	09/03/2013	06/02/2014	\$6720 - Title II Part A	Classroom teachers

Strategy4:

Close and Critical - Model and teach students to read, comprehend, establish meaning, and apply to everyday life.

Research Cited: Kurland, Dan <http://www.criticalreading.com>. Based on Kurland's research students increased their reading comprehension of what they read by taking control of the text by becoming the author of one's own understanding.

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Activity - Guided Highlighted Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in Close and Critical, Guided Highlighted Reading in order to instruct students on how to use highlighting to focus key questions in informational text, writing summaries, and making connections.	Professional Learning	09/03/2013	05/15/2015	\$2550 - Title II Part A	Classroom Teachers, Literacy Coach, Title 1 teachers., Paraprofessionals

Strategy5:

Strengthen Student Reading Comprehension - Using a combination of student silent/ independent reading and teacher read alouds, student comprehension will improve as measured by the STAR Reader assessment.

Research Cited: Kelley, Michelle Clausen-Grace, Nicki. "R5: The Sustained Silent Reading Makeover that Transformed Readers". 2006 International Reading Association. Garan, Elaine M. DeVogd, Glenn. "The Benefits of Sustained Silent Reading: Scientific Research and Common Sense Converge". 2008. The Reading Teacher. This article supports the findings that SSR is not only intuitively appealing, but also is supported by research.

Trelease, Jim. "The Read Aloud Handbook: Seventh Edition." 2013. Trelease's research supports the benefits, rewards, and importance of reading aloud to children.

Activity - Independent Reading/Sustained Silent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read independently to increase their comprehension and reading level.	Academic Support Program	09/03/2013	05/15/2015	\$800 - Title I Part A	Classroom teachers

Activity - Strengthen Reading Comprehension for ESL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three teachers will receive Sheltered Observation Instructional Protocol training to better instruct our ESL students.	Professional Learning	09/03/2013	05/15/2015	\$300 - Title II Part A	Classroom teachers

Activity - Read Alouds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will read a variety of text aloud to engage students and model habits of a fluent and expressive reader.	Academic Support Program	09/03/2013	05/15/2015	\$12125 - Title I Part A	Classroom teachers, paraprofessionals

Measurable Objective 2:

80% of All Students will demonstrate a proficiency of 20% growth in English Language Arts by 05/15/2015 as measured by Success ELA Pre-Post Test.

Strategy1:

Summer Slide - At risk targeted students will receive a supply of independent reading books for summer reading to prevent summer slide.

Research Cited: <http://www.rif.org/us/literacy-resources/articles/keeping-kids-off-the-summer-slide.htm>. The report's authors further note that SY 2013-2014

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family income plays a significant role in determining the magnitude of this summer slide. Students from low-income families "...experience an average summer learning loss in reading achievement of over two months." Not only do these students suffer greater sliding during the summer, they also experience cumulative effects of greater learning loss each summer.

Activity - Summer Slide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer reading library for Targeted Title 1 students to prevent summer slide. Approximately 100 students receive \$50.00 in books	Academic Support Program	09/03/2013	05/15/2015	\$5000 - Title I Part A	Paraprofessionals, Title 1 Success math

Strategy2:

Small Groups Instruction - Targeted students identified through data Team meetings and Needs assessment will receive supplemental instruction in reading through small group pull-out and push-in by Success ELA teachers.

Research Cited: http://stage.fcrr.org/publicationspdf/critical_elements.pdf Effective Programs for Struggling Readers A Best Evidence Synthesis, Robert E. Slavin, Cynthia Lake, Susan Davis, Nancy Madden (John Hopkins University), 1/2010 Key findings from this research support that interventions are most effective when they are structured and delivered one on one or in groups of 2 or 3 students.

http://stage.fcrr.org/publicationspdf/critical_elements.pdf

Instructional procedures are more efficient and supportive within a small group. Students with learning disabilities especially shown growth.

Activity - Small Group Instruction through ELA Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students on the needs assessment will receive small group instruction by Success ELA Title 1 teachers. Parents will be invited for an evening to explore mystery theme based literature to focus on decoding/ author visit	Academic Support Program	09/03/2013	05/15/2015	\$94082 - Title I Part A \$1600 - Title III	Title 1 Teachers

Strategy3:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals) by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education. <http://www.pbis.org>

Bradshaw, C., Mitchell, M., & Leaf, P. (2008)

Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education and Treatment of Children*, 31, 1-26.

This randomized control trial documents experimentally that implementation of SWPBIS was related to high fidelity of implementation, a reduction in office discipline referrals, reduction in suspensions, and improved fifth grade academic performance.

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Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Rachel's Challenge will be included with this activity. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$3000 - Title I Part A	All instructional and itinerant staff The \$3000 will for Rachel's Challenge and positive reinforcement.

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize Students of the Month, Good Citizens, and a monthly PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Support Staff and Parent Volunteers.

Strategy4:

Extended Day - Targeted students will work on remedial and enrichment lesson before and after school

Research Cited: <http://www.pbs.org/newshour/run/2012/12/can-longer-school-days-close-the-achievement-gap.html>. Studies have shown that an extended day focused on instruction can improve academic achievement for some students, and help close the achievement gap.

Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will meet before and after school to work on remedial work in specific curriculum areas.	Academic Support Program	09/03/2013	05/15/2015	\$750 - Title I Part A \$5766 - Title I Part A \$1200 - Title I Part A \$3585 - Title I Part A	Paraprofessionals, Title 1 teachers, classroom teachers. The \$1200 listed under resources is for Comprehension kits. The \$750 listed under resources is for supplies to support the Extended Day.

Activity - Extended Day for Social Studies and Science Leveled Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended Day teachers and paraprofessionals will use leveled books in science and social studies to increase the understanding of informational text for Title 1 targeted students.	Academic Support Program	09/03/2013	05/15/2015	\$800 - Title I Part A	Extended Day Teachers and Paraprofessionals

Strategy5:

Extended Year - By invitation from the needs assessment, students attend school over the summer to receive additional support.

Research Cited: Bickford, R., Silvernaol, D University of Maine 2007. Longer school year and/or summer learning opportunities showed moderate growth and skills maintenance for at risk students.

Activity - Extended Year Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For four weeks, students receive both enrichment and remedial work to minimize traditional lost summer learning	Academic Support Program	07/22/2013	08/15/2014	\$0 - Title I Part A	Summer Success Teachers

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Measurable Objective 3:

66% of All Students will demonstrate a proficiency in growth of one full year in their Zone of Proximal Development (ZPD) on the STAR Reading assessment in English Language Arts by 05/15/2015 as measured by pre and post STAR Reading Assessment growth of .5 ZPD.

Strategy1:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals) by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education. <http://www.pbis.org>

Bradshaw, C., Mitchell, M., & Leaf, P. (2008)

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This randomized control trial documents experimentally that implementation of SWPBIS was related to high fidelity of implementation, a reduction in office discipline referrals, reduction in suspensions, and improved fifth grade academic performance.

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize Students of the Month, Good Citizens, and a monthly PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Support Staff and Parent Volunteers.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Rachel's Challenge will be included with this activity. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$3000 - Title I Part A	All instructional and itinerant staff The \$3000 will for Rachel's Challenge and positive reinforcement.

Strategy2:

Close and Critical - Model and teach students to read, comprehend, establish meaning, and apply to everyday life.

Research Cited: Kurland, Dan <http://www.criticalreading.com>. Based on Kurland's research students increased their reading comprehension of what they read by taking control of the text by becoming the author of one's own understanding.

Activity - Guided Highlighted Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in Close and Critical, Guided Highlighted Reading in order to instruct students on how to use highlighting to focus key questions in informational text, writing summaries, and making connections.	Professional Learning	09/03/2013	05/15/2015	\$2550 - Title II Part A	Classroom Teachers, Literacy Coach, Title 1 teachers., Paraprofessionals

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Strategy3:

Retell Text Identifying Important Details - Model and teach students how to determine important details in text. Model and teach how to create and use story maps to retell.

Research Cited: Cunningham, Patricia (1996). The Four Blocks: A Framework that Works

Hoyt, Monney, Parks (2003). Exploring Informational Text: From Theory to Practice

Mooney, Margaret (1995). Teaching K-8

Harvet, S. and Gouodvis, A. (2000). Strategies That Work: Teaching Comprehension to Enhance Understanding. Portland, MT: Stenhouse

Activity - Retell Text Identifying Important Details	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will preview informational text through discussion about headings, bold text, diagrams, captions, graphs, charts, and bulleted statements. Students will demonstrate their ability to retell important details through the use of story maps. After reading students will practice a variety of the following related activities: think aloud and retell; organizing information; sequencing events; fact-opinion; problem-solution; cause-effect; compare-contrast; and inferences. Progress will be measured through DRA proficiency.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	Classroom Teachers

Strategy4:

Survey, Question, Read, Recite, and Review - Scaffold student learning using the SQ3R strategy, in whole group instruction, small group instruction, and guided reading across the curriculum

Research Cited: Marzano, Robert, D. Pickering, J. Pollock (2012). "Classroom Instruction that Works." SQ3R was identified as a successful strategy through meta-analysis of instruction conducted by McREL (Marzano, 1998).

Hedberg, Kristina (2004), "Using SQ3R With Fourth Grade ESOL Students." This study involved fourth grade ESOL students who were having difficulty with Social Studies content. Over a period of six weeks students practiced the steps in using SQ3R, along with guided practice from the teacher. Through practice in the SQ3R strategy the ESOL students not only increased their understanding of Social Studies concepts, they also began to use SQ3R on their own in other content areas.

Activity - Modeling with a graphic organizer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will introduce and review the technique in a SQ3R lesson, with a large group, using Smartboard. The teacher verbalizes his or her thinking, with the use of a graphic organizer. Teacher will then use guided practice for checking for understanding.	Direct Instruction	09/09/2013	06/12/2014	\$1000 - General Fund	Classroom Teachers

Activity - Teacher Training on Classroom Instruction That Works	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train ten teachers in teaching strategies utilizing "Classroom Instruction That Works."	Professional Learning	09/03/2013	06/02/2014	\$6720 - Title II Part A	Classroom teachers

Strategy5:

Strengthen Student Reading Comprehension - Using a combination of student silent/ independent reading and teacher read alouds, student

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comprehension will improve as measured by the STAR Reader assessment.

Research Cited: Kelley, Michelle Clausen-Grace, Nicki. "R5: The Sustained Silent Reading Makeover that Transformed Readers". 2006 International Reading Association. Garan, Elaine M. DeVogd, Glenn. "The Benefits of Sustained Silent Reading: Scientific Research and Common Sense Converge". 2008. The Reading Teacher. This article supports the findings that SSR is not only intuitively appealing, but also is supported by research.

Trelease, Jim. "The Read Aloud Handbook: Seventh Edition." 2013. Trelease's research supports the benefits, rewards, and importance of reading aloud to children.

Activity - Independent Reading/Sustained Silent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read independently to increase their comprehension and reading level.	Academic Support Program	09/03/2013	05/15/2015	\$800 - Title I Part A	Classroom teachers

Activity - Read Alouds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will read a variety of text aloud to engage students and model habits of a fluent and expressive reader.	Academic Support Program	09/03/2013	05/15/2015	\$12125 - Title I Part A	Classroom teachers, paraprofessionals

Activity - Strengthen Reading Comprehension for ESL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three teachers will receive Sheltered Observation Instructional Protocol training to better instruct our ESL students.	Professional Learning	09/03/2013	05/15/2015	\$300 - Title II Part A	Classroom teachers

Measurable Objective 4:

50% of All Students will demonstrate a proficiency of 10% growth in English Language Arts by 05/15/2015 as measured by DIEBLS Dynamic Indicators of Basic Early Literacy Skills Post Growth Test.

Strategy1:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals)by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education.<http://www.pbis.org>

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This randomized control trial documents experimentally that implementation of SWPBIS was related to high fidelity of implementation, a

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reduction in office discipline referrals, reduction in suspensions, and improved fifth grade academic performance.

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize Students of the Month, Good Citizens, and a monthly PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Support Staff and Parent Volunteers.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Rachel's Challenge will be included with this activity. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$3000 - Title I Part A	All instructional and itinerant staff The \$3000 will for Rachel's Challenge and positive reinforcement.

Strategy2:

Small Group Instruction - Students identified on the needs assessments will work on decoding to improve comprehension small groups, five times per week, with a trained paraprofessionals.

Research Cited: http://ies.gov/ncee/wwc/reports/adolescent_literacy/_reading/research.asp Many schools have reported gains using Corrective Reading for target students. One example is students in Charlotte, North Carolina where Corrective Reading was implemented from 2001-2005. Fifth grade students in Charlotte had growth for over 40% on the North Carolina End of grade test.

Activity - Small Group Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified on the needs assessment will work on decoding to improve comprehension in small groups, five times per week, with trained para-professionals. Funding will cover student workbooks and student incentives (i.e. pencils, erasers and grips). Parents will be invited for a meet and eat, and will participate in a Corrective Reading demo. They will also learn to support reading at home.	Academic Support Program	09/03/2013	05/15/2015	\$670 - Title I Part A \$1500 - Title III	Literacy Paraprofessionals

Activity - Data Team Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data team meetings with teachers, paraprofessionals and itinerant staff to address the needs of targeted students.	Evaluation	09/03/2013	05/15/2015	\$2550 - Title I Part A	All instructional staff.

Goal 3:

All students will be proficient in math.

Measurable Objective 1:

42% of All Students will demonstrate a proficiency on the state standard spring assessment in Mathematics by 05/15/2015 as measured

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by a proficiency on the state standard assessment.

Strategy1:

Use of Technology - Classroom Smartboards will be used to engage students in various math activities, games and computation. The computer lab and COW (Computers on Wheels) will be utilized by students.

Research Cited: <http://www.cast.org>. Use of technology (computers/math sites) can allow for differentiated instruction for students and allow students to progress at their own rates in math facts and strategies.

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the many programs established on Smartexchange and internet with special emphasis on fractions and real life applications. Teachers will attend workshops to utilize the Smartboard in the teaching of math. Teachers will be able to attend Michigan Association Computer Users in Learning conference.	Professional Learning	09/03/2013	05/15/2015	\$1500 - Title II Part A \$1500 - Title II Part A	Classroom Teachers, Title I Math Success Teachers

Activity - Technology Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will utilize the many programs established on Smart Exchange and internet with special emphasis on fractions and real life applications. Also United Streaming, Discovery Education, Teacher Tube, Education City, and Study Island will provide teachers and students will many technology activities.	Academic Support Program	09/03/2013	05/15/2015	\$650 - Title I Part A	Classroom teachers, Title 1 teachers

Strategy2:

Increase Math Fact Fluency Through Drill and Practice - Teachers will administer Mad Minutes or similar drill practice a minimum of 4 times a month.

Research Cited: Crawford, Donald B., "Mastering Math Facts," (2002). The fluency and knowledge of facts are part of the NCTM math standards. If children are to be fluent in the computation of two and three digit numbers, they need to be fluent in the basic math facts.

Activity - Mad Minute/Drill and Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take grade level Mad Minutes (or similar drill practice) 4 times a month to show a growth in math facts	Academic Support Program	09/03/2013	05/15/2015	\$2450 - Title I Part A	Classroom Teachers, Mah Success Title 1 teachers

Strategy3:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals) by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education.

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Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize students of the month, citizens of the month and PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Paraprofessionals and parent volunteers.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	All instructional and itinerent staff

Strategy4:

Connecting Math Concepts - Connecting Math will be a tiered program in small groups with instruction by Title I Staff. It is a targeted instruction through intense identification of core concepts. The program will introduce concepts at a reasonable rate, so that all students make steady progress. Connecting Math meets the math standards specified in the common Core State Standards for Mathematics. The appropriate Title I Staff will be inserviced on Connecting Math. This program will be implemented in Fall of 2013.

Research Cited: Connecting Math Concepts, McGraw Hill (2012). Post test results of students showed that after twelve hours of instruction, the average story problem accuracy increased from 11.4% to 91.25%. Basic math facts per minute increase from 6 to 11.5 correct facts per minute.

Activity - Small Group Instruction Connecting Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trained Title I Paraprofessionals implement the Connecting Math Concepts Program. Monitor the implementation of the program and the progress of students.	Academic Support Program	09/03/2013	05/15/2015	\$4000 - Title I Part A \$150 - Title I Part A \$100000 - Title II Part A	Titile 1 Paraprofessionals

Strategy5:

Math manipulatives - Students will work cooperatively in groups after teacher has modeled the use of manipulatives for various math concepts.

Research Cited: Boggan, Matthew, Harper, Sallie, and Whitmer, Anna, "Using Manipulatives to Teach Elementary Mathematics," (2009).

Research has indicated that the most valuable learning occurs when students actively construct their own mathematical understanding, which is often accomplished through the use of manipulatives.

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Activity - Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working with partners or in groups, students will use a variety of math manipulatives (base-ten blocks, fraction bars, fractions cards, pattern blocks, geoboards, Everyday interactive games) depending on concepts being taught. Parents will be able to attend a math nights pertaining to the use of manipulatives.	Academic Support Program	09/03/2013	05/15/2015	\$800 - Title I Part A \$500 - Title I Part A \$1000 - Title I Part A	Classroom teachers, Success Math teachers Presenter fee for Family Fun Night for targeted title 1 students and their families to explore math activities that focus on numeracy/GIZMO Night. Funds are also allotted for materials.

Measurable Objective 2:

80% of All Students will demonstrate a proficiency on the mid year mathematics post test in Mathematics by 03/27/2015 as measured by students showing 20% growth from their mid year mathematics pretest to their mid year mathematics post test..

Strategy1:

Connecting Math Concepts - Connecting Math will be a tiered program in small groups with instruction by Title I Staff. It is a targeted instruction through intense identification of core concepts. The program will introduce concepts at a reasonable rate, so that all students make steady progress. Connecting Math meets the math standards specified in the common Core State Standards for Mathematics. The appropriate Title I Staff will be inserviced on Connecting Math. This program will be implemented in Fall of 2013.

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Strategy2:

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Students and teachers will utilize the many programs established on Smart Exchange and internet with special emphasis on fractions and real life applications. Also United Streaming, Discovery Education, Teacher Tube, Education City, and Study Island will provide teachers and students will many technology activities.	Academic Support Program	09/03/2013	05/15/2015	\$650 - Title I Part A	Classroom teachers, Title 1 teachers

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Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	All instructional and itinerent staff

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize students of the month, citizens of the month and PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Paraprofessionals and parent volunteers.

Strategy4:

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Research Cited: Boggan, Matthew, Harper, Sallie, and Whitmer, Anna, "Using Manipulatives to Teach Elementary Mathematics," (2009).

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Strategy5:

Increase Math Fact Fluency Through Drill and Practice - Teachers will administer Mad Minutes or similar drill practice a minimum of 4 times a month.

Research Cited: Crawford, Donald B., "Mastering Math Facts," (2002). The fluency and knowledge of facts are part of the NCTM math standards. If children are to be fluent in the computation of two and three digit numbers, they need to be fluent in the basic math facts.

Activity - Mad Minute/Drill and Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take grade level Mad Minutes (or similar drill practice) 4 times a month to show a growth in math facts	Academic Support Program	09/03/2013	05/15/2015	\$2450 - Title I Part A	Classroom Teachers, Mah Success Title 1 teachers

Measurable Objective 3:

40% of All Students will demonstrate a proficiency of 20% growth in Mathematics by 05/15/2015 as measured by Math Success post test.

Strategy1:

Success Math Small Group Instruction for Targeted Students - Targeted students on the needs assessment will receive small group instruction by Success Math Title 1 teachers.

Research Cited: http://stage.fcrr.org/publicationspdf/files/critical_elements.pdf

Instructional procedures are more efficient and supportive within a small group. Students with learning disabilities especially have shown growth.

Activity - Small group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive supplemental instruction in reading through small group pull-out and push-in by Success Math teachers	Academic Support Program	09/03/2013	05/15/2015	\$94082 - Title II Part A	Title 1 Success teachers

Strategy2:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals) by all staff members will result in an increase in positive student behaviors and a

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decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education.

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize students of the month, citizens of the month and PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Paraprofessionals and parent volunteers.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	All instructional and itinerent staff

Strategy3:

Number Worlds - Title I Teachers will implement Number Worlds in small groups with at risk students.

Research Cited: National Science Foundation Building Blocks for mathematical reasoning researched this hands-ons program and has shown that students learn better and retain knowledge (2007). This program was tested on a group of low-income students in Central Ohio. The program was moderately to highly effective for two-thirds of the students tested.

Activity - Number Worlds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trained Title I Teachers implement the use of Number Worlds in small groups. Monitor the instruction of Number Worlds and student progress.	Academic Support Program	09/03/2013	06/12/2014	\$750 - Title I Part A \$4000 - Title I Part A \$100 - Title II Part A	Title I Math Teachers

Strategy4:

Extended Day - Targeted students will work on remedial and enrichment lesson before and after school

Research Cited: <http://www.pbs.org/newshour/run/2012/12/can-longer-school-days-close-the-achievement-gap.html>. Studies have shown that an extended day focused on instruction can improve academic achievement for some students, and help close the achievement gap.

Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted student will meet before and after school to work on remedial work in Mathematics.	Academic Support Program	09/03/2013	05/15/2015	\$3585 - Title II Part A \$750 - Title I Part A \$5766 - Title II Part A	Paraprofessionals, Title I teachers, classroom teachers

Measurable Objective 4:

21% of All Students will demonstrate a proficiency of 3% growth on the state standard assessment in Mathematics by 05/15/2015 as measured by the state standard spring assessment.

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Strategy1:

Success Math Small Group Instruction for Targeted Students - Targeted students on the needs assessment will receive small group instruction by Success Math Title 1 teachers.

Research Cited: http://stage.fcrr.org/publicationspdffiles//critical_elements.pdf

Instructional procedures are more efficient and supportive within a small group. Students with learning disabilities especially have shown growth.

Activity - Small group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive supplemental instruction in reading through small group pull-out and push-in by Success Math teachers	Academic Support Program	09/03/2013	05/15/2015	\$94082 - Title II Part A	Title 1 Success teachers

Strategy2:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals) by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	All instructional and itinerent staff

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize students of the month, citizens of the month and PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Paraprofessionals and parent volunteers.

Strategy3:

Connecting Math Concepts - Connecting Math will be a tiered program in small groups with instruction by Title I Staff. It is a targeted instruction through intense identification of core concepts. The program will introduce concepts at a reasonable rate, so that all students make steady progress. Connecting Math meets the math standards specified in the common Core State Standards for Mathematics. The appropriate Title I Staff will be inserviced on Connecting Math. This program will be implemented in Fall of 2013.

Research Cited: Connecting Math Concepts, McGraw Hill (2012). Post test results of students showed that after twelve hours of instruction, the average story problem accuracy increased from 11.4% to 91.25%. Basic math facts per minute increase from 6 to 11.5 correct facts per minute.

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Activity - Small Group Instruction Connecting Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trained Title I Paraprofessionals implement the Connecting Math Concepts Program. Monitor the implementation of the program and the progress of students.	Academic Support Program	09/03/2013	05/15/2015	\$4000 - Title I Part A \$150 - Title I Part A \$100000 - Title II Part A	Title 1 Paraprofessionals

Strategy4:

Number Worlds - Title I Teachers will implement Number Worlds in small groups with at risk students.

Research Cited: National Science Foundation Building Blocks for mathematical reasoning researched this hands-ons program and has shown that students learn better and retain knowledge (2007). This program was tested on a group of low-income students in Central Ohio. The program was moderately to highly effective for two-thirds of the students tested.

Activity - Number Worlds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trained Title I Teachers implement the use of Number Worlds in small groups. Monitor the instruction of Number Worlds and student progress.	Academic Support Program	09/03/2013	06/12/2014	\$4000 - Title I Part A \$750 - Title I Part A \$100 - Title II Part A	Title I Math Teachers

Strategy5:

Extended Day - Targeted students will work on remedial and enrichment lesson before and after school

Research Cited: <http://www.pbs.org/newshour/run/2012/12/can-longer-school-days-close-the-achievement-gap.html>. Studies have shown that an extended day focused on instruction can improve academic achievement for some students, and help close the achievement gap.

Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted student will meet before and after school to work on remedial work in Mathematics.	Academic Support Program	09/03/2013	05/15/2015	\$750 - Title I Part A \$3585 - Title II Part A \$5766 - Title II Part A	Paraprofessionals, Title I teachers, classroom teachers

Goal 4:

All students will be proficient in Science.

Measurable Objective 1:

30% of All Students will demonstrate a proficiency on the state science assessment in Science by 05/15/2015 as measured by The Spring 2015 state assessment..

Strategy1:

SQ3R - Instructional staff will model, guide, and lead students to independent practice in the SQ3R strategy in order to increase their understand of scientific text.

Research Cited: Marzano, Robert, Pickering, D., Pollock, J. (2012), "Classroom Instruction That Works." SQ3R was identified as a successful strategy through meta-analysis of instruction conducted by McRel (Marzano, 1998). Hedberg, Kristina (2004), "Using SQ3R with Fourth Grade ESOL Students." This study involved fourth grade ESOL students who were having difficulty with Social Studies text. Over a period of six weeks, students practiced the steps in using SQ3R, along with guided practice from the teacher. Through practice in the SQ3R

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strategy, the ESOL students not only increased their understanding of Social Studies, they also began to use SQ3R on their own in other content areas.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title 1 Teachers and Title 1 paraprofessionals will enhance the understanding of SQ3R with targeted students. This will be accomplished through modeling, and guided practice of SQ3R in small groups.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	Title 1 Teachers and Title 1 Paraprofessionals.

Activity - Whole Group Instruction of SQ3R	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using a graphic organizer and the Smartboard, classroom teachers will model and guide students in how to use the SQ3R strategy to increase student understanding of scientific text.	Direct Instruction	09/03/2013	05/15/2015	\$0 - No Funding Required	Classroom teachers.

Activity - Extended Day for Social Studies and Science Leveled Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended Day Teachers and Paraprofessionals will use leveled books in science with Title 1 targeted student to increase their understanding of science text.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	Teachers and Title 1 paraprofessionals. This funding is already covered under social studies Extended Day.

Strategy2:

Close and Critical Reading - Teachers will use grade-level Science content text to model and teach students to read, comprehend, establish meaning, and apply text to everyday life.

Research Cited: Kurland, Dan, <http://www.criticalreading.com>. Based on Kurland's research students increased their reading comprehension of what they read by taking control of the text by taking control of their own understanding.

Activity - Close and Critical Reading Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title 1 Teachers and Title 1 Paraprofessionals will instruct small groups of targeted student in the Close and Critical Strategy using guided highlighted reading.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	Title 1 teachers and Title 1 paraprofessionals

Activity - Close and Critical Reading Whole Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will instruct students in the Close and Critical strategy using guided highlighted reading.	Direct Instruction	09/03/2013	05/15/2015	\$0 - No Funding Required	Classroom teachers,

Strategy3:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being

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Good, Classroom Discipline Reports, Office Referrals) by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education. <http://www.pbis.org>

Bradshaw, C., Mitchell, M., & Leaf, P. (2008)

Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education and Treatment of Children*, 31, 1-26.

This randomized control trial documents experimentally that implementation of SWPBIS was related to high fidelity of implementation, a reduction in office discipline referrals, reduction in suspensions, and improved fifth grade academic performance.

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize students of the month, citizens of the month and PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, teachers, paraprofessionals, and parent volunteers

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Behavioral Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	All instructional and itinerant staff

Goal 5:

All students will be proficient in Social Studies.

Measurable Objective 1:

demonstrate a proficiency in Social Studies by 05/15/2015 as measured by 34% of sixth graders achieving proficiency on the Spring 2015 Social Studies assessment.

Strategy1:

Close and Critical Reading - Instructional staff will model and instruct students to read, comprehend, establish meaning, and apply text to everyday life.

Research Cited: Kurland, Dan, <http://www.criticalreading.com>. Based on Kurland's research students increased their reading comprehension of what they read by taking control of the text by taking control of their own understanding.

Activity - Extended Day for Social Studies and Science Leveled Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended Day Teachers and Paraprofessionals will use leveled social studies books with targeted Title 1 students to increase their understanding of social studies.	Academic Support Program	09/03/2013	05/15/2015	\$800 - Title I Part A	Teachers, and Title 1 Paraprofessionals.

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Activity - Close and Critical Reading Whole Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will instruct students in the Close and Critical strategy using guided highlighted reading with grade level Social Studies text .	Direct Instruction	09/03/2013	05/15/2015	\$0 - No Funding Required	Classroom teachers.

Activity - Close and Critical Reading Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title 1 teachers and Title 1 paraprofessionals will instruct small groups of targeted students in the Close and Critical strategy using guided highlighted reading for grade level Social Studies text .	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	Title 1 teachers and paraprofessionals.

Strategy2:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals)by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education.<http://www.pbis.org>

Bradshaw, C., Mitchell, M., & Leaf, P. (2008)

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This randomized control trial documents experimentally that implementation of SWPBIS was related to high fidelity of implementation, a reduction in office discipline referrals, reduction in suspensions, and improved fifth grade academic performance.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Behavioral Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	All instructional and intervention staff

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize students of the month, citizens of the month and PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, teachers, paraprofessional and parent volunteers.

Strategy3:

Survey, Question, Read, Recite, and Review (SQ3R) - Instructional staff will model, and guide students in the strategy SQ3R to enhance their understanding of social studies text.

Research Cited: Marzano, Robert, Pickegin, D., Pollock, J. (2012), "Classroom Instruction That Works." SQ3R was identified as a successful

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strategy through meta-analysis of instruction conducted by McRel (Marzano 1998). Hedberg, Kristina (2004), "Using SQ3R With Fourth Grade ESOL Students." This study involved fourth grade ESOL students who were having difficulty with social studies context. Over a period of six weeks the students practiced the steps in using SQ3R, along with guided practice from the teacher. Through practice in the SQ3R strategy the ESOL students not only increased their understanding of social studies concepts, they also began to use SQ3R on their own in other content areas.

Activity - Whole Group Instruction of SQ3R	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using a graphic organizer and grade level Social Studies text the teacher will model and guide students in the use of SQ3R for social studies text. Three teachers will receive MC3 training.	Direct Instruction	09/03/2013	05/15/2015	\$450 - Title II Part A	Classroom teachers.

Activity - Small Group Instruction of SQ3R	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title 1 Teachers and Title 1 Paraprofessionals will use grade level Social Studies text to model and guide targeted students in the SQ3R strategy in small groups to supplement classroom instruction.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	Title 1 Teachers and Title 1 Paraprofessionals.

Narrative:

Bellview, collected data from state, local, and formative assessments to guide instructional decisions. MEAP, was the primary source of data to identify instructional programs that meet the needs of our subgroups. As stated above, Bellview Elementary School has a new administration. The new principal was assigned to the school in late August, 2013. Because the time was fast for the MEAP testing period, a 25 day calendar was developed to re-teach and strengthen student weak areas. Data from the fall 2012 MEAP was disaggregated and an item analysis was conducted. Power Standards and GLCEs were identified in which students lacked proficiency. Areas of student weakness were identified and instruction was aligned to address each area.

District local assessments, such as DRAs, writing samples, unit and chapter tests, which are administered several times a year, have also been used in decision-making. Data from these assessments, along with formative assessments, have led us to adopt instructional programs including: MAISA ELA, MAISA Math, MC3 Social Studies, and Science Curriculum that can be found on Oakland Schools Atlas Rubicon. Students are tested, three times a year, using the NWEA, a national norm referenced assessment using CCSS. In addition to NWEA, students will be assessed quarterly in ELA, Math, Science and Social Studies through District local assessments. These assessments are entered into Data Director and disaggregated by grade level. In PLCs, teachers will analyze data from NWEA and local assessments. Implementation of the Instructional Learning Cycle will be the 2014-15 school year. This will be our base year and continue for two additional years.

The Instructional Learning Cycle will be approximately every five weeks. It will include:

- A master calendar of core subjects and skills that need to be addressed.
- Content area teacher leaders
- Weekly 45 minute PLCs, where data will be analyzed, students regrouped based on skill level and achievement, and lesson plans formulated for a sixth period.
- Formative assessments will be created and given at the end of the cycle to assess acquisition of skill.

Teacher training in the MI Excel model of data dialog will be provided before the instructional learning cycle begins.

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To develop content area teachers as instructional masters and lead teachers per grade level to insure curriculum and instruction meets students' academic needs is outlined as one of Bellview's big ideas. It will be carried out by all staff members following the district initiative regarding curriculum by implementing MAISA ELA units, MAISA Math as well as Science and MC 3 Social Studies beginning in the fall of 2013. These can be located on the East Detroit Atlas Rubicon Website. This website lays out units of study which include teaching and learning strategies specific to each of the four core areas of study. Grade level alignment, pacing charts, timelines, and resources are also found on the website.

Both MAISA ELA units and MAISA math reflect the Common Core State standards and contain formative assessments. They are also researched based. ELA units are based on the works of Lucy Calkins at the College of Teaching and Learning, Columbia University. The math units reflect the works of Smith, M.S., Bill, V., & Hughes, E.K. (2008). Thinking through a lesson: Successfully implementing high-level tasks. *Mathematics Teaching in the Middle School*, (14.3), 132-138

CREATING A POSITIVE SCHOOL CULTURE IS THE CORNERSTONE FOR ALL GOOD SCHOOLS. BELLVIEW ELEMENTARY SCHOOL'S PERCEPTION DATA, BEHAVIOR DATA, AND DEMOGRAPHIC DATA HIGHLIGHT RAMPANT STUDENT MOBILITY, LOW TEACHER MORALE, NEGATIVE STUDENT BEHAVIORS, AND LACK OF PARENT INVOLVEMENT. THESE FACTORS ARE CONTRIBUTING FORCES TO POOR ACADEMIC ACHIEVEMENT IN OUR STUDENTS. CREATING A CULTURE OF ACHIEVEMENT INVOLVES HIGHER EXPECTATIONS FOR STUDENTS, GREATER STUDENT MOTIVATION, AND GREATER PARENTAL SUPPORT FOR STUDENT ACHIEVEMENT. THUS IT IS PIVOTAL, THAT TEACHERS, PARENTS, AND STUDENTS WORK TO CREATE AND SUSTAIN THE SHARED VISION OF GREAT STUDENT ACHIEVEMENT.

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

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

Goal 1:

All students will be proficient in reading.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency of 10% growth in English Language Arts by 05/15/2015 as measured by DIEBLS Dynamic Indicators of Basic Early Literacy Skills Post Growth Test.

Strategy1:

Small Group Instruction - Students identified on the needs assessments will work on decoding to improve comprehension small groups, five times per week, with a trained paraprofessionals.

Research Cited: http://ies.gov/ncee/wwc/reports/adolescent_literacy/_reading/research.asp Many schools have reported gains using

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Corrective Reading for target students. One example is students in Charlotte, North Carolina where Corrective Reading was implemented from 2001-2005. Fifth grade students in Charlotte had growth for over 40% on the North Carolina End of grade test.

Activity - Data Team Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data team meetings with teachers, paraprofessionals and itinerate staff to address the needs of targeted students.	Evaluation	09/03/2013	05/15/2015	\$2550 - Title I Part A	All instructional staff.

Activity - Small Group Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified on the needs assessment will work on decoding to improve comprehension in small groups, five times per week, with trained para-professionals. Funding will cover student workbooks and student incentives (i.e. pencils, erasers and grips). Parents will be invited for a meet and eat, and will participate in a Corrective Reading demo. They will also learn to support reading at home.	Academic Support Program	09/03/2013	05/15/2015	\$1500 - Title III \$670 - Title I Part A	Literacy Paraprofessionals

Strategy2:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals) by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education. <http://www.pbis.org>

Bradshaw, C., Mitchell, M., & Leaf, P. (2008)

Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education and Treatment of Children*, 31, 1-26.

This randomized control trial documents experimentally that implementation of SWPBIS was related to high fidelity of implementation, a reduction in office discipline referrals, reduction in suspensions, and improved fifth grade academic performance.

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize Students of the Month, Good Citizens, and a monthly PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Support Staff and Parent Volunteers.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Rachel's Challenge will be included with this activity. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$3000 - Title I Part A	All instructional and itinerant staff The \$3000 will for Rachel's Challenge and positive reinforcement.

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Measurable Objective 2:

66% of All Students will demonstrate a proficiency on the Spring 2015 state reading assessment in English Language Arts by 05/15/2015 as measured by the Spring 2015 state standardized Reading assessment..

Strategy1:

Retell Text Identifying Important Details - Model and teach students how to determine important details in text. Model and teach how to create and use story maps to retell.

Research Cited: Cunningham, Patricia (1996). The Four Blocks: A Framework that Works

Hoyt, Monney, Parks (2003). Exploring Informational Text:From Theory to Practice

Mooney, Margaret (1995). Teaching K-8

Harvet, S. and Gouodvis, A. (2000). Strategies That Work: Teaching Comprehension to Enhance Understanding. Portland, MT: Stenhouse

Activity - Retell Text Identifying Important Details	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will preview informational text through discussion about headings, bold text, diagrams, captions, graphs, charts, and bulleted statements. Students will demonstrate their ability to retell important details through the use of story maps. After reading students will practice a variety of the following related activities: think aloud and retell; organizing information; sequencing events; fact-opinion; problem-solution; cause-effect; compare-contrast; and inferences. Progress will be measured through DRA proficiency.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	Classroom Teachers

Strategy2:

Close and Critical - Model and teach students to read, comprehend, establish meaning, and apply to everyday life.

Research Cited: Kurland, Dan <http://www.criticalreading.com>. Based on Kurland's research students increased their reading comprehension of what they read by taking control of the text by becoming the author of one's own understanding.

Activity - Guided Highlighted Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in Close and Critical, Guided Highlighted Reading in order to instruct students on how to use highlighting to focus key questions in informational text, writing summaries, and making connections.	Professional Learning	09/03/2013	05/15/2015	\$2550 - Title II Part A	Classroom Teachers, Literacy Coach, Title 1 teachers., Paraprofessionals

Strategy3:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals) by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education. <http://www.pbis.org>

Bradshaw, C., Mitchell, M., & Leaf, P. (2008)

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This randomized control trial documents experimentally that implementation of SWPBIS was related to high fidelity of implementation, a reduction in office discipline referrals, reduction in suspensions, and improved fifth grade academic performance.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Rachel's Challenge will be included with this activity. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$3000 - Title I Part A	All instructional and itinerant staff The \$3000 will for Rachel's Challenge and positive reinforcement.

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize Students of the Month, Good Citizens, and a monthly PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Support Staff and Parent Volunteers.

Strategy4:

Strengthen Student Reading Comprehension - Using a combination of student silent/ independent reading and teacher read alouds, student comprehension will improve as measured by the STAR Reader assessment.

Research Cited: Kelley, Michelle Clausen-Grace, Nicki. "R5: The Sustained Silent Reading Makeover that Transformed Readers". 2006 International Reading Association. Garan, Elaine M. DeVogd, Glenn. "The Benefits of Sustained Silent Reading: Scientific Research and Common Sense Converge". 2008. *The Reading Teacher*. This article supports the findings that SSR is not only intuitively appealing, but also is supported by research.

Trelease, Jim. "The Read Aloud Handbook: Seventh Edition." 2013. Trelease's research supports the benefits, rewards, and importance of reading aloud to children.

Activity - Strengthen Reading Comprehension for ESL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three teachers will receive Sheltered Observation Instructional Protocol training to better instruct our ESL students.	Professional Learning	09/03/2013	05/15/2015	\$300 - Title II Part A	Classroom teachers

Activity - Read Alouds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will read a variety of text aloud to engage students and model habits of a fluent and expressive reader.	Academic Support Program	09/03/2013	05/15/2015	\$12125 - Title I Part A	Classroom teachers, paraprofessionals

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Activity - Independent Reading/Sustained Silent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read independently to increase their comprehension and reading level.	Academic Support Program	09/03/2013	05/15/2015	\$800 - Title I Part A	Classroom teachers

Strategy5:

Survey, Question, Read, Recite, and Review - Scaffold student learning using the SQ3R strategy, in whole group instruction, small group instruction, and guided reading across the curriculum

Research Cited: Marzano, Robert, D.Pickering, J. Pollock (2012). "Classroom Instruction that Works." SQ3R was identified as a successful strategy through meta-analysis of instruction conducted by McREL (Marzano, 1998).

Hedberg, Kristina (2004), "Using SQ3R With Fourth Grade ESOL Students." This study involved fourth grade ESOL students who were having difficulty with Social Studies content. Over a period of six weeks students practiced the steps in using SQ3R, along with guided practice from the teacher. Through practice in the SQ3R strategy the ESOL students not only increased their understanding of Social Studies concepts, they also began to use SQ3R on their own in other content areas.

Activity - Teacher Training on Classroom Instruction That Works	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train ten teachers in teaching strategies utilizing "Classroom Instruction That Works."	Professional Learning	09/03/2013	06/02/2014	\$6720 - Title II Part A	Classroom teachers

Activity - Modeling with a graphic organizer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will introduce and review the technique in a SQ3R lesson , with a large group, using Smartboard. The teacher verbalizes his or her thinking, with the use of a graphic organizer. Teacher will then use guided practice for checking for understanding.	Direct Instruction	09/09/2013	06/12/2014	\$1000 - General Fund	Classroom Teachers

Measurable Objective 3:

66% of All Students will demonstrate a proficiency in growth of one full year in their Zone of Proximal Development (ZPD) on the STAR Reading assessment in English Language Arts by 05/15/2015 as measured by pre and post STAR Reading Assessment growth of .5 ZPD.

Strategy1:

Survey, Question, Read, Recite, and Review - Scaffold student learning using the SQ3R strategy, in whole group instruction, small group instruction, and guided reading across the curriculum

Research Cited: Marzano, Robert, D.Pickering, J. Pollock (2012). "Classroom Instruction that Works." SQ3R was identified as a successful strategy through meta-analysis of instruction conducted by McREL (Marzano, 1998).

Hedberg, Kristina (2004), "Using SQ3R With Fourth Grade ESOL Students." This study involved fourth grade ESOL students who were having difficulty with Social Studies content. Over a period of six weeks students practiced the steps in using SQ3R, along with guided practice from the teacher. Through practice in the SQ3R strategy the ESOL students not only increased their understanding of Social Studies concepts, they also began to use SQ3R on their own in other content areas.

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Activity - Teacher Training on Classroom Instruction That Works	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train ten teachers in teaching strategies utilizing "Classroom Instruction That Works."	Professional Learning	09/03/2013	06/02/2014	\$6720 - Title II Part A	Classroom teachers

Activity - Modeling with a graphic organizer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will introduce and review the technique in a SQ3R lesson , with a large group, using Smartboard. The teacher verbalizes his or her thinking, with the use of a graphic organizer. Teacher will then use guided practice for checking for understanding.	Direct Instruction	09/09/2013	06/12/2014	\$1000 - General Fund	Classroom Teachers

Strategy2:

Retell Text Identifying Important Details - Model and teach students how to determine important details in text. Model and teach how to create and use story maps to retell.

Research Cited: Cunningham, Patricia (1996). The Four Blocks: A Framework that Works

Hoyt, Monney, Parks (2003). Exploring Informational Text:From Theory to Practice

Mooney, Margaret (1995). Teaching K-8

Harvet, S. and Gouodvis, A. (2000). Strategies That Work: Teaching Comprehension to Enhance Understanding. Portland, MT: Stenhouse

Activity - Retell Text Identifying Important Details	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will preview informational text through discussion about headings, bold text, diagrams, captions, graphs, charts, and bulleted statements. Students will demonstrate their ability to retell important details through the use of story maps. After reading students will practice a variety of the following related activities: think aloud and retell; organizing information; sequencing events; fact-opinion; problem-solution; cause-effect; compare-contrast; and inferences. Progress will be measured through DRA proficiency.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	Classroom Teachers

Strategy3:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals)by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education.<http://www.pbis.org>

Bradshaw, C., Mitchell, M., & Leaf, P. (2008)

Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. Education and Treatment of Children, 31, 1-26.

This randomized control trial documents experimentally that implementation of SWPBIS was related to high fidelity of implementation, a reduction in office discipline referrals, reduction in suspensions, and improved fifth grade academic performance.

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Bellview Elementary School

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize Students of the Month, Good Citizens, and a monthly PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Support Staff and Parent Volunteers.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Rachel's Challenge will be included with this activity. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$3000 - Title I Part A	All instructional and itinerant staff The \$3000 will for Rachel's Challenge and positive reinforcement.

Strategy4:

Close and Critical - Model and teach students to read, comprehend, establish meaning, and apply to everyday life.

Research Cited: Kurland, Dan <http://www.criticalreading.com>. Based on Kurland's research students increased their reading comprehension of what they read by taking control of the text by becoming the author of one's own understanding.

Activity - Guided Highlighted Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in Close and Critical, Guided Highlighted Reading in order to instruct students on how to use highlighting to focus key questions in informational text, writing summaries, and making connections.	Professional Learning	09/03/2013	05/15/2015	\$2550 - Title II Part A	Classroom Teachers, Literacy Coach, Title 1 teachers., Paraprofessionals

Strategy5:

Strengthen Student Reading Comprehension - Using a combination of student silent/ independent reading and teacher read alouds, student comprehension will improve as measured by the STAR Reader assessment.

Research Cited: Kelley, Michelle Clausen-Grace, Nicki. "R5: The Sustained Silent Reading Makeover that Transformed Readers". 2006 International Reading Association. Garan, Elaine M. DeVogd, Glenn. "The Benefits of Sustained Silent Reading: Scientific Research and Common Sense Converge". 2008. The Reading Teacher. This article supports the findings that SSR is not only intuitively appealing, but also is supported by research.

Trelease, Jim. "The Read Aloud Handbook: Seventh Edition." 2013. Trelease's research supports the benefits, rewards, and importance of reading aloud to children.

Activity - Independent Reading/Sustained Silent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read independently to increase their comprehension and reading level.	Academic Support Program	09/03/2013	05/15/2015	\$800 - Title I Part A	Classroom teachers

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Activity - Read Alouds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will read a variety of text aloud to engage students and model habits of a fluent and expressive reader.	Academic Support Program	09/03/2013	05/15/2015	\$12125 - Title I Part A	Classroom teachers, paraprofessionals

Activity - Strengthen Reading Comprehension for ESL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three teachers will receive Sheltered Observation Instructional Protocol training to better instruct our ESL students.	Professional Learning	09/03/2013	05/15/2015	\$300 - Title II Part A	Classroom teachers

Measurable Objective 4:

80% of All Students will demonstrate a proficiency of 20% growth in English Language Arts by 05/15/2015 as measured by Success ELA Pre-Post Test.

Strategy1:

Summer Slide - At risk targeted students will receive a supply of independent reading books for summer reading to prevent summer slide.

Research Cited: <http://www.rif.org/us/literacy-resources/articles/keeping-kids-off-the-summer-slide.htm>. The report's authors further note that family income plays a significant role in determining the magnitude of this summer slide. Students from low-income families "...experience an average summer learning loss in reading achievement of over two months." Not only do these students suffer greater sliding during the summer, they also experience cumulative effects of greater learning loss each summer.

Activity - Summer Slide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer reading library for Targeted Title 1 students to prevent summer slide. Approximately 100 students receive \$50.00 in books	Academic Support Program	09/03/2013	05/15/2015	\$5000 - Title I Part A	Paraprofessionals, Title 1 Success math

Strategy2:

Extended Year - By invitation from the needs assessment, students attend school over the summer to receive additional support.

Research Cited: Bickford, R., Silvernaol, D University of Maine 2007. Longer school year and/or summer learning opportunities showed moderate growth and skills maintenance for at risk students.

Activity - Extended Year Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For four weeks, students receive both enrichment and remedial work to minimize traditional lost summer learning	Academic Support Program	07/22/2013	08/15/2014	\$0 - Title I Part A	Summer Success Teachers

Strategy3:

Small Groups Instruction - Targeted students identified through data Team meetings and Needs assessment will receive supplemental instruction in reading through small group pull-out and push-in by Success ELA teachers.

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Research Cited: http://stage.fcrr.org/publicationspdffiles/critical_elements.pdf Effective Programs for Struggling Readers A Best Evidence Synthesis , Robert E. Slavin, Cynthia Lake, Susan Davis, Nancy Madden (John Hopkins University), 1/2010 Key findings from this research support that interventions are most effective when they are structured and delivered one on one or in groups of 2 or 3 students.

http://stage.fcrr.org/publicationspdffiles//critical_elements.pdf

Instructional procedures are more efficient and supportive within a small group. Students with learning disabilities especially shown growth.

Activity - Small Group Instruction through ELA Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students on the needs assessment will receive small group instruction by Success ELA Title 1 teachers. Parents will be invited for an evening to explore mystery theme based literature to focus n decoding/ author visit	Academic Support Program	09/03/2013	05/15/2015	\$94082 - Title I Part A \$1600 - Title III	Title 1 Teachers

Strategy4:

Extended Day - Targeted students will work on remedial and enrichment lesson before and after school

Research Cited: <http://www.pbs.org/newshour/run/2012/12/can-longer-school-days-close-the-achievement-gap.html>. Studies have shown that an extended day focused on instruction can improve academic achievement for some students, and help close the achievement gap.

Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will meet before and after school to work on remedial work in specific curriculum areas.	Academic Support Program	09/03/2013	05/15/2015	\$5766 - Title I Part A \$750 - Title I Part A \$3585 - Title I Part A \$1200 - Title I Part A	Paraprofessionals, Title 1 teachers, classroom teachers. The \$1200 listed under resources is for Comprehension kits. The \$750 listed under resources is for supplies to support the Extended Day.

Activity - Extended Day for Social Studies and Science Leveled Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended Day teachers and paraprofessionals will use leveled books in science and social studies to increase the understanding of informational text for Title 1 targeted students.	Academic Support Program	09/03/2013	05/15/2015	\$800 - Title I Part A	Extended Day Teachers and Paraprofessionals

Strategy5:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals)by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education.<http://www.pbis.org>

Bradshaw, C., Mitchell, M., & Leaf, P. (2008)

Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. Education and Treatment of Children, 31, 1-26.

This randomized control trial documents experimentally that implementation of SWPBIS was related to high fidelity of implementation, a
SY 2013-2014

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reduction in office discipline referrals, reduction in suspensions, and improved fifth grade academic performance.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Rachel's Challenge will be included with this activity. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$3000 - Title I Part A	All instructional and itinerant staff The \$3000 will for Rachel's Challenge and positive reinforcement.

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize Students of the Month, Good Citizens, and a monthly PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Support Staff and Parent Volunteers.

Goal 2:

All students will be proficient in math.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on the mid year mathematics post test in Mathematics by 03/27/2015 as measured by students showing 20% growth from their mid year mathematics pretest to their mid year mathematics post test..

Strategy1:

Connecting Math Concepts - Connecting Math will be a tiered program in small groups with instruction by Title I Staff. It is a targeted instruction through intense identification of core concepts. The program will introduce concepts at a reasonable rate, so that all students make steady progress. Connecting Math meets the math standards specified in the common Core State Standards for Mathematics. The appropriate Title I Staff will be inserviced on Connecting Math. This program will be implemented in Fall of 2013.

Research Cited: Connecting Math Concepts, McGraw Hill (2012). Post test results of students showed that after twelve hours of instruction, the average story problem accuracy increased from 11.4% to 91.25%. Basic math facts per minute increase from 6 to 11.5 correct facts per minute.

Activity - Small Group Instruction Connecting Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trained Title I Paraprofessionals implement the Connecting Math Concepts Program. Monitor the implementation of the program and the progress of students.	Academic Support Program	09/03/2013	05/15/2015	\$4000 - Title I Part A \$100000 - Title II Part A \$150 - Title I Part A	Title 1 Paraprofessionals

Strategy2:

Increase Math Fact Fluency Through Drill and Practice - Teachers will administer Mad Minutes or similar drill practice a minimum of 4 times a month.

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Research Cited: Crawford, Donald B., "Mastering Math Facts," (2002). The fluency and knowledge of facts are part of the NCTM math standards. If children are to be fluent in the computation of two and three digit numbers, they need to be fluent in the basic math facts.

Activity - Mad Minute/Drill and Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take grade level Mad Minutes (or similar drill practice) 4 times a month to show a growth in math facts	Academic Support Program	09/03/2013	05/15/2015	\$2450 - Title I Part A	Classroom Teachers, Mah Success Title 1 teachers

Strategy3:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals) by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education.

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize students of the month, citizens of the month and PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Paraprofessionals and parent volunteers.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	All instructional and itinerent staff

Strategy4:

Math manipulatives - Students will work cooperatively in groups after teacher has modeled the use of manipulatives for various math concepts.

Research Cited: Boggan, Matthew, Harper, Sallie, and Whitmer, Anna, "Using Manipulatives to Teach Elementary Mathematics," (2009). Research has indicated that the most valuable learning occurs when students actively construct their own mathematical understanding, which is often accomplished through the use of manipulatives.

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Activity - Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working with partners or in groups, students will use a variety of math manipulatives (base-ten blocks, fraction bars, fractions cards, pattern blocks, geoboards, Everyday interactive games) depending on concepts being taught. Parents will be able to attend a math nights pertaining to the use of manipulatives.	Academic Support Program	09/03/2013	05/15/2015	\$1000 - Title I Part A \$800 - Title I Part A \$500 - Title I Part A	Classroom teachers, Success Math teachers Presenter fee for Family Fun Night for targeted title 1 students and their families to explore math activities that focus on numeracy/GIZMO Night. Funds are also allotted for materials.

Strategy5:

Use of Technology - Classroom Smartboards will be used to engage students in various math activities, games and computation. The computer lab and COW (Computers on Wheels) will be utilized by students.

Research Cited: <http://www.cast.org>. Use of technology (computers/math sites) can allow for differentiated instruction for students and allow students to progress at their own rates in math facts and strategies.

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the many programs established on Smartexchange and internet with special emphasis on fractions and real life applications. Teachers will attend workshops to utilize the Smartboard in the teaching of math. Teachers will be able to attend Michigan Association Computer Users in Learning conference.	Professional Learning	09/03/2013	05/15/2015	\$1500 - Title II Part A \$1500 - Title II Part A	Classroom Teachers, Title I Math Success Teachers

Activity - Technology Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will utilize the many programs established on Smart Exchange and internet with special emphasis on fractions and real life applications. Also United Streaming, Discovery Education, Teacher Tube, Education City, and Study Island will provide teachers and students will many technology activities.	Academic Support Program	09/03/2013	05/15/2015	\$650 - Title I Part A	Classroom teachere, Title 1 teachers

Measurable Objective 2:

21% of All Students will demonstrate a proficiency of 3% growth on the state standard assessment in Mathematics by 05/15/2015 as measured by the state standard spring assessment.

Strategy1:

Extended Day - Targeted students will work on remedial and enrichment lesson before and after school

Research Cited: <http://www.pbs.org/newshour/run/2012/12/can-longer-school-days-close-the-achievement-gap.html>. Studies have shown that an extended day focused on instruction can improve academic achievement for some students, and help close the achievement gap.

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Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted student will meet before and after school to work on remedial work in Mathematics.	Academic Support Program	09/03/2013	05/15/2015	\$750 - Title I Part A \$5766 - Title II Part A \$3585 - Title II Part A	Paraprofessionals, Title I teachers, classroom teachers

Strategy2:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals) by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	All instructional and itinerent staff

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize students of the month, citizens of the month and PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Paraprofessionals and parent volunteers.

Strategy3:

Success Math Small Group Instruction for Targeted Students - Targeted students on the needs assessment will receive small group instruction by Success Math Title 1 teachers.

Research Cited: http://stage.fcrr.org/publicationspdfs/critical_elements.pdf

Instructional procedures are more efficient and supportive within a small group. Students with learning disabilities especially have shown growth.

Activity - Small group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive supplemental instruction in reading through small group pull-out and push-in by Success Math teachers	Academic Support Program	09/03/2013	05/15/2015	\$94082 - Title II Part A	Title 1 Success teachers

Strategy4:

Connecting Math Concepts - Connecting Math will be a tiered program in small groups with instruction by Title I Staff. It is a targeted instruction through intense identification of core concepts. The program will introduce concepts at a reasonable rate, so that all students make steady progress. Connecting Math meets the math standards specified in the common Core State Standards for Mathematics. The appropriate Title I Staff will be inserviced on Connecting Math. This program will be implemented in Fall of 2013.

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Research Cited: Connecting Math Concepts, McGraw Hill (2012). Post test results of students showed that after twelve hours of instruction, the average story problem accuracy increased from 11.4% to 91.25%. Basic math facts per minute increase from 6 to 11.5 correct facts per minute.

Activity - Small Group Instruction Connecting Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trained Title I Paraprofessionals implement the Connecting Math Concepts Program. Monitor the implementation of the program and the progress of students.	Academic Support Program	09/03/2013	05/15/2015	\$150 - Title I Part A \$4000 - Title I Part A \$100000 - Title II Part A	Title 1 Paraprofessionals

Strategy5:

Number Worlds - Title I Teachers will implement Number Worlds in small groups with at risk students.

Research Cited: National Science Foundation Building Blocks for mathematical reasoning researched this hands-ons program and has shown that students learn better and retain knowledge (2007). This program was tested on a group of low-income students in Central Ohio. The program was moderately to highly effective for two-thirds of the students tested.

Activity - Number Worlds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trained Title I Teachers implement the use of Number Worlds in small groups. Monitor the instruction of Number Worlds and student progress.	Academic Support Program	09/03/2013	06/12/2014	\$750 - Title I Part A \$4000 - Title I Part A \$100 - Title II Part A	Title I Math Teachers

Measurable Objective 3:

42% of All Students will demonstrate a proficiency on the state standard spring assessment in Mathematics by 05/15/2015 as measured by a proficiency on the state standard assessment.

Strategy1:

Increase Math Fact Fluency Through Drill and Practice - Teachers will administer Mad Minutes or similar drill practice a minimum of 4 times a month.

Research Cited: Crawford, Donald B., "Mastering Math Facts," (2002). The fluency and knowledge of facts are part of the NCTM math standards. If children are to be fluent in the computation of two and three digit numbers, they need to be fluent in the basic math facts.

Activity - Mad Minute/Drill and Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take grade level Mad Minutes (or similar drill practice) 4 times a month to show a growth in math facts	Academic Support Program	09/03/2013	05/15/2015	\$2450 - Title I Part A	Classroom Teachers, Mah Success Title 1 teachers

Strategy2:

Connecting Math Concepts - Connecting Math will be a tiered program in small groups with instruction by Title I Staff. It is a targeted instruction through intense identification of core concepts. The program will introduce concepts at a reasonable rate, so that all students make steady progress. Connecting Math meets the math standards specified in the common Core State Standards for Mathematics. The appropriate Title I Staff will be inserviced on Connecting Math. This program will be implemented in Fall of 2013.

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Activity - Small Group Instruction Connecting Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trained Title I Paraprofessionals implement the Connecting Math Concepts Program. Monitor the implementation of the program and the progress of students.	Academic Support Program	09/03/2013	05/15/2015	\$4000 - Title I Part A \$100000 - Title II Part A \$150 - Title I Part A	Title 1 Paraprofessionals

Strategy3:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals) by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	All instructional and itinerent staff

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize students of the month, citizens of the month and PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Paraprofessionals and parent volunteers.

Strategy4:

Math manipulatives - Students will work cooperatively in groups after teacher has modeled the use of manipulatives for various math concepts.

Research Cited: Boggan, Matthew, Harper, Sallie, and Whitmer, Anna, "Using Manipulatives to Teach Elementary Mathematics," (2009).

Research has indicated that the most valuable learning occurs when students actively construct their own mathematical understanding, which is often accomplished through the use of manipulatives.

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Activity - Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working with partners or in groups, students will use a variety of math manipulatives (base-ten blocks, fraction bars, fractions cards, pattern blocks, geoboards, Everyday interactive games) depending on concepts being taught. Parents will be able to attend a math nights pertaining to the use of manipulatives.	Academic Support Program	09/03/2013	05/15/2015	\$500 - Title I Part A \$800 - Title I Part A \$1000 - Title I Part A	Classroom teachers, Success Math teachers Presenter fee for Family Fun Night for targeted title 1 students and their families to explore math activities that focus on numeracy/GIZMO Night. Funds are also allotted for materials.

Strategy5:

Use of Technology - Classroom Smartboards will be used to engage students in various math activities, games and computation. The computer lab and COW (Computers on Wheels) will be utilized by students.

Research Cited: <http://www.cast.org>. Use of technology (computers/math sites) can allow for differentiated instruction for students and allow students to progress at their own rates in math facts and strategies.

Activity - Technology Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will utilize the many programs established on Smart Exchange and internet with special emphasis on fractions and real life applications. Also United Streaming, Discovery Education, Teacher Tube, Education City, and Study Island will provide teachers and students will many technology activities.	Academic Support Program	09/03/2013	05/15/2015	\$650 - Title I Part A	Classroom teachers, Title 1 teachers

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the many programs established on Smartexchange and internet with special emphasis on fractions and real life applications. Teachers will attend workshops to utilize the Smartboard in the teaching of math. Teachers will be able to attend Michigan Association Computer Users in Learning conference.	Professional Learning	09/03/2013	05/15/2015	\$1500 - Title II Part A \$1500 - Title II Part A	Classroom Teachers, Title I Math Success Teachers

Measurable Objective 4:

40% of All Students will demonstrate a proficiency of 20% growth in Mathematics by 05/15/2015 as measured by Math Success post test.

Strategy1:

Success Math Small Group Instruction for Targeted Students - Targeted students on the needs assessment will receive small group instruction by Success Math Title 1 teachers.

Research Cited: http://stage.fcrr.org/publicationspdfs/critical_elements.pdf

Instructional procedures are more efficient and supportive within a small group. Students with learning disabilities especially have shown growth.

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Activity - Small group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive supplemental instruction in reading through small group pull-out and push-in by Success Math teachers	Academic Support Program	09/03/2013	05/15/2015	\$94082 - Title II Part A	Title 1 Success teachers

Strategy2:

Extended Day - Targeted students will work on remedial and enrichment lesson before and after school

Research Cited: <http://www.pbs.org/newshour/run/2012/12/can-longer-school-days-close-the-achievement-gap.html>. Studies have shown that an extended day focused on instruction can improve academic achievement for some students, and help close the achievement gap.

Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted student will meet before and after school to work on remedial work in Mathematics.	Academic Support Program	09/03/2013	05/15/2015	\$5766 - Title II Part A \$3585 - Title II Part A \$750 - Title I Part A	Paraprofessionals, Title I teachers, classroom teachers

Strategy3:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals) by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education.

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize students of the month, citizens of the month and PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, Teachers, Paraprofessionals and parent volunteers.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	All instructional and itinerent staff

Strategy4:

Number Worlds - Title I Teachers will implement Number Worlds in small groups with at risk students.

Research Cited: National Science Foundation Building Blocks for mathematical reasoning researched this hands-ons program and has shown that students learn better and retain knowledge (2007). This program was tested on a group of low-income students in Central Ohio. The program was moderately to highly effective for two-thirds of the students tested.

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Activity - Number Worlds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trained Title I Teachers implement the use of Number Worlds in small groups. Monitor the instruction of Number Worlds and student progress.	Academic Support Program	09/03/2013	06/12/2014	\$100 - Title II Part A \$750 - Title I Part A \$4000 - Title I Part A	Title I Math Teachers

Goal 3:

All students will be proficient in writing.

Measurable Objective 1:

54% of All Students will demonstrate a proficiency of 4% growth in English Language Arts by 05/15/2015 as measured by proficiency on the Spring 2015 State Standard Assessment.

Strategy1:

Small Group Instruction for Targeted Students - Students targeted by the Needs Assessment will receive small group instruction from Classroom Teachers, Title I teachers, and Title I paraprofessionals to supplement classroom learning.

Research Cited: http://stage.fcrr.org/publicationspdf/critical_elements.pdf

Instructional procedures are more efficient and supportive within a small group. Students with learning disabilities especially show growth.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive supplemental instruction in writing through small group pull-in and push-out, utilizing Academic Support Paraprofessionals and Title 1 teachers	Academic Support Program	09/03/2013	06/12/2014	\$0 - Title I Part A	Classroom teacher Title1 teacher Title 1 Paraprofessional

Strategy2:

Extended Day Program - Targeted students will work on remedial and enrichment lessons before and after school

Research Cited: Research Cited: Research Cited: <http://www.pbs.org/newshour/run/2012/12/can-longer-school-days-close-the-achievement-gap.html>. Studies have shown that an extended day focused on instruction can improve academic achievement for some students, and help close the achievement gap.

Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
targeted students will meet before and after school to work on remedial work in specific curriculum areas.	Academic Support Program	09/03/2013	05/15/2015	\$0 - Title I Part A	Paraprofessionals, Title 1 Teachers, Classroom Teachers

Measurable Objective 2:

55% of All Students will demonstrate a proficiency on the writing portion of the Spring 2015 state standardized assessment, in English Language Arts by 05/15/2015 as measured by proficiency on the Spring 2015 state standardized assessment.

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Strategy1:

Classroom Instruction That Works - Bellview Elementary teachers will embed Classroom Instruction That Works strategies into their classroom instruction to boost student achievement.

Research Cited: Leonard, Jan. Integrating Technology into Classroom Instruction That Works (Marzano, Pickering, Pollock, ASCD, 2001) Two Rivers Professional Development Center, Area III

Activity - Classroom Instruction That Works	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bellview staff will attend Classroom Instruction That Works at the Intermediate School District.	Professional Learning	01/03/2013	06/15/2015	\$6720 - Title II Part A	Building Principal and all instructional staff

Strategy2:

Positive Behavior Intervention Support - .

Research Cited: Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize students of the month, citizens of the month and PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, teachers, Paraprofessionals and parent volunteers

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Behavioral Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	All instructional and itinerant staff

Strategy3:

Small Group Instruction for Targeted Students - Students targeted by the Needs Assessment will receive small group instruction from Classroom Teachers, Title I teachers, and Title I paraprofessionals to supplement classroom learning.

Research Cited: http://stage.fcrr.org/publicationspdf/critical_elements.pdf

Instructional procedures are more efficient and supportive within a small group. Students with learning disabilities especially show growth.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive supplemental instruction in writing through small group pull-in and push-out, utilizing Academic Support Paraprofessionals and Title 1 teachers	Academic Support Program	09/03/2013	06/12/2014	\$0 - Title I Part A	Classroom teacher Title 1 teacher Title 1 Paraprofessional

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Strategy4:

Journal Writing (Fluency Logs) - Students will build writing fluency and stamina through journal writing of specified time periods.

Research Cited: Freeman, Marcia (2003). BUILDING A WRITING COMMUNITY.

Kemper, Nathan Sebranek (2002). WRITE ONE

Schaefer, L. M. (2001). YOUNG WRITERS: STRATEGIES THAT WORK.

Teaching Elementary School Students to be Effective Writers: A Practice Guide, Graham, Collinger, Booth-Olsen, D'Aoust, C. McCutchen, D. Olinghouse, N., 6/2012

This research supports that providing daily time for students to write will teach students to use the writing process. It will teach students to become fluent with spelling and sentence construction as well as creating an engaged community of writers.

Activity - Student Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will write to a prompt without stopping for increasing periods of time. They will record their progress in Fluency Logs. This will be done a minimum of three times per week.	Other	09/03/2013	06/12/2014	\$2450 - Title I Part A \$500 - General Fund	Classroom teachers, Title I teachers.

Strategy5:

Practice Different Types of Writing - Students will build their writing skills by practicing writing in response using prompts in Narrative and Informational Writing.

Research Cited: Clay, Marie. READING RECOVERY

Calkins, Lucy McCormick, (1994). THE ART OF TEACHING WRITING

Calkins stresses the importance of students writing constantly, revising their work, and piecing words and thoughts together to form a finished product.

Activity - Opinion Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice Opinion Writing by clearly stating and supporting opinion with sources, facts and details. This writing will have a clear and effective organizational structure. It will have logical progressions of ideas from beginning to end. It will contain academic and domain-specific vocabulary, and demonstrate a strong command of conventions.	Other	09/03/2013	06/12/2014	\$100 - General Fund	Classroom Teachers, Title I Teachers, Title Paraprofessionals

Activity - Informational Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and guide students as they practice a variety of informational writing (i.e. compare and contrast, cause and effect). This will lead students to independent practice enabling them to restate the question, use supporting details and write a conclusion. It will contain academic and domain-specific vocabulary, and demonstrate a strong command of conventions.	Other	09/03/2013	06/12/2014	\$100 - General Fund	Classroom teachers, Title I teachers, Title I paraprofessionals

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Activity - Narrative Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct Narrative Writing, real or imagined, by using a graphic organizer and writing to a given prompt. This writing will effectively establish a setting, narrator, and or characters, and point of view. It will have an effective plot and logical sequence from beginning to end. It will contain details, dialogue, and description. It will contain sensory, concrete or figurative language to advance the purpose. It will demonstrate a strong command of conventions.	Other	09/03/2013	06/12/2014	\$100 - General Fund	Classroom teachers, Title I Teachers, Title I Paraprofessionals

Measurable Objective 3:

80% of All Students will demonstrate a proficiency on district writing assessments in English Language Arts by 05/15/2015 as measured by 80% of student showing 20% growth .

Strategy1:

Practice Different Types of Writing - Students will build their writing skills by practicing writing in response using prompts in Narrative and Informational Writing.

Research Cited: Clay, Marie. READING RECOVERY

Calkins, Lucy McCormick, (1994). THE ART OF TEACHING WRITING

Calkins stresses the importance of students writing constantly, revising their work, and piecing words and thoughts together to form a finish product.

Activity - Informational Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and guide students as they practice a variety of informational writing (i.e. compare and contrast, cause and effect). This will lead students to independent practice enabling them to restate the question, use supporting details and write a conclusion. It will contain academic and domain-specific vocabulary, and demonstrate a strong command of conventions.	Other	09/03/2013	06/12/2014	\$100 - General Fund	Classroom teachers, Title I teachers, Title I paraprofessionals

Activity - Narrative Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct Narrative Writing, real or imagined, by using a graphic organizer and writing to a given prompt. This writing will effectively establish a setting, narrator, and or characters, and point of view. It will have an effective plot and logical sequence from beginning to end. It will contain details, dialogue, and description. It will contain sensory, concrete or figurative language to advance the purpose. It will demonstrate a strong command of conventions.	Other	09/03/2013	06/12/2014	\$100 - General Fund	Classroom teachers, Title I Teachers, Title I Paraprofessionals

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Activity - Opinion Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice Opinion Writing by clearly stating and supporting opinion with sources, facts and details. This writing will have a clear and effective organizational structure. It will have logical progressions of ideas from beginning to end. It will contain academic and domain-specific vocabulary, and demonstrate a strong command of conventions.	Other	09/03/2013	06/12/2014	\$100 - General Fund	Classroom Teachers, Title 1 Teachers, Title Paraprofessionals

Strategy2:

Journal Writing (Fluency Logs) - Students will build writing fluency and stamina through journal writing of specified time periods.

Research Cited: Freeman, Marcia (2003). BUILDING A WRITING COMMUNITY.

Kemper, Nathan Sebranek (2002). WRITE ONE

Schaefer, L. M. (2001). YOUNG WRITERS: STRATEGIES THAT WORK.

Teaching Elementary School Students to be Effective Writers: A Practice Guide, Graham, Collinger, Booth-Olsen, D'Aoust, C. McCutchen, D. Olinghouse, N., 6/2012

This research supports that providing daily time for students to write will teach students to use the writing process. It will teach students to become fluent with spelling and sentence construction as well as creating an engaged community of writers.

Activity - Student Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will write to a prompt without stopping for increasing periods of time. They will record their progress in Fluency Logs. This will be done a minimum of three times per week.	Other	09/03/2013	06/12/2014	\$500 - General Fund \$2450 - Title I Part A	Classroom teachers, Title I teachers.

Strategy3:

Language Conventions - Several times a week teachers will stress their grade level Common Core Standards in writing conventions across curriculum. This will be accomplished through teacher guided editing, peer editing, and student editing of their own work. Grammar books will be used for reference.

Research Cited: Chin, Beverly Ann, "The Role of Grammar in Improving Student's Writing," (2000). Grammar instruction is most naturally integrated during the revising, editing, and proofreading phase of the writing process. When students worked in groups for peer editing with each person assigned a specific task (punctuation for example), they eventually improved in that area in their own writing.

Activity - Appropriate grade Level Practice Conventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers select grade appropriate materials based on MEAP data analysis to drive the instruction. These can include but not limited D.O.L. (Daily Oral Language), Grammar books, and online resources. Students will practice editing various types of writing.	Academic Support Program	09/03/2013	05/15/2015	\$0 - General Fund	Classroom teachers

Goal 4:

All students will be proficient in Science.

Measurable Objective 1:

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30% of All Students will demonstrate a proficiency on the state science assessment in Science by 05/15/2015 as measured by The Spring 2015 state assessment..

Strategy1:

SQ3R - Instructional staff will model, guide, and lead students to independent practice in the SQ3R strategy in order to increase their understand of scientific text.

Research Cited: Marzano, Robert, Pickering, D., Pollock, J. (2012), "Classroom Instruction That Works." SQ3R was identified as a successful strategy through meta-analysis of instruction conducted by McRel (Marzano, 1998). Hedberg, Kristina (2004), "Using SQ3R with Fourth Grade ESOL Students." This study involved fourth grade ESOL students who were having difficulty with Social Studies text. Over a period of six weeks, students practiced the steps in using SQ3R, along with guided practice from the teacher. Through practice in the SQ3R strategy, the ESOL students not only increased their understanding of Social Studies, they also began to use SQ3R on their own in other content areas.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title 1 Teachers and Title 1 paraprofessionals will enhance the understanding of SQ3R with targeted students. This will be accomplished through modeling, and guided practice of SQ3R in small groups.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	Title 1 Teachers and Title 1 Paraprofessionals.

Activity - Extended Day for Social Studies and Science Leveled Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended Day Teachers and Paraprofessionals will use leveled books in science with Title 1 targeted student to increase their understanding of science text.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	Teachers and Title 1 paraprofessionals. This funding is already covered under social studies Extended Day.

Activity - Whole Group Instruction of SQ3R	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using a graphic organizer and the Smartboard, classroom teachers will model and guide students in how to use the SQ3R strategy to increase student understanding of scientific text.	Direct Instruction	09/03/2013	05/15/2015	\$0 - No Funding Required	Classroom teachers.

Strategy2:

Close and Critical Reading - Teachers will use grade-level Science content text to model and teach students to read, comprehend, establish meaning, and apply text to everyday life.

Research Cited: Kurland, Dan, <http://www.criticalreading.com>. Based on Kurland's research students increased their reading comprehension of what they read by taking control of the text by taking control of their own understanding.

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Activity - Close and Critical Reading Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title 1 Teachers and Title 1 Paraprofessionals will instruct small groups of targeted student in the Close and Critical Strategy using guided highlighted reading.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	Title 1 teachers and Title 1 paraprofessionals

Activity - Close and Critical Reading Whole Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will instruct students in the Close and Critical strategy using guided highlighted reading.	Direct Instruction	09/03/2013	05/15/2015	\$0 - No Funding Required	Classroom teachers,

Strategy3:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals) by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education. <http://www.pbis.org>

Bradshaw, C., Mitchell, M., & Leaf, P. (2008)

Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education and Treatment of Children*, 31, 1-26.

This randomized control trial documents experimentally that implementation of SWPBIS was related to high fidelity of implementation, a reduction in office discipline referrals, reduction in suspensions, and improved fifth grade academic performance.

Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Behavioral Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	All instructional and itinerent staff

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize students of the month, citizens of the month and PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, teachers, paraprofessionals, and parent volunteers

Goal 5:

All students will be proficient in Social Studies.

Measurable Objective 1:

demonstrate a proficiency in Social Studies by 05/15/2015 as measured by 34% of sixth graders achieving proficiency on the Spring 2015 Social Studies assessment..

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Strategy1:

Survey, Question, Read, Recite, and Review (SQ3R) - Instructional staff will model, and guide students in the strategy SQ3R to enhance their understanding of social studies text.

Research Cited: Marzano, Robert, Pickegin, D., Pollock, J. (2012), "Classroom Instruction That Works." SQ3R was identified as a successful strategy through meta-analysis of instruction conducted by McRel (Marzano 1998). Hedberg, Kristina (2004), "Using SQ3R With Fourth Grade ESOL Students." This study involved fourth grade ESOL students who were having difficulty with social studies context. Over a period of six weeks the students practiced the steps in using SQ3R, along with guided practice from the teacher. Through practice in the SQ3R strategy the ESOL students not only increased their understanding of social studies concepts, they also began to use SQ3R on their own in other content areas.

Activity - Small Group Instruction of SQ3R	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title 1 Teachers and Title 1 Paraprofessionals will use grade level Social Studies text to model and guide targeted students in the SQ3R strategy in small groups to supplement classroom instruction.	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	Title 1 Teachers and Title 1 Paraprofessionals.

Activity - Whole Group Instruction of SQ3R	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using a graphic organizer and grade level Social Studies text the teacher will model and guide students in the use of SQ3R for social studies text. Three teachers will receive MC3 training.	Direct Instruction	09/03/2013	05/15/2015	\$450 - Title II Part A	Classroom teachers.

Strategy2:

Positive Behavior Intervention Support - Positive Behavior Intervention Support - Intentional utilization of PBIS strategies (e.g. Caught Being Good, Classroom Discipline Reports, Office Referrals)by all staff members will result in an increase in positive student behaviors and a decrease in disciplinary actions.

Research Cited: Research Cited: Dunlap, Kelly Goodman, Steve Dr. McEnvoy, Chris, Paris, Frances Dr. Schoolwide Positive Behavioral Interventions and Supports: Implementation Guide 2010. Michigan Department of Education.<http://www.pbis.org>

Bradshaw, C., Mitchell, M., & Leaf, P. (2008)

Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. Education and Treatment of Children, 31, 1-26.

This randomized control trial documents experimentally that implementation of SWPBIS was related to high fidelity of implementation, a reduction in office discipline referrals, reduction in suspensions, and improved fifth grade academic performance.

Activity - Monthly Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month an assembly will be held to recognize students of the month, citizens of the month and PBIS activity.	Behavioral Support Program	09/03/2013	06/12/2014	\$500 - Other	Principal, teachers, paraprofessional and parent volunteers.

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Activity - Caught Being Good	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will award Caught Being Good Tickets to students displaying positive behavior as described in Positive Behavior Matrix. Parent Teacher Organization will offer the students an opportunity to spend their Caught Being Good Tickets at school store.	Behavioral Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	All instructional and interent staff

Strategy3:

Close and Critical Reading - Instructional staff will model and instruct students to read, comprehend, establish meaning, and apply text to everyday life.

Research Cited: Kurland, Dan, <http://www.criticalreading.com>. Based on Kurland's research students increased their reading comprehension of what they read by taking control of the text by taking control of their own understanding.

Activity - Close and Critical Reading Whole Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will instruct students in the Close and Critical strategy using guided highlighted reading with grade level Social Studies text. .	Direct Instruction	09/03/2013	05/15/2015	\$0 - No Funding Required	Classroom teachers.

Activity - Close and Critical Reading Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title 1 teachers and Title 1 paraprofessionals will instruct small groups of targeted students in the Close and Critical strategy using guided highlighted reading for grade level Social Studies text. .	Academic Support Program	09/03/2013	05/15/2015	\$0 - No Funding Required	Title 1 teachers and paraprofessionals.

Activity - Extended Day for Social Studies and Science Leveled Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended Day Teachers and Paraprofessionals will use leveled social studies books with targeted Title 1 students to increase their understanding of social studies.	Academic Support Program	09/03/2013	05/15/2015	\$800 - Title I Part A	Teachers, and Title 1 Paraprofessionals.

Narrative:

Bellview Elementary School will create a culture of data and assessment literacy to help guide instruction, monitor individual student performance, and to serve as a continuous improvement model that will contribute to a healthy part of everyday teaching and learning (Parrett and Budge, 2012). This will be done through utilization of interim, formative, and summative assessments that are aligned to Common Core State Standards. Our summative assessments are used to evaluate school programs in content areas, long-term individual student achievement and growth, and disaggregation of our data to look at possible achievement gaps. We use the state assessments, NWEA assessments, STAR Reading, and content area unit tests for this purpose. Additionally, summative assessments are used to measure student growth as part of the teacher evaluation process.

Our formative assessments are used to measure short-term learning and guide instruction. In PLCs throughout the year, we will use Instructional Learning Cycles (ILCs) to organize our instruction. Each cycle will last six-eight weeks. This includes pre- and post-testing

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using local common assessments developed by our own specialized instructors, planning for differentiation based on testing results, and the sharing of teaching strategies to address these results. We will develop differentiated instructional plans for individual students and/or small groups to close achievement gaps. As part of the PLC process cross grade level meetings will be held once per card marking period to ensure horizontal alignment and fidelity of instruction school-wide. A pilot ILC will begin in spring, 2014 and be implemented in at least one subject area in fall, 2014 and fully implemented in fall, 2015.

A continuous cycle of inquiry will be used to evaluate and assess actions that need to be taken to improve student academic growth across all grade levels and close any achievement gaps based on reviews of our summative data. Bellview Elementary School will use the recently adopted NWEA Assessment Program (Measure of Academic Progress). This formative testing tool is done three times a year (fall, winter, and spring) and it aligns assessments to district's goals for achievement. At each of these times, we will intentionally examine our data in regards to any achievement gaps.

Title I Math teachers, Title I ELA teachers, Literacy Paraprofessionals, and Special Teachers will offer extended learning time to support students who need intervention. Our data will be used to identify our students for tiered levels of support and appropriate interventions and enrichments.

Parrett, W.H. and Budge, K.M. (2012). Turning High Poverty Schools Into High Performing Schools. Alexandria, VA: ASCD Publications

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.

8A TIME FOR CORE SUBJECTS

In order to create a climate of achievement, Bellview will reorganize instructional time and personnel in order to more effectively deliver differentiated instruction to provide all students different avenues for effective acquisition of content regardless of ability. Reorganizing time and personnel will support consistency of instruction in all content areas.

The district's plan for increasing time for core academic subjects will happen through an increase in the student day of 10 minutes added in the morning which will allow us to rearrange the instructional day. Adding these additional 10 minutes will allow us to schedule core content instruction to meet student needs instead of meeting the schedule designed for adults. It ensures a mandated daily 97.5 minute blocks of ELA, 97.5 minute blocks of math, and 60 minutes blocks of both Science and Social Studies. This additional 10 minutes will also provide for a six period special subject day of 50 minutes each. Teachers will be able to implement guided reading into the ELA block, and centers in the blocks of core content areas. The Special Subject expanded day will allow mentoring and /or co teaching by the Special Subject teacher for one block per day. Adding 10 minutes per day changes the schedule from staff centered to student centered, and allows the flexibility for enrichment, correctives, mentoring, relationship building, project based learning, and more during one of the periods of the day. Another benefit of this six period schedule will be collaboration time for grade level teachers. The Leadership Team is preparing the schedule for this sixth period curriculum.

8B TIME FOR ENRICHMENT

By adding the extra 10 minutes per day as discussed in 8A, the student schedule can be designed to support a six period Special Subject day with time in the day for correctives and/or enrichment. Each grade level would select their period of the day during which enrichments and/or additional assistance would be provided.

Within the School Day:

- Mad about Science enrichment curriculum two times weekly for grade 5 students and one time weekly for grade four students, project and theme based in the Science Room

- Fifth Grade Band

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- Broadcast Club
- Choir
- Book Club
- Student Council
- IXL Math
- Boys and Girls Mentor Program

Technology will be used for scheduled classes and activities.

After School Enrichment:

- Newspaper Club
- Career Studies
- YMCA Girls on the Run
- Cub Scouts/Girl Scouts
- YMCA Soccer and Basketball

Additionally, a late bus will be provided for students/families to allow students to participate in any after school enrichment and/or tutoring activities, and arrive home safely.

8C TIME FOR PROFESSIONAL LEARNING

In order to create a climate for achievement Bellview will reorganize instructional time and personnel in order to more effectively deliver differentiated instruction to provide all students different avenues for effective acquisition of content regardless of ability. Reorganizing time and personnel will support consistency of instruction in all content areas. In addition, in order to support weekly collaboration in PLCs (professional learning Communities organized by grade level) Bellview will increase the time for professional learning by adding a weekly 45 minute block time afterschool. Bellview staff will meet in their PLCs on Tuesday's with the goals of clarifying curriculum to be taught and strategies to use, identifying assessments to measure learning and then reviewing the data yielded by the assessment, and deciding how to organize students to meet their needs based on the testing results. This block time will be used for teachers to collaborate weekly with content area teachers, grade level teams, and cross grade levels to ensure vertical and horizontal instructional alignment. Schedule and Calendar are being created.

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.

Bellview Elementary School strives to embrace all stakeholders and welcome them as active participants into our learning program. Thus, we have adopted Joyce Epstein's Framework for School-Family-Community Partnerships (Epstein, 2001). Using this research proven framework will help us improve our school culture and climate and enhance student learning in all subject areas that are outlined in our big ideas. The school will provide for ongoing family and community engagement by implementing the six types of involvement:

a. Parenting - Help all families establish home environments to support children as students. Bellview have a number of support staff that will support families and assist them in human services: we have an onsite psychologist, at risk social workers, and speech pathologist. This will create a culture of belonging as we will provide resources that will support our families.

Redesign Plan

Bellview Elementary School

b. Communicating - We will provide ongoing communication with our families that will keep them informed of school programs and events. Both the office staff and teachers will provide parents with monthly newsletters that provide information regarding learning objectives, strategies, and school/classroom happenings. Student progress reports that focus on academics and Class Dojo reports that focus on discipline will be distributed quarterly to parents. To promote home-school connection the school provides parents with two way communication tools in which students are provided with agenda planners and communication logs for parents to communicate regularly with teachers. School Connect calls provide email and school alerts to parents informing them of school related programs/events, emergencies, and school happenings. We also provide opportunities for parents to attend Parent Teacher Conferences to learn about their child's progress in core subject areas. Having an effective way to communicate with our parents will in turn, allow them to share in our vision setting higher expectations for their children achievement.

c. Volunteering - Our school recruit parents for many school related activities such as volunteering inside the classroom, tutorial services, hallway monitoring, lunchroom support, and office help. Parents are able to volunteer their time and talent to support students and school programs. Having parents volunteering in the building will minimize student discipline problems and promote a positive school climate.

d. Learning at Home - Bellview involves families with their children in learning activities at home. This year our school is promoting "Parent University", in which parents receive training in strategies they can use to assist their children with learning core subjects and test taking skills at home. These sessions are provided bi-monthly and facilitated by highly qualified teachers and community representatives.

e. Decision Making - Bellview include families as participants in school decisions, governance, and advocacy through PTO, School Improvement /Redesign Team Participants, and Action Teams. The goal is to create a positive school culture and climate while working to assist our students in achieving academically.

f. Collaborating with Community - Bellview works to coordinate resources and services for students, families, and the school with businesses, agencies, and other groups. As a community school we pride our selves with building partnerships that will support our families and students. Thus, we have a strong partnership with Oakland University where student volunteers work to receive education hours as they provide support inside our learning program. Additionally, we have a partnership with Wayne State University, where student teachers intern hours to develop practical experience in teaching and learning. The Foster Grandparent Program supports our learning program by allowing senior citizen to support teachers inside their classrooms during instructional time. The YMCA Afterschool program provides intervention and enrichment activities for students. The City of Eastpointe Judges and Clergyman are committed to supporting our learning program and our efforts to improve student achievement through community service and outreach.

Epstein, J. L. (2001). School, Family, and Community Partnerships: Preparing Educators and Improving Schools. Boulder, CO: Westview Press

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.

Bellview is provided operational flexibility for issues such as staffing, calendars, time and budgeting to implement a comprehensive approach to substantially increase student achievement. The School Leadership Team and building leader determine the school's Title I budget, subject to federal regulations. The stakeholders have determined the needs for our school as stated in this document. The Bellview Professional Development Plan is crafted based on the Comprehensive Needs assessment of student data. Staff looks at MEAP, local assessments, and student achievement. Staff determines the needs of our students and creates the PD Plan. Our School Improvement goals drive the PD Plan. The stakeholders also drive the Title I expenditures based on the needs of our students and staff. The Teacher Leaders meet with the principal and develop the Title I expenditures, subject to federal regulations. Bellview will have autonomy over Title I expenditures.

The EDPS 2013-14 instructional calendar is 181 days providing for 1094.083 instructional hours. Bellview will add an additional 10 minutes a day/50 minutes a week to instructional learning time beginning in the 2014-2015 school year. EDPS is allowing Bellview flexibility with these 10 minutes to best suit the needs of students per our big ideas. In addition, Bellview will organize in a manner to embed common planning time for grade level teams throughout the week. Bellview teachers will engage in an additional 45 minute weekly PLCs.

The district coordinates grant funding (Title I/31A) to hire additional staff to provide support to students identified as having Tier2/Tier 3 academic needs (per standard and local assessment data). The district provides for web-based intervention resources such as Star Reader and Star Math and small group learning opportunities and strategies. The professional development and PLCs will allow leadership and staff to examine data continuously to inform and differentiate instruction and ensure horizontal and vertical articulation of aligned curriculum and instructional goals. The upper elementary classes will have dedicated time per core content area, and flexible grouping in ILCs where students rotate between classes in the sixth period. Teachers will be organized according to grade level pods and benefit from common planning prep hours.

The building level exercises a high level of autonomy in the development of the instructional pacing and the professional development calendar. An example of this is the professional development Bellview teachers will receive to develop their weekly PLC model. Through this training the teachers will use the weekly PLC time most effectively and efficiently. As a result, they will be able to make timely, informed decisions regarding issues such as instructional pacing.

Redesign Plan

Bellview Elementary School

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

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

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

The District Representatives (Paul Szymanski and Dr. Linda Clinton) will participate in data dialogues, guide schools in the development of a process for monitoring the implementation of the School Improvement Plan by following the Instructional Learning Cycle as defined by MI Excel. District Representatives will participate as a School Support Team (SST) member to review the SIP and set short term goals to improve student achievement, document systemic changes to identify growth and areas for improvement, monitor implementation and review the effectiveness of strategies being implemented through pre and post assessment data analysis. District Representatives will collect data on classroom instructional practices as evidenced by classroom observations. District Representatives will support Priority Schools to implement and monitor the focus areas and provide ongoing feedback and guidance.

MSU Intervention Specialist:

The MSU Intervention Specialist (Mike Bugenski) will facilitate data dialogues, participate in the development of processes for monitoring the implementation of the Instructional Learning Cycle from the School Improvement Plan, participate as a member of the SST, document systemic changes to identify areas for improvement and collect descriptive data that supports improved student achievement.

MISD School Improvement Facilitator:

The MISD School Improvement Facilitator (Lisa Asaro) will participate in data dialogues, support school leadership team in the development of processes for the implementation of the Instructional Learning Cycle, and pilot the Instructional Learning Cycle which includes instructional strategies in the plan and collect descriptive data on classroom instructional practices as evidence of improved student achievement.

School ADvance™

Summary Rubrics by Domain, Factor, and Characteristic For Principal Evaluation

The Summary Rubrics provide administrators and their evaluators with a condensed version of the Full Rubrics for either the principal or central office/superintendent evaluation (see School ADvance Administrator Evaluation Users' Manual). This set of Summary Rubrics is organized around the four practice domains (Domains 2-5) and eight practice factors for the principal evaluation framework and provides statements that capture the major elements of each characteristic in collapsed form. The Summary Rubrics match directly to the School ADvance performance evaluation Framework and Full Rubrics for either the principal or central office/superintendent position. The summary statements can be used as the basis for the summative performance assessment and the expanded (full) rubrics can be used for formative assessment work (e.g. self-assessment, conferencing and dialogue, observations, evidence portfolios, etc.) and to provide clarity for developing performance improvement or personal growth plans.

Each item in the Summary Rubrics collapses several characteristics listed within the Full Rubrics for each of the performance factors. Because the descriptors are collapsed, users should refer back to the Full Rubrics when there is a question about what a Summary Rubric item means or what might be observable or documentable evidence for that item.

Color Key for Rubrics:

Domains
Factors
Characteristic

Domain 1 – Results			
Student, Teacher, and School Results Factors			
Teacher Results, Based on Student Results Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in the percentage of teachers whose students meet established student achievement targets on specified assessments; and/or	Meets established goal(s) for the percentage of building teachers whose students meet student achievement targets on specified assessments; and/or	Exceeds the established goal(s) for the percentage of building teachers whose students meet student achievement targets on specified assessments.
Student Results Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in the percentage of building students who meet established student achievement targets on specified assessments; and/or	Meets established goal(s) for the percentage of building students who meet student achievement targets on specified assessments; and/or	Exceeds the established goal(s) for the percentage of building students who meet student achievement targets on specified assessments.
Student Results Item: Achievement Gaps Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in reducing the size of identified student achievement gaps for sub-groups of students on specified assessments; and/or	Meets established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments; and/or	Exceeds established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments.
School Results Item: Improved School Programs and Process Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement on identified school process and program improvement targets based on the school's improvement plan	Meets established annual school process and program improvement targets based on the school's improvement plan and/or	Exceeds established annual school process and program improvement targets based on the school's improvement plan.

Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Personal Vision Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains and communicates an informed vision of success for all students	<i>And</i> advances his/her personal vision in ways that honors and celebrates diversity and the worth of every individual	<i>And</i> sets both example and expectation for treating all persons with civility, respect, and dignity
Shared Vision Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works with staff, students, parents, and community to build a shared vision of learning for all students	<i>And</i> enlists staff, students, and parents in working on and regularly updating the shared vision based on current information	<i>And</i> monitors progress, aligns resources, and fosters innovation to achieve the shared vision based on valid measures of success

Administrator Evaluation: Principal Summary Rubric

Developed by MASA and Michigan ASCD

Domain 2 - Leadership			
Leadership Work and Behavior Factors			
Informed Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Uses valid data, information, and research to inform goals, strategies, and practices	<i>And</i> guides staff to use multiple sources of data, information and research to inform goals, strategies, and practices	<i>And</i> works with staff to use data, information, and research to set priorities, evaluate school Programs, and collaborate for improved results.
Strategic and Systemic Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the school	<i>And</i> works with staff to establish individual and shared short/long term priorities and strategies that align with school and district goals.	<i>And</i> works with staff, students and parents to link school priorities and strategies into a systemic plan to achieve school and district goals.
Fair, Legal, Honest, Ethical and Professional Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Conducts his/her work in a fair, legal, and ethical manner	<i>And</i> , holds school personnel accountable for fair, legal, and ethical conduct	<i>And</i> contributes to policies, practices, and norms that help build a school and district culture of fair, legal, and ethical conduct
Resilient Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains effective personal work habits, is reliable and consistent in fulfilling responsibilities, and renews personal commitment	<i>And</i> models and sets expectations for staff to use habits of reflective practice, personal growth and renewal, reliability and consistency	<i>And</i> establishes school routines that support and recognize habits of reflective practice, self-assessment, and personal renewal

Administrator Evaluation: Principal Summary Rubric

Developed by MASA and Michigan ASCD

Domain 3 – Programs			
High Quality/Fidelity/Reliability Instructional Program Factors			
Curriculum Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff understand and use the district curriculum consistently to plan and deliver instruction	<i>And</i> ensures that staff communicates curriculum expectations to students and parents, follow horizontal and vertical alignment, emphasize essential core curriculum standards and differentiate instruction to meet the needs of all students.	<i>And</i> assists staff in interpreting curriculum expectations, selecting appropriate instructional resources, developing differentiation strategies, and making the curriculum relevant for all students and understood by all parents
Instruction Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has a working knowledge of effective instruction and uses that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs	<i>And</i> assists staff in developing a repertoire of research based instructional practices that support active student learning, differentiation, and tiered interventions where needed to meet student needs	<i>And</i> establishes school processes and routines that engage teachers in regular monitoring of student progress and evaluation, adaptation, and improvement of instructional strategies to meet the needs of all students
Assessment Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has a working knowledge of assessment practices and instruments and works with staff to follow ethical, legal and valid practices in using data to communicate about student progress.	<i>And</i> provides training and support for staff to become assessment literate and competent in analyzing and interpreting assessment results to communicate student progress, set learning goals, and make decisions that affect students	<i>And</i> works with staff to establish building and district systems, processes, policies, training, and shared leadership for effective assessment and feedback practices

Administrator Evaluation: Principal Summary Rubric

Developed by MASA and Michigan ASCD

Domain 3 – Programs			
Safe, Effective, Efficient School Operations Factors			
Policies Laws, and Procedures Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains current knowledge and acts in accordance with State and federal laws, school safety practices, employee contracts, and district policies.	<i>And</i> informs and holds staff accountable for adherence to State and federal laws, school safety practices, employee contracts and district policies	<i>And</i> monitors, evaluates, and improves school routines and processes to better align and support legal, safe, and ethical, school operations and to develop positive employee relations
Systems, Processes, and Procedures Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Follows district and establishes school systems, processes and procedures that guide the operation of the school	<i>And</i> ensures that staff and student, understand, follow, and evaluate the systems, processes, and procedures of the school and district	<i>And</i> works with staff to gather stakeholder input and offer ideas and leadership for improving school and district systems, processes, and procedures
Allocation and Management of Resources Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes procedures for and regularly monitors the school's fiscal management and financial status	<i>And</i> communicates with staff about the school's financial status and develops processes for aligning and realigning resources to support school goals	<i>And</i> communicates and collaborates with staff, central office and stakeholders about the school's financial status and securing resources to achieve school goals

Administrator Evaluation: Principal Summary Rubric

Developed by MASA and Michigan ASCD

Domain 4 – Processes			
Community Building Factors			
Relationships Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Forms relationships with staff, students, families and the broader school community	<i>And</i> , is involved in the community as an advocate for the schools and regularly assesses and ensures that the school responds to the needs of a diverse school community	<i>And</i> , works with the community to form partnerships, coordinate services, seek out resources and support, and advocate for the school
Inclusion Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Welcomes and invites parents and members of the diverse community to be involved with the school	<i>And</i> responds to concerns of students, parents, and community involving them in ways that are meaningful and relevant	<i>And</i> ensures all segments of the community are included, involved, respected, and valued
Communications Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Communicates regularly with internal and external stakeholders about student achievement	<i>And</i> uses a multifaceted communications plan to keep internal and external stakeholders informed, involved, and knowledgeable about the school	<i>And</i> establishes a regular system of two-way communication with parents, community, and media, while involving parents in their child's education

Administrator Evaluation: Principal Summary Rubric

Developed by MASA and Michigan ASCD

Domain 4 – Processes			
Evidenced Based and Data Informed Decision Making Factors			
Collaborative Inquiry Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Creates school routines to examine and question student and school results	<i>And</i> establishes and works with staff teams to challenge assumptions, raise questions and interpret multiple sources of student results to create evidence based instructional plans	<i>And</i> trains teachers to lead collaborative inquiry, assist colleagues in developing evidence based goals and strategies, and disseminate successful improvement work
Systematic Use of Multiple Data Sources Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works with staff to use multiple forms of student (including sub-group data) and school data to identify school improvement goals	<i>And</i> works with staff to analyze multiple year student (including sub-group data) and school data trends and select evidence based strategies to achieve the school improvement goals	<i>And</i> works with staff to deepen student and school data analysis with triangulated data points, sub-scores, etc. to evaluate and revise school improvement goals and strategies
Data Systems Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Is knowledgeable about and sets clear expectations for staff use of the school's data systems	<i>And</i> ensures that staff are knowledgeable and monitored in their use of the school's data systems for classroom assessment and progress monitoring	<i>And</i> provides staff training and support to use the school's data system for collecting, analyzing and interpreting multiple forms of data for progress and performance monitoring

Administrator Evaluation: Principal Summary Rubric

Developed by MASA and Michigan ASCD

Domain 5 – Systems			
Technology Integration and Competence Factors			
Personal Use of Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities and maintaining effective communications	<i>And</i> models personal use of technology, participates in electronic learning communities, and makes creative use of technology to enhance communications and accomplishment of job responsibilities	<i>And</i> learns and uses emerging technologies to increase productivity, develop leadership, and expand staff use of technology
Learning and Teaching with Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff have the necessary training, support, direction, and monitoring to make effective use of technology for communications and routine job responsibilities	<i>And</i> assists staff in exploring new uses for instructional technology, ensuring that technology is integrated into school plans for improving, curriculum management, instruction, and assessment	<i>And</i> provides leadership, advocacy, and creative solutions for school and district level use of technology to improve parent and community involvement, expand student learning opportunity, improve the monitoring and communication of student progress and adapt the teaching and learning environment for better student results
Leadership for Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Builds a shared vision with staff and parents for using technology to enhance classroom instruction and improve student results	<i>And</i> works with staff to identify evidence based technology practices that improve instruction, extend learning opportunity and foster student and parent engagement in the learning process	<i>And</i> provides leadership for district policies and practices that encourage and recognize staff initiative and innovative use of technology to improve student results

Administrator Evaluation: Principal Summary Rubric

Developed by MASA and Michigan ASCD

Domain 5 – Systems			
Human Capacity Development Factors			
Professional Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Develops a personal growth plan and assists staff in creating their own personal growth plans in accordance with the district performance evaluation and/or staff induction, mentoring, and coaching systems	<i>And</i> establishes processes for self and staff to refine personal growth plans with data and research, while engaging in professional learning and performance evaluation	<i>And</i> works with staff to evaluate the school’s professional learning culture and the impact of internal and external professional learning on student results
Leadership Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Involves staff in school decision making processes and recognizes staff leadership	<i>And</i> helps staff build a culture where they share responsibility and leadership for day-to-day operations, student and school success, professional learning, and involvement of students, parents and community in the work of the school	<i>And</i> identifies, develops, and supports staff, student and parent leaders with the training, mentoring, coaching needed to carry out meaningful leadership roles in the school

Administrator Evaluation: Principal Summary Rubric

Developed by MASA and Michigan ASCD

Domain 5 – Systems Continued			
Human Capacity Development Factors Continued			
Performance Evaluation Characteristics			
	Ensures that staff are evaluated in accordance with all state laws and district personnel evaluation policies/procedures including observations, feedback and development of personal growth or individual development plans (IDP)	<i>And</i> works to improve his/her personnel evaluation skills and strategies, increase staff understanding and participation in their own performance evaluations, and use performance evaluation to achieve improved student results	<i>And</i> involves staff in collaborative processes to increase performance feedback, work on performance improvement strategies, and improve personal ownership in the performance evaluation process
Productivity Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff roles and responsibilities are communicated and understood and school routines and procedures are established to support staff work	<i>And</i> makes evidence based decisions to hire, assign, and work with staff to support productivity with well managed school routines and processes	<i>And</i> differentiates and adapts staff roles and responsibilities to achieve the goals of the school using staff, student, and parent feedback to evaluate/improve school routines to increase productivity

East Detroit Public Schools Teacher Evaluation Tool

Introduction

The East Detroit Public Schools Teacher Evaluation Tool was collaboratively developed by teachers and administrators based on Charlotte Danielson's framework for teaching. It is the belief and position of the development team that student achievement is an integral part of 100% of the strands, as all instructional decisions are made based on formative and summative assessments, with the desired outcome of increased student achievement.

Domains 1 (Planning and Preparation), 4 (Professional Responsibilities), and 5 (Documenting Student Growth), can be evaluated on an on-going basis over the course of a school year, and the tool for these domains has blank spaces to allow for reflection and comments. Scoring on Domains 1, 4, and 5, must be done with the Master Rubric, which has the score points for each Domain and Strand. Domains 2 (The Classroom Environment) and 3 (Instruction) are best evaluated through classroom observation, and as such, the tool includes the rubric language for those domains/strands for ease of use by the administrator during observation.

East Detroit Public Schools Teacher Evaluation Tool

Summary Page

Teacher's Name: _____

School Year: _____

Teaching Assignment: _____

Evaluator's Name: _____

School Assignment: _____

Date(s) of Evaluation: _____

Employment Status: 1st Year 2nd Year 3rd Year 4th Year 5th Year Tenure Seniority Date: _____

Strand: (For each Domain and Overall Rating, select rating of *Ineffective*, *Minimally Effective*, *Effective* or *Highly Effective* from drop-down.)

Domain #1: Planning and Preparation: N/A

Domain #2: The Classroom Environment: N/A

Domain #3: Instruction: N/A

Domain #4: Professional Responsibilities: N/A

Domain #5: Demonstrating Student Growth: N/A

Pursuant to MCL 380.1246, Section 2(a)(i), c teacher performance will be based on student growth data as follows:

2013-2014: 25%; 2014-2015: 40%; 2015-2016: 50%

Overall Rating: N/A

Summary:

Is the overall evaluation acceptable? Yes No

Is continued employment recommended? Yes No

Evaluator Date

I have received a copy of this evaluation and understand a copy of this document shall be included in my personnel file.

Teacher Date

Notes: _____

East Detroit Public Schools Teacher Evaluation Tool

Teacher: _____ School: _____ Subject/Grade/Class: _____

Evaluator Name: _____ Position: _____ Date: _____

Rate teacher for each strand in each domain: 1-Ineffective; 2-Minimally Effective; 3-Effective; 4-Highly Effective.
Refer to the Master Rubric for specific language to guide the rating. *Comments must be given for any strand rated 1 or 2.*

Domain #1: Planning and Preparation

Rating	Strand	Comments (Required if rated 1 or 2)
	1A Demonstrating Knowledge of Content and Pedagogy [Demonstration: Certification and State Exams; Lesson Plans, Self Reflection] i. Knowledge of Content ii. Knowledge of Content-Related Pedagogy	
	1B Demonstrating Knowledge of Students [Demonstration: Student work; Lesson Plans, Self Reflection] Knowledge of: i. Child development and learning process ii. Students' skills, knowledge and language proficiency iii. Students' interest and cultural heritage	
	1C Setting Instructional Outcomes [Demonstration: Course Syllabus; Course Calendar; Self Reflection] i. Value, Sequence, and Alignment ii. Clarity iii. Balance iv. Suitability for diverse learners	
	1D Designing Coherent Instruction [Student Work; Lesson Plans, Self Reflection; syllabus; Course Calendar] i. Learning Activities ii. Learning Activities are based on student achievement	

East Detroit Public Schools Teacher Evaluation Tool

Teacher Name: _____

Domain #1: Planning and Preparation (cont.)

1-Ineffective; 2-Minimally Effective; 3-Effective; 4-Highly Effective

Rating	Strand	Comments (Required if rated 1 or 2)
	1E Designing Student Assessment [Demonstration: Student Work; Lesson Plans, Self Reflection] i. Formative Assessment alignment with Outcomes & Standards ii. Design of Formative Assessment iii. Use for Planning	

Overall comments/suggestions for Domain #1:

East Detroit Public Schools Teacher Evaluation Tool

Teacher: _____ School: _____ Subject/Grade/Class: _____

Evaluator Name: _____ Position: _____ Date: _____

Rate teacher for each strand in each domain: 1-Ineffective; 2-Minimally Effective; 3-Effective; 4-Highly Effective.
Refer to the Master Rubric for specific language to guide the rating. *Comments must be given for any strand rated 1 or 2.*

Domain #2: The Classroom Environment

Rating	Strand	Comments	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
	2A Creating an Environment of Respect and Rapport [Demonstration: Classroom Observations, Self Reflection] i. Teacher interaction with students		Interaction is negative, demeaning, sarcastic, inappropriate.	Interaction is inconsistent, exhibits favoritism to some and ignores others.	Interactions demonstrate general caring and respect, are age and culturally appropriate.	Meets proficiency and there evidence of high levels of trust.
	2B Establishing a Culture of Learning [Demonstration: Observation, Student Work; Self Reflection] i. Importance of Content ii. Classroom Atmosphere		Speaks of content negatively & conveys low achievement expectations. Classroom reflects no effort to engage students.	Does not emphasize importance of content and seeks minimal student buy in and achievement. Classroom reflects some effort to engage students and shows some pride in achievement & content.	Conveys enthusiasm for the content. Most students understand course value and have high standards. Classroom engages students and reflects pride in achievement and content.	Meets proficiency and students demonstrate genuine interest through participation. Meets proficiency and encourages students to further investigate content.
	2C Managing Classroom Procedures [Demonstration: Observation; Self Reflection] Mangement of: i. Instructional Process ii. Transitions iii. Material and Supplies		Teacher allows students to not be productively engaged in learning. Transitions are chaotic with much time lost in between lesson segments. Materials and supplies are handled inefficiently resulting in lost instructional time.	Only some students are productively engaged in learning. Only some transitions are effective with some loss of instructional time. Some routines for handling supplies and material are evident but instructional time is still lost.	Teacher leads most students to be productively engaged in learning. Transitions occur smoothly with little loss of instructional time. Routines for handling materials and supplies occur smoothly most of the time with little loss of instructional time.	Meets proficiency and teacher encourages students to assist in the learning process. Meets Proficiency and students responsibly self regulate transition times. Meets proficiency and routines are seamless. Students assume some responsibility for smooth operation.

East Detroit Public Schools Teacher Evaluation Tool

Teacher Name: _____

Domain #2: The Classroom Environment (cont.)

Rating	Strand	Comments	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
	2D Managing Student Behavior [Demonstration: Observation; Self Reflection] i. Expectations ii. Monitoring Student Behavior iii. Response to Student Misbehavior		No standards have been established or communicated to students. Student behavior is not monitored and teacher is unaware of student behavior. Does not respond to misbehavior or constantly does not respect student's dignity.	Standards of conduct may have been established but they are not being adhered to. Teacher is aware of student behavior for most students but may miss the activities of some students. Attempts to respond to misbehavior but is inconsistent.	Standards of conduct are clear to all students and most adhere to them. Teacher is alert to student behavior at all times. Responds to misbehavior appropriately, consistently and by respecting student dignity. Or students rarely misbehave.	Meets proficiency and students seemed to have participated in their development. Meets proficiency and students monitor their own behavior. Meets proficiency and student behavior is almost entirely appropriate.
	2E Organizing Physical Space [Demonstration: Observations] i. Safety and Accessibility		The classroom is not safe.	The classroom is safe, and essential learning is accessible to most students.	The classroom is safe and learning is accessible to all students.	Meets proficiency and accommodations and adjustments are made when necessary.

Domain #3: Instruction

Rating	Strand	Comments	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
	3A Communicating with Students [Demonstration: Classroom Observations] i. Expectations for Learning ii. Directions and Procedures iii. Explanations of Content iv. Use of Oral and Written Language		Lesson objectives are not communicated to students. Directions and procedures are not communicated to students. Explanation of content is unclear, confusing. Spoken language is inaudible or inappropriate, written language is illegible, and contains several grammar errors.	Lesson objectives are communicated to students but are unclear. Directions and procedures require constant clarification. Explanation of content is uneven, at times clear, but other portions are difficult to follow. Spoken language is audible and written language is legible but vocabulary is limited or is not appropriate to students' ages or backgrounds.	Lesson objectives are clearly communicated, and connected to broader learning. Directions and procedures are clear to students. Explanation of content is clear and appropriate. Spoken language is audible and written language is legible, vocabulary is appropriate to the students' ages and interests.	Meets proficiency and lesson objectives are connected to student interests. Meets proficiency and teacher anticipates possible misunderstandings. Meets proficiency and explanation is connected to student's knowledge and experiences. Meets proficiency and teacher is expressive with well-chosen vocabulary to intentionally extend students' vocabularies.

East Detroit Public Schools Teacher Evaluation Tool

Teacher Name: _____

Domain #3: Instruction (cont.)

Rating	Strand	Comments	Ineffective (1)	Minimally Effective(2)	Effective (3)	Highly Effective (4)
	3B Engaging Students in Learning [Demonstration: Observation; Self Reflection] i. Activities and Assignments ii. Engaging students in Discussion & Questioning iii. Differentiation iv. Structure & Pacing		Activities and assignments are inappropriate for students' age and background. Students are not engaged in them. Interaction is focused on directives & teacher questions are of poor quality and are not cognitively challenging. Lesson does not address differentiated learning. The lesson has no clearly defined structure.	Some activities and assignments are appropriate and some students are engaged in them. Some discussion is attempted with some students. Questions are generally of low quality, posed in rapid succession, and only some invite thoughtful responses. Lesson makes some attempts to address differentiated learning. The lesson has a structure but it is not maintained through the lesson. Pacing of the lesson is inconsistent.	Most activities and assignments are appropriate and most students are engaged in exploring content. Teacher generates actual discussion and engages many students. Most questions are of high quality, and time is provided for students to respond. Lesson makes adjustments appropriate for differentiated learning. The lesson has a clearly defined structure around which activities are organized. Pacing of the lesson is generally appropriate.	Meets proficiency and student are clearly display interest and ownership of activities and assignments. Meets proficiency and teacher encourages students to ask higher level questions and students initiate & discuss topics in thoughtful manner. Meets proficiency and reflects active and continual adjustments for differentiation. Meets proficiency and pacing allows for reflection and closure. Pacing of the lesson is appropriate for all students.
	3C Using Assessment in Instruction [Demonstration: Student Work; Observation; Self Reflection] i. Assessment Criteria ii. Monitoring of Student Learning iii. Feedback to Students		Students are not aware of assessment criteria. Teacher does not monitor students learning. Feedback is of poor quality and not provided to students in a timely manner.	Students know some of the criteria and performance standards. Teacher monitors the progress of the class but does not use assessments tools. Feedback is uneven, and its timeliness is inconsistent.	Students are aware of most of the criteria and student work. Teacher monitors the progress of students in the curriculum, making use of assessment tools to elicit information. Feedback is timely and of consistently high quality.	Meets proficiency and evidence of assessment criteria including different learning styles. Meets proficiency and pays particular attention to the progress of individual students. Meets proficiency and students make use of the feedback in their learning.

East Detroit Public Schools Teacher Evaluation Tool

Teacher Name: _____

Domain #3: Instruction (cont.)

Rating	Strand	Comments	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
	3D Demonstrating Flexibility and Responsiveness (strand my not always be observable) [Demonstration: Observation; Self Reflection] i. Lesson Adjustment ii. Response to Students iii. Persistence		Teacher rigidly adheres to an instructional plan even when change is clearly needed. Teacher ignores students' questions and contributions. When a student has difficulty with a lesson of objective, teacher gives up on instruction.	Teacher attempts to adjust a lesson when needed, but adjustments are not successful. Teacher attempts to respond to questions and contributions but does so ineffectively or disrupts lesson pacing. Teacher only has limited instructional strategies to respond to student needs.	Teacher makes adjustments when needed and most adjustments occur smoothly. Teacher successfully accommodates students' questions or interests. Teacher persists in seeking approaches for students who have difficulty learning, drawing on several strategies.	Meets proficiency and adjustment plan is clearly intentional and well thought out. Meets proficiency and seizes opportunity to use student questions to enhance learning experiences. Meets proficiency and can draw on vast strategies and resources to support struggling students.

Overall comments/suggestions:

Transfer ratings for domains to teacher's evaluation summary page.

Post observation conference date and time: _____

Administrator Signature: _____

Teacher Signature: _____

East Detroit Public Schools Teacher Evaluation Tool

Teacher Name: _____

Domain #4: Professional Responsibilities

1-Ineffective; 2-Minimally Effective; 3-Effective; 4-Highly Effective

Rating	Strand	Comments (Required if rated 1 or 2)
	4A Reflecting on Teaching [Demonstration: Self Reflection] i. Accuracy & Self Improvement Strategy ii.	
	4B Maintaining Accurate Records [Demonstration: Artifacts of Classroom Noninstructional Activities] i. Student completion of Assignments & Progress ii. Noninstructional Records	
	4C Communicating with Families [Artifacts displaying parental communication: Self Reflection] i. Information About the Instructional Program ii. Information About Individual Students	
	4D Participating in a Professional Community [Demonstration: Self Reflection; Log of Participation] i. Relationships with Colleagues ii. Involvement in a Culture of Professional Inquiry & PLC iii. Participation in School and District Projects	
	4E Growing and Developing Professionally [Demonstration: Self Reflection; Log of Participation] i. Enhancement of Content Knowledge and Pedagogical Skill ii. Receptivity to Feedback from Colleagues iii. Service to the Profession	
	4F Showing Professionalism [Demonstration: Self Reflection; Observation] i. Integrity and Ethical Conduct ii. Service to Students & Advocacy for Them iii. Decision Making iv. Compliance with School and District Regulations	

Overall comments/suggestions for Domain #4:

East Detroit Public Schools Teacher Evaluation Tool

Teacher Name: _____

Domain #5: Demonstrating Student Growth (Additional Domain 5 pages may be attached; indicate at bottom of page.)

1-Ineffective; 2-Minimally Effective; 3-Effective; 4-Highly Effective

Rating	Strand	Comments (Required if rated 1 or 2)
	5A Reporting Student Growth [Demonstration: Student Learning Objective (SLO) Documents] i. Setting SLO goals ii. Tracking SLO data iii. Reporting SLO	
	5B Student Learning Objective #1 List Assessment Type(s)	
	5B Student Learning Objective #2 List Assessment Type(s)	
	5B Student Learning Objective #3 List Assessment Type(s)	

Overall comments/suggestions for Domain #5:

Transfer ratings for domains to teacher's evaluation summary page.

Domain 5 only: Page ____ of ____

East Detroit Public Schools Teacher Evaluation Master Rubric

Domain #1: Planning and Preparation

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
1A Demonstrating Knowledge of Content and Pedagogy [Demonstration: Certification and State Exams; Lesson Plans, Self Reflection] i. Knowledge of Content ii. Knowledge of Content-Related Pedagogy	In planning and practice teacher often makes content errors. Displays no understanding of the range of pedagogical approaches suitable for student learning.	Is familiar with content area but sometimes makes mistakes and ignores student errors. Plans and practices reflect limited range of pedagogical approaches.	Displays solid knowledge in content area and understands how they relate to one another. Plans and practices reflect familiarity with a wide range of effective pedagogical approaches and disciplines.	Meets proficiency and understands how content area connects to other disciplines. Meets proficiency and plans and practices pedagogy in a strategic way to meet student needs.
1B Demonstrating Knowledge of Students [Demonstration: Student work; Lesson Plans, Self Reflection] Knowledge of: i. Child development and learning process ii. Students' skills, knowledge and language proficiency iii. Students' interest and cultural heritage	Displays little or no knowledge of developmental characteristics of the age group or how students learn. Displays no knowledge of students' skills knowledge and language proficiency. Displays little or no knowledge of students' interests or cultural heritage and does not find this valuable.	Displays partial knowledge of developmental characteristics of age group and limited understanding of how they learn. Recognizes the value of understanding students' skills etc. but does not differentiate accordingly. Recognizes the value of understanding students' interests and cultural heritage.	Displays accurate understanding of the typical development characteristics of age group & applies knowledge of how they learn to class. Recognizes the value of understanding student skill etc. and differentiates for groups. Recognizes the value of understanding students' interests & cultural heritage and displays this knowledge for the class.	Meets proficiency and displays knowledge of the extent to which individual students follow patterns and how they learn as individuals and groups. Meets proficiency and has a strategy for and uses information to inform future planning. Meets proficiency and applies this knowledge to individual students.
1C Setting Instructional Outcomes [Demonstration: Course Syllabus; Course Calendar; Self Reflection] i. Value, Sequence, and Alignment ii. Clarity iii. Balance iv. Suitability for diverse learners	Outcomes represent low expectations. They do not represent learning in the discipline or reflect state standards. Outcomes are not clear are not student centered and are difficult to assess. Outcomes reflect only one learning strand.	Some outcomes represent moderately high expectations, and partially reflect some sequence & learning standards. Some outcomes are vague or not student centered or assessable. Outcomes reflect more than one learning strand but strands are not integrated.	Outcomes represent high expectations and are connected to a sequence of learning and state standards. Most outcomes are clear, assessable and student centered. Outcomes reflect several different types of learning and opportunities for integration.	Meets proficiency and connects learning clearly to other disciplines. All outcomes are clear, assessable, and student centered. Meets proficiency and considers the needs of individual students and groups.
1D Designing Coherent Instruction [Student Work; Lesson Plans, Self Reflection; syllabus; Course Calendar] i. Learning Activities ii. Learning Activities are based on student achievement	Learning activities are not clearly constructed or suitable for students. Lessons do not use or consider student achievement data.	Some learning activities are structured and are suitable for students and instructional outcomes. Only portions of the lesson seem to reflect a use of data to structure activities.	Most learning activities have structure, are suitable for students, match instructional outcomes and engage students. Most lessons reflect a use of data to form activities to enhance student achievement.	Meets proficiency, progresses coherently, engages students at high levels and is based on student learning. Meets proficiency and reinforces affect of lesson on potential student achievement.

East Detroit Public Schools Teacher Evaluation Master Rubric

Domain #1: Planning and Preparation (cont.)

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
1E Designing Student Assessment [Demonstration: Student Work; Lesson Plans, Self Reflection] i. Formative Assessment alignment with Outcomes & Standards ii. Design of Formative Assessment iii. Use for Planning	Assessment procedures do not match assessment outcomes or consider standards. Teacher does not incorporate any formative assessment. Does not plan to use assessments to inform future planning.	Some instructional outcomes and standards are assessed. Formative assessment approaches are unclear. Sometimes uses data to plan lessons.	Most instructional outcomes & standards are assessed, and strategies are carefully chosen. Teacher uses logical strategy in formative assessment. Usually plans to use assessment data for future instruction.	Meets proficiency and assessments are differentiated for student learning. Meets proficiency and applies strategy to address all student results. Meets proficiency and plans to use assessment results to implement differentiated instruction.

Domain #2: The Classroom Environment

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
2A Creating an Environment of Respect and Rapport [Demonstration: Classroom Observations, Self Reflection] i. Teacher interaction with students	Interaction is negative, demeaning, sarcastic, inappropriate.	Interaction is inconsistent, exhibits favoritism to some and ignores others.	Interactions demonstrate general caring and respect, are age and culturally appropriate.	Meets proficiency and there is evidence of high levels of trust.
2B Establishing a Culture of Learning [Demonstration: Observation, Student Work; Self Reflection] i. Importance of Content ii. Classroom Atmosphere	Speaks of content negatively & conveys low achievement expectations. Classroom reflects no effort to engage students.	Does not emphasize importance of content and seeks minimal student buy in and achievement. Classroom reflects some effort to engage students and shows some pride in achievement & content.	Conveys enthusiasm for the content. Most students understand course value and have high standards. Classroom engages students and reflects pride in achievement and content.	Meets proficiency and students demonstrate genuine interest through participation. Meets proficiency and encourages students to further investigate content.
2C Managing Classroom Procedures [Demonstration: Observation; Self Reflection] Management of: i. Instructional Process ii. Transitions iii. Material and Supplies	Teacher allows Students to not be productively engaged in learning. Transitions are chaotic with much time lost in between lesson segments. Materials and supplies are handled inefficiently resulting in lost instructional time.	Teacher allows only some students are productively engaged in learning. Only some transitions are effective with some loss of instructional time. Some routines for handling supplies and material are evident but instructional time is still lost.	Teacher leads most students to be productively engaged in learning. Transitions occur smoothly with little loss of instructional time. Routines for handling materials and supplies occur smoothly most of the time with little loss of instructional time.	Meets proficiency and teacher encourages students to assist in the learning process. Meets Proficiency and students responsibly self regulate transition times. Meets proficiency and routines are seamless. Students assume some responsibility for smooth operation.

East Detroit Public Schools Teacher Evaluation Master Rubric

Domain #2: The Classroom Environment (cont.)

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
2D Managing Student Behavior <i>Demonstration: Observation; Self Reflection</i> i. Expectations ii. Monitoring Student Behavior iii. Response to Student Misbehavior	No standards have been established or communicated to students. Student behavior is not monitored and teacher is unaware of student behavior. Does not respond to misbehavior or constantly does not respect student's dignity.	Standards of conduct may have been established but they are not being adhered to. Teacher is aware of student behavior for most students but may miss the activities of some students. Attempts to respond to misbehavior but is inconsistent.	Standards of conduct are clear to all students and most adhere to them. Teacher is alert to student behavior at all times. Responds to misbehavior appropriately, consistently and by respecting student dignity. Or students rarely misbehave.	Meets proficiency and students seemed to have participated in their development. Meets proficiency and students monitor their own behavior. Meets proficiency and student behavior is almost entirely appropriate.
2E Organizing Physical Space <i>Demonstration: Observations</i> i. Safety and Accessibility	The classroom is not safe.	The classroom is safe, and essential learning is accessible to most students.	The classroom is safe and learning is accessible to all students.	Meets proficiency and accommodations and adjustments are made when necessary.

Domain #3: Instruction

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
3A Communicating with Students <i>Demonstration: Classroom Observations</i> i. Expectations for Learning ii. Directions and Procedures iii. Explanations of Content iv. Use of Oral and Written Language	Lesson objectives are not communicated to students. Directions and procedures are not communicated to students. Explanation of content is unclear, confusing. Spoken language is inaudible or inappropriate, written language is illegible, and contains several grammar errors.	Lesson objectives are communicated to students but are unclear. Directions and procedures require constant clarification. Explanation of content is uneven, at times clear, but other portions are difficult to follow. Spoken language is audible and written language is legible but vocabulary is limited or is not appropriate to students' ages or backgrounds.	Lesson objectives are clearly communicated, and connected to broader learning. Directions and procedures are clear to students. Explanation of content is clear and appropriate. Spoken language is audible and written language is legible, vocabulary is appropriate to the students' ages and interests.	Meets proficiency and lesson objectives are connected to student interests. Meets proficiency and teacher anticipates possible misunderstandings. Meets proficiency and explanation is connected to student's knowledge and experiences. Meets proficiency and teacher is expressive with well-chosen vocabulary to intentionally extend students' vocabularies.
3B Engaging Students in Learning <i>Demonstration: Observation; Self Reflection</i> i. Activities and Assignments ii. Engaging students in Discussion & Questioning	Activities and assignments are inappropriate for students' age and background. Students are not engaged in them. Interaction is focused on directives & teacher questions are of poor quality and are not cognitively challenging.	Some activities and assignments are appropriate and some students are engaged in them. Some discussion is attempted with some students. Questions are generally of low quality, posed in rapid succession, and only some invite thoughtful responses.	Most activities and assignments are appropriate and most students are engaged in exploring content. Teacher generates actual discussion and engages many students. Most questions are of high quality, and time is provided for students to respond.	Meets proficiency and student are clearly display interest and ownership of activities and assignments. Meets proficiency and teacher encourages students to ask higher level questions and students initiate & discuss topics in thoughtful manner.

East Detroit Public Schools Teacher Evaluation Master Rubric

Domain #3: Instruction (cont.)

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
3B Engaging Students in Learning [Demonstration: Observation; Self Reflection] iii. Differentiation iv. Structure & Pacing	Lesson does not address differentiated learning. The lesson has no clearly defined structure.	Lesson makes some attempts to address differentiated learning. The lesson has a structure but it is not maintained through the lesson. Pacing of the lesson is inconsistent.	Lesson makes adjustments appropriate for differentiated learning. The lesson has a clearly defined structure around which activities are organized. Pacing of the lesson is generally appropriate.	Meets proficiency and reflects active and continual adjustments for differentiation. Meets proficiency and pacing allows for reflection and closure. Pacing of the lesson is appropriate for all students.
3C Using Assessment in Instruction [Demonstration: Student Work; Observation; Self Reflection] i. Assessment Criteria ii. Monitoring of Student Learning iii. Feedback to Students	Students are not aware of assessment criteria. Teacher does not monitor students learning. Feedback is of poor quality and not provided to students in a timely manner.	Students know some of the criteria and performance standards. Teacher monitors the progress of the class but does not use assessments tools. Feedback is uneven, and its timeliness is inconsistent.	Students are aware of most of the criteria and student work. Teacher monitors the progress of students in the curriculum, making use of assessment tools to elicit information. Feedback is timely and of consistently high quality.	Meets proficiency and evidence of assessment criteria including different learning styles. Meets proficiency and pays particular attention to the progress of individual students. Meets proficiency and students make use of the feedback in their learning.
3D Demonstrating Flexibility and Responsiveness (strand my not always be observable) [Demonstration: Observation; Self Reflection] i. Lesson Adjustment ii. Response to Students iii. Persistence	Teacher rigidly adheres to an instructional plan even when change is clearly needed. Teacher ignores students' questions and contributions. When a student has difficulty with a lesson of objective, teacher gives up on instruction.	Teacher attempts to adjust a lesson when needed, but adjustments are not successful. Teacher attempts to respond to questions and contributions but does so ineffectively or disrupts lesson pacing. Teacher only has limited instructional strategies to respond to student needs.	Teacher makes adjustments when needed and most adjustments occur smoothly. Teacher successfully accommodates students' questions or interests. Teacher persists in seeking approaches for students who have difficulty learning, drawing on several strategies.	Meets proficiency and adjustment plan is clearly intentional and well thought out. Meets proficiency and seizes opportunity to use student questions to enhance learning experiences. Meets proficiency and can draw on vast strategies and resources to support struggling students.

Domain #4: Professional Responsibilities

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
4A Reflecting on Teaching [Demonstration: Self Reflection] i. Accuracy & Self Improvement Strategy	Does not know whether lesson was effective and does not consider a manner to improve.	Has generally accurate impression of lesson's effect, but does make specific plans to improve	Teacher has accurate impression of lesson's effect & makes specific examples of areas to improve	Meets proficiency and can offer suggestions or evaluate the strengths of the lesson and impact of possible change.

East Detroit Public Schools Teacher Evaluation Master Rubric

Domain #4: Professional Responsibilities (cont.)

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
<p>4B Maintaining Accurate Records [Demonstration: Artifacts of Classroom Noninstructional Activities]</p> <p>i. Student completion of Assignments & Progress</p> <p>ii. Noninstructional Records</p>	<p>There is no system for tracking student assignments or progress. Teacher does not keep records for non-instructional activities.</p>	<p>System for tracking student assignments & progress is rudimentary and not entirely effective.</p> <p>Records for noninstructional activities are completed but require monitoring for errors and regular adjustments.</p>	<p>System for tracking student assignments & progress is effective and well maintained.</p> <p>Systems for maintaining information on noninstructional activities is effective.</p>	<p>Meets proficiency and communicates information with students.</p> <p>Meets proficiency and it is clear that system is highly effective resulting in timely and accurate completion.</p>
<p>4C Communicating with Families [Artifacts displaying parental communication: Self Reflection]</p> <p>i. Information About the Instructional Program</p> <p>ii. Information About Individual Students</p>	<p>Does not communicate information about instructional programming to families. Does not provide families with information about individual students and does not respond to parent concerns.</p>	<p>Participates in school's activities for family communication but offers little additional information.</p> <p>Adheres to school procedures for communicating about individual students. Responses to family concerns are minimal.</p>	<p>Provides information to families about the instructional program through school activities and additional information.</p> <p>Communicates with families about individual students' progress and is available to respond to family concerns.</p>	<p>Meets proficiency and employs communication strategies frequently.</p> <p>Meets proficiency and is responsive to student and family feedback about communication systems.</p> <p>Handles concerns with professionalism and cultural sensitivity.</p>
<p>4D Participating in a Professional Community [Demonstration: Self Reflection; Log of Participation]</p> <p>i. Relationships with Colleagues</p> <p>ii. Involvement in a Culture of Professional Inquiry & PLC</p> <p>iii. Participation in School and District Projects</p>	<p>Relationships with colleagues are negative and hinder ability to impact student learning.</p> <p>Teacher avoids participation in a culture of professional inquiry & PLC.</p> <p>Avoids being involved in any district projects or school events.</p>	<p>Sometimes maintains positive relationships with colleagues.</p> <p>Teacher is only occasionally involved in a culture of inquiry in PLC.</p> <p>Only participates in school or district events when they are mandatory.</p>	<p>Relationships with most colleagues are characterized by mutual support and cooperation.</p> <p>Actively participates in a culture of professional inquiry in PLC.</p> <p>Participate in school and district projects and events.</p>	<p>Meets proficiency and participates or would participate in leadership roles.</p> <p>Meets proficiency and takes a leadership role in promoting a culture of professional inquiry in PLC.</p> <p>Meets proficiency and makes substantial contributions; volunteers and sometimes takes leadership role.</p>
<p>4E Growing and Developing Professionally [Demonstration: Self Reflection; Log of Participation]</p> <p>i. Enhancement of Content Knowledge and Pedagogical Skill</p> <p>ii. Receptivity to Feedback from Colleagues</p> <p>iii. Service to the Profession</p>	<p>Participates in no professional development activities.</p> <p>Resists feedback from supervisors or other experienced teachers.</p> <p>Makes no effort to share knowledge with others and does not assume professional responsibilities.</p>	<p>Limited participation in professional development opportunities.</p> <p>Is reluctant to accept feedback and occasionally acts on suggestions.</p> <p>Finds limited ways to contribute to the profession.</p>	<p>Actively participates in professional development activities.</p> <p>Welcomes feedback from supervisors and other experienced teachers.</p> <p>Participates actively in assisting other educators.</p>	<p>Meets proficiency and makes a systematic effort to incorporate professional development in practice.</p> <p>Meets proficiency and seeks out feedback from experienced colleagues.</p> <p>Initiates important activities to contribute to the profession.</p>

East Detroit Public Schools Teacher Evaluation Master Rubric

Domain #4: Professional Responsibilities (cont.)

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
4F Showing Professionalism [Demonstration: Self Reflection; Observation] i. Integrity and Ethical Conduct ii. Service to Students & Advocacy for Them iii. Decision Making iv. Compliance with School and District Regulations	Displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students needs & does not advocate on their behalf. Makes decisions and recommendations based only on self-serving interests. Does not comply with school and district regulations.	Displays integrity in most interactions Attempts to serve students are inconsistent and seldom advocates on behalf of students' well-being. Decisions are based on limited professional considerations. Complies minimally with school and district regulations, doing just enough to get paid.	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students and works to ensure all students receive a fair opportunity to succeed. Maintains an open mind and participates in team or departmental decision making. Complies fully with school and district regulations.	Meets proficiency and intentionally models behavior for students and other colleagues. Meets proficiency and seeks out resources when needed. Takes a leadership role in ensuring that all students receive a fair opportunity to succeed. Meets proficiency takes a leadership role in helping to ensure that decisions are made based on the highest professional standards. Meets proficiency and takes a leadership role with colleagues.

Domain #5: Demonstrating Student Growth

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
5A Reporting Student Growth [Demonstration: Student Learning Objective (SLO) Documents] i. Setting SLO goals ii. Tracking SLO data iii. Reporting SLO	Does not set SLO goals. Teacher does not have a tracking system for SLO data. Teacher does not have SLO data.	SLO goals are not clear and assessment tools frequently do not measure SLOs. Teacher has tracking system but it is not disaggregated by individual students. SLO data is inaccurate or not based on the set assessment	SLO goal is clear and assessment tools mostly match SLOs. Tracking system accounts for individual students for both pre and post assessments. Teacher has SLO data from set assessments on students and class as whole.	Meets Proficiency and SLOs clearly are tied to past learning data. Meets Proficiency and tracking system accounts for details for individual students. Meets Proficiency and data is clear and easy to interpret.
5B Student Learning Objective #1 List Assessment Type(s)	No students demonstrated growth towards SLO.	Growth goal is not met, but some students demonstrated growth.	Students met growth goal towards SLO.	Meets Proficiency and exceeded growth goal.

East Detroit Public Schools Teacher Evaluation Master Rubric
Domain #5: Demonstrating Student Growth (cont.)

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
5C Student Learning Objective #2 List Assessment Type(s)	No students demonstrated growth towards SLO.	Growth goal is not met, but some students demonstrated growth.	Students met growth goal towards SLO.	Meets Proficiency and exceeded growth goal.
5D Student Learning Objective #3 List Assessment Type(s)	No students demonstrated growth towards SLO.	Growth goal is not met, but some students demonstrated growth.	Students met growth goal towards SLO.	Meets Proficiency and exceeded growth goal.