



## **Redesign Plan**

**McKinley Elementary School**

**Van Dyke 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. <br><br> 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?**

McKinley is home to a beautifully updated and renovated facility for the 2013-14 school year! McKinley features state-of-the-art technology throughout the building, which is utilized to teach our new math, reading, writing, and science curriculum, all fully aligned to the Common Core State Standards. McKinley students will enjoy attending a new science enrichment class which will feature a new science lab to enhance learning of the Next Generation Science Standards. Staff are provided with ongoing Professional Learning opportunities to maximize their instruction. Staff members collaborate in regular Professional Learning Communities, Data Teams, and Curriculum Teams at both the school and district level. McKinley continues to implement a successful building-wide Positive Behavior Intervention Support system (PBIS) to promote positive behavior among the student body with consistent rewards and consequences. Students also benefit from Intervention support for both academic and social/emotional needs, supported by a full-time social-worker, instructional specialist, resource room teacher, and intervention teacher, as well as a part-time psychologist. Our district police liaison officer also serves as a positive role model for students, and provides presentations for students on making positive choices. McKinley is proud of its many relationships within the community, which include the Warren Police Department, the Warren Fire Department, Gleaners, the Salvation Army, and many more. Students are involved in community projects, such as planting an "urban garden" at a neighborhood church, collecting "Pennies for Pasta", hosting a neighborhood clothing swap, and contributing to the Gleaner's food drive. We are also very proud of our parents and families. The relationships between staff and families continues to grow stronger through the many activities offered for parents and families to enjoy and learn together. Our Special Persons Day has become a hit, offered three times per year, where students invite special guests/family members to spend the morning in their classroom. Parents participate with many activities to improve our school for students, fundraisers, a talent show, field trips, class parties, Fall Frenzy, Author's Among Us, Field Day and much more!

A challenge that we welcome is assimilating the staff and students of McKinley with the staff and students of another building which is closing. We look forward to meeting all the new staff, students, and family and creating new relationships with them as we all work together to build a new McKinley team!

## **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.**

Our purpose is to motivate students from diverse backgrounds to develop intellectual curiosity, leadership, and confidence to contribute to a complex and changing world by challenging students to achieve their highest potential. We teach and practice the values of respect and responsibility in an emotionally and physically safe environment. We embody our purpose through such programs as PBIS, research-based curriculum, student leadership groups (safety patrol, lunch aides, student council, recycling team), and state of the art technology. We hold our students to high expectations in order to have them show and demonstrate continuous progress on state and local assessments.

## **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.**

McKinley has recently added new reading, writing, and math programs which are aligned with the Common Core State Standards. There has been an increase in our reading scores based on common assessments, and improvement in instructional practices along with data driven-decision making on the classroom level. Teachers are working toward improving instruction daily, based on ongoing feedback on lessons and lesson plans from the principal. There has been a consistent building-wide implementation of PBIS, with 100% participation. We will be focusing on continuing this program as it has been a successful in increasing positive behavior. Parent involvement activities have been increased and are aligned with our academic goals. During the next three years we are striving to continue to improve achievement scores in all academic areas, despite the challenges we face with budget cuts, changes in building/location, staff, and administrators, lack of parent support for many students, and trying to meet the needs of a very transient and economically-challenged population of students and families. Through these many challenges, staff tirelessly go above and beyond every day to educate children. The staff understands that the success of these students is dependent on their efforts, and they willingly accept the challenges because they know that the rewards are so great. Our staff continues to focus on the positives and to seek creative ways to overcome the many obstacles. We will continue to do everything we can to make a difference for each and every student who comes to McKinley, regardless of whether they stay for a year, a month, or even a day.

## **Additional Information**

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

McKinley is an urban school providing challenging, researched-based curriculum and instruction with a dedicated staff that is focused on student academic and social achievement.

# 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.

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**Priority School Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		VDPS Teacher Eval

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		VDPS Admin Evaluation

# 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	We do not have such an addendum that negates this contract language.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	We plan to have a Memorandum of Understanding (MOU) in place regarding the commitment before August 1, 2014.	MOU_MES

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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		SignaturePage

# 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.**

Heather Brodi, School Principal, brodi.heather@vdps.net

Jill Winterfield, Instructional Specialist, winterfield.jill@vdps.net

Beth Plofchan, Special Education Teacher, plofchan.elizabeth@vdps.net

Jill Silos, Classroom Teacher, silos.jill@vdps.net

Stefanie Johnson, Classroom Teacher, johnson.stefanie@vpds.net

Emily Graham, Elementary Turnaround Director, graham.emily@vdps.net

Piper Bognar, Assistant Superintendent of Curriculum and Instruction, bognar.piper@vdps.net

Joseph Pius, School Superintendent, pius.joseph@vdps.net

Lisa Asaro, MISD Consultant, lasaro@misd.net

## **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.**

### Big Idea 1: Academic Domain- Math

Staff will implement programming to increase math proficiency. Teachers will utilize small group instruction with the support of SRA Number Worlds resources from McGraw-Hill for use in Tier 2 instruction. The staff will collect data using AimsWeb to analyze student achievement and make data-driven decisions. Teachers will continue to have Professional Learning Communities and Data Team Meetings at least once per month for staff to disaggregate data, inform instruction, and work toward achievement goals. Staff will receive professional learning from district and outside sources to increase their knowledge and skills in Tier 2 and small group instruction.

Included is additional information regarding the programs mentioned above:

A. Staff will utilize AimsWeb, a tiered assessment framework which allows educators to screen all students using valid and reliable assessments, monitor the effects of their interventions (Rtl), and make important data-driven decisions. Through a web-based data management system, AimsWeb allows educators to utilize assessment data, while providing a pro-active and preventative solution to inform instruction, demonstrate improvement, and report success.

B. Staff will utilize SRA Number Worlds by McGraw-Hill a Tier 2 support for struggling learners. SRA Number Worlds is a program that will prepare students for Common Core State Standards with proven curriculum and enhanced planning tools, engage students in games, activities, digital resources, and projects, and assess student achievement using dynamic digital assessment and reporting tools.

### Big Idea 2: Academic Domain- English Language Arts

Staff will implement programming to increase reading proficiency. In addition to small group instruction, teachers will utilize a variety of strategies and activities to increase student reading proficiency including the continued implementation and use of the Treasures Reading series, a balanced literacy program for Tier 1. All classes will have leveled books for Tier 2 instruction. The staff will also collect pre/mid/ and post-test data to analyze achievement. Teachers will continue to have Professional Learning Communities and Data Team Meetings at least once per month for staff to disaggregate data, inform instruction and work toward achievement goals. Staff will receive professional learning to increase their knowledge and skills in Tier 2 and small group instruction.

### Big Idea 3: Affective Domain- Climate and Community

Staff will utilize the research-supported program Responsive Classroom to be rolled out in Fall 2014.

Responsive Classroom is a research-and-evidence-based approach to elementary education that leads to greater teacher effectiveness, higher student achievement, and improved school climate. The program promotes a community that is based on all members experiencing a feeling of belonging, a sense of significance and purpose, and a system of engagement and fun. The utilization of Responsive Classroom will promote a sense of community and climate, which will in turn positively impact student achievement.

**State what data were used to identify these ideas**

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McKinley Elementary has a variety of achievement data available to them to help inform instruction which include MEAP and local

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assessment data. McKinley Elementary accumulates perception data from parents, community, students and staff each year as part of the school improvement process. Collective analysis of this data allows our school to determine the most effective plan for differentiating instruction in individual classrooms and building-wide.

Data from Fall 2012 MEAP for grades 3-5:

Math - 18.8% proficient

Reading - 39.1% proficient

Writing - 18.2% proficient

Local Assessment 2012-13 Data:

Math - 63.6% average student score on assessment

Reading - 61.34% average student score on assessment

Discipline - 53% of referrals were related to disruptive conduct and disrespect

State Perception Survey 2012-13 Data:

64% of upper elementary students indicated that adult staff members were not treated with respect

## **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.**

The current principal has been in place for two years. The district will ensure that turnaround competencies are met, and believes that they have been due to the following:

1. The principal is able to identify and focus on early wins and big payoffs. She can quickly analyze data, including big picture and details, to determine building deficits and facilitate the implementation of strategies that impact students and staff through SMART goals and monitoring of direct instruction.
2. The principal works to break organizational norms in order to meet the needs of her staff and students. This is done through work on climate and culture, consistent analysis of data, and implementation of best practice strategies. Monthly administrative meetings with the Assistant Superintendent ensure that instructional leadership remains focused on research-based techniques that support the curriculum.
3. The principal has shown evidence of acting in a fast cycle. After work with the data dialogue, facilitation of grade level instruction according to SMART goals and consistent team meetings to 'check in' on progress are ongoing. She is prepared to implement changes in instruction and climate immediately as a result of further data digs.
4. The principal, once again, uses data to drive all decision making. The staff has made the data dialogue protocol a part of everything they do and it drives instruction. All four types of data are taken into consideration when making school-level decisions. The analysis of the data is done vertically, horizontally, and as a large group to ensure the benefit of the entire school community.
5. The principal galvanizes her staff around all Big Ideas by first building leadership capacity. All staff members are invested in the success of the McKinley Community, and know that their contributions are valued. Input is gathered through large group meetings, liaisons to curriculum task groups, and the PLC at large. The staff has acknowledged that changes need to be made and are prepared to do the work that needs to be done.

1B The district increases leadership capacity in several ways. We are currently participating in the South Macomb Social Justice Project, which has brought about the need to look through the lens of Culturally Responsive Teaching. This allows us to teach with the needs of our specific students in mind, no matter who they are at any given moment. It also allows us to respond to the needs of our community. Through the Teacher Leadership project, we will continue this work and offer resources to all staff. Staff will also have the opportunity to pursue further development in this area, such as through classes offered in the district by Oakland University. This directly relates to McKinley's Big Idea of climate and culture, as it increases the cultural awareness of the staff who services our students.

Teachers are utilized on a consistent basis as facilitators of district professional development. We have found that this is one of the most effective ways to show how to implement best practice strategies with our own students. This is done with all content areas at all levels throughout the year.

Professional development beyond this is offered in the district and through the Macomb Intermediate School District. Teachers may request to attend sessions to complement their current instruction or to strengthen their current content area expertise. Professional development is also offered in the district to all staff.

Our MSU district facilitator, Kay Cornell, will be working with McKinley as a process facilitator and observer. The purpose of this will be to

facilitate best practice strategies for effective teaching.

**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: In order to provide Principals and Teachers with appropriate evaluation and feedback on their classroom effectiveness as it directly relates to student achievement and progress, Van Dyke Public Schools began working with the Macomb Intermediate School District on a proposal which includes the development of a process that would lead to the inclusion of student data as a significant factor in teacher evaluation. Implementation of a teacher/administrative evaluation instrument that is collaboratively researched, developed, and piloted with the MEA and AFT is a unique process that provides for the development of a reliable tool in which to make decisions about the effectiveness of and will subsequently support opportunities for improvement. Van Dyke Public Schools worked in conjunction with the local teachers' union to develop an evaluation system which includes a focus on increasing teacher effectiveness through collaborative goal-setting and incorporates student achievement data to determine effectiveness. A temporary evaluation process which incorporated these ideas was put into place for the 2010-11 school year. Admin and union leaders worked collaboratively to further develop this tool. We committed ourselves to the Charlotte Danielson model, and teachers were introduced to this tool prior to the start of the 2011-12 school year. At the present time, approximately 20% of the teacher evaluation is based on student growth. This evaluation is currently in use. Beginning with the 2013-2014 school year, the amount of the teacher evaluation that will be based on student growth will be 40%. Moving into the 2014-2015 school year, that amount will increase to 50%. This is concurrent with MCEE recommendations. Teachers are currently evaluated in the following five categories: planning & preparation, classroom environment, instruction, professional responsibilities, and student growth.

Teachers and Administrators participate in the evaluation process through the development of personal goals for the year, which are reflected upon during evaluation conferences. This has allowed teachers and administrators to work collaboratively towards growth and professional improvement, identifying areas that can be mutually supported. Many types of evidence are available for review in regard to using student data as a significant factor in the evaluation. Evidence can include but is not limited to: MEAP, DIBELS, Everyday Mathematics, Treasures Reading, WriteSteps Writing, Common Assessments, MLPP, IEP Goals, portfolios. Teachers at McKinley will be trained in Marzano's Classroom Instruction that Works (CITW) during the 2013-14 school year if they have not been already. This will provide teachers with an additional tool to self monitor best practices within the classroom. Principals may also use the Teachscape tool, based on Charlotte Danielson's modules, for walkthroughs and reflection. The walkthroughs, although not directly tied to evaluations, are a way to give feedback and spur conversation regarding individual growth.

2B. The administrator evaluation was developed in much the same way as the teacher evaluation. Administrators gather evidence of effectiveness throughout the year and discuss their progress with the district superintendent, who is ultimately responsible for scoring the evaluation. A portion of the administrator evaluation is also currently based on student growth. Beginning in the fall of 2014, forty percent (40%) of the Administrator Evaluation will be based on student growth. Administrators are evaluated in the following five categories: administrative, analytical, interpersonal, communication, and student growth.

**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: Van Dyke Public Schools and McKinley Elementary School will identify teachers who are increasing achievement by consistently analyzing data. Student achievement data will be analyzed during PLC release time using the Data Dialogue Protocol, and followed up during monthly grade level Data Team meetings. Strategies that will be reviewed will relate to the instructional Big Ideas, including Reading instruction and Mathematics instruction.

Teachers who fully implement the instructional program as described will be privy to rewards. This will be evidenced in several ways. Walkthroughs and evaluations by the building principal will be one source of data collection in regard to small group instruction in both reading and mathematics. Student growth on local assessments will show success in teaching best practice strategies in the classroom in both Tier I and Tier II. Evidence will also be collected regarding teachers increasing positive culture in the classroom and in the building, showing environments more conducive to learning.

Once identified through increased student achievement, building leaders will be rewarded by their participation on curriculum teams, leading Data Team meetings, professional development attendance and facilitation, PLC facilitation, informal and formal mentorships, coaching and observation possibilities for and with peers, extended Teacher Leadership opportunities, and continued positive evaluations.

Leaders identified in relation to the Climate and Culture Big Idea will be rewarded by extended coaching opportunities, professional development facilitation opportunities, and continued positive evaluations.

3B: If a staff member is unfortunately found to not be making positive strides with the Big Ideas or is not improving professional practice, this will be reflected in their evaluation. If student growth is not made at an acceptable level (40% or above, after using multiple measures of assessment), the teacher would be notified that they are in this category. The other categories of the teacher evaluation (planning & preparation, classroom environment, professional responsibilities, and instruction) could also be contributing factors. Teachers rated Lacking or Gaining Proficiency are placed on an Individual Development Plan, or IDP. The revised school code 380.1249 allows a district to dismiss a teacher with 3 consecutive Ineffective Ratings. Any of these would happen after several conversations with the principal and multiple opportunities for growth and improvement.

There are several ways in which the school and district provide additional assistance to promote growth. These include additional professional development experiences through the MISD and national conferences, extended coaching experiences, intervention from the Turnaround Director or school Instructional Specialist, and/or visits to high-performing teachers' classrooms for observation. If there is no evidence of growth, the next steps would be an IDP (Individual Development Plan) which lays out specific points of growth for a teacher. Professional development and peer observation opportunities will be provided as well.

**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.**

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**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 at McKinley Elementary will increase proficiency in math.

### Measurable Objective 1:

41% of All Students will demonstrate a proficiency in state standards in Mathematics by 06/30/2015 as measured by the Spring 2015 state measurement.

### Strategy1:

Balanced Mathematical Curriculum - Staff will provide students with multiple exposures to balanced mathematical concepts that provide real-world problem-solving opportunities.

Research Cited: (2012). Everyday mathematics: The university of chicago school mathematics project. (Common Core ed.). Chicago: McGraw Hill.

Nrich:enriching mathematics. (2012). Retrieved from [www.nrich.maths.org](http://www.nrich.maths.org)

Tomlinson, C. A. (2004). How to differentiate instruction in mixed ability classrooms. (2nd ed.). Alexandria, Virginia: Association for Supervision and Curriculum Development.

Tier:

Activity - Everyday Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the Everyday Math Curriculum in order to engage students in lessons that provide multiple opportunities to demonstrate mastery.	Direct Instruction			09/03/2013	06/30/2015	\$0 - No Funding Required	K-5 Teaching Staff

Activity - Interventions for Students not Meeting Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers/Staff will work with small groups and individuals on an ongoing basis, providing interventions for students who are not meeting grade level standards. This will be reflected in lesson plans. (Tiers 2 and 3)	Direct Instruction			09/03/2013	06/30/2015	\$0 - No Funding Required	K-5 Teaching Staff

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### Goal 2:

All students at McKinley Elementary will increase proficiency in reading.

#### Measurable Objective 1:

54% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/30/2015 as measured by the Spring 2015 state assessment.

#### Strategy1:

Comprehension and Vocabulary Development - Teachers/Staff will implement Balanced Literacy strategies to improve reading comprehension

Research Cited: (2011). Treasures:A reading and language arts program. New York: Macmillian/McGraw-Hill.

Tomlinson, C. A. (2004). How to differentiate instruction in mixed ability classrooms. (2nd ed.). Alexandria, Virginia: Association for Supervision and Curriculum Development.

Fountas, I. & G. Pinnell. (1996). Guided Reading. Portsmouth, NH: Heinemann Publishers

Gewertz, C. (2012). Districts gird for added use of nonfiction. Education Week, 31(24), 1,14-15.

Tier:

Activity - Interventions for Students Not Meeting Reading Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers/Staff will work with small groups and individuals, providing interventions for students who are not meeting grade level standards (Tiers 2= 1-2 times per week; Tier 3= 3-4 times per week)	Direct Instruction			09/03/2013	06/30/2015	\$0 - No Funding Required	K-5 Teaching Staff

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate small group Treasures lessons into their daily routine, as reflected in their lesson plans.	Direct Instruction			09/03/2013	06/30/2015	\$0 - No Funding Required	K-5 Teaching Staff

### Goal 3:

All students at McKinley Elementary will increase proficiency in writing.

#### Measurable Objective 1:

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42% of All Students will demonstrate a proficiency in writing in English Language Arts by 06/30/2015 as measured by 2015 Spring state assessment.

### Strategy1:

Comprehensive Writing - Teachers will instruct students in the writing process using the WriteSteps writing program

Research Cited: Fletcher R. & J. Portalupi. (2001). Writing Workshop – The Essential Guide. Portsmouth, NH: Heinemann Publishers

Write steps writing. (n.d.). Retrieved from [www.writestepswriting.com](http://www.writestepswriting.com)

Culham, R. (2006). The trait lady speaks up. Education Leadership, 64(2), 53-57

Tier:

Activity - Analyze Student Writing and enter in Data Director	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers/Staff will use Data Director to enter and analyze student assessment data	Monitor			09/03/2013	06/30/2015	\$0 - No Funding Required	K-5 Teaching Staff

### Narrative:

#### Big Idea #1 - Math

The professional learning related to Math will include both AimsWeb and small group curriculum instruction.

AimsWeb: The AimsWeb program will provide a 2-day Universal Screening and Management introductory workshop, with additional 1-day intensive trainings for advanced use of the program. In addition, AimsWeb will provide free webinars, and web-based question and answer sessions with a certified AimsWeb trainer.

Small group Math Instruction: Professional learning will be provided by district curriculum office, the Macomb Intermediate School District, and consultants from McGraw-Hill, the company that provides the building-wide Everyday Math program, and the Number Worlds program that will be utilized for Tier 2 instruction. The focus will be organization, management, and implementation of small group instruction in every K-5 classroom. K-5 teachers will be expected to implement small group math instruction three to five times per week. Small group math instruction will occur based on teacher analysis of student data to form fluid groups for implementation of instruction. Formative and summative data will be used to guide formation of small math groups. Local district and state data will be used to assess the impact of professional learning on instructional practice. The professional learning is aligned to the district math program, Everyday Math, by incorporating a small group instructional component. Teachers will be receiving additional training on the small group component from McGraw-Hill consultants, the Macomb Intermediate School District, and district personnel.

The teachers will be supported through instructional specialist, 31A tutor, turnaround director, and building principal. Professional learning will occur through Professional Learning Communities, grade-level meetings, and data team meetings.

#### Big Idea #2- ELA

The professional learning related to ELA is small group curriculum instruction. This will be done by district curriculum office and consultants from McGraw-Hill, the company that provides the Treasures reading program that is used building-wide. The focus will be organization, management, and implementation of small group instruction in every K-5 classroom. K-5 teachers will be expected to implement small group instruction three to five times per week. The teachers will be supported through an instructional specialist, 31A tutor, turnaround director, and building principal. Professional learning will occur through Professional Learning Communities, grade-level meetings, and data team

meetings. Small group reading instruction will occur based on teacher analysis of student data to form fluid groups for implementation of instruction. Formative and summative data will be used to guide formation of small reading groups. Local district and state data will be used to assess the impact of professional learning on instructional practice. The professional learning is aligned to the district reading program, Treasures, by incorporating leveled readers within the Treasures small group instructional component. Teachers will be receiving additional training on the small group component from McGraw-Hill consultants and district personnel.

In addition to small group professional learning for reading, we will also be providing professional learning in writing to support the research-based curriculum known as WriteSteps. The WriteSteps consultant will be conducting grade level professional learning. A scoring clinic will also be conducted to review student writing. The teachers will use knowledge gained to drive direct instruction. The mechanisms for support are the building principal, district turnaround director, instructional specialist, and 31A tutor. This will be implemented during Professional Learning Communities, grade-level meetings, and scoring clinics.

### Big Idea #3- Climate and Community

The professional learning related to Climate and Community will be directly supported by the Responsive Classroom program. Professional learning for Responsive Classroom will be provided by their consultants, and will include 30 hours for up to 30 participants, follow-up support, written materials, an assessment of implementation, and a plan for continued professional growth. The mechanisms for support are the building principal, district turnaround director, and all trained staff. Formative data will be used to inform staff of the impact of the program on climate and community in the building.

**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.**

Van Dyke Public Schools posts all staff vacancies publicly. All staff vacancies are filled with highly-qualified staff, and interviews are conducted by a team of professionals who know our buildings and our students' needs. Many of McKinley's students are from low socioeconomic situations, which oftentimes includes situations of homelessness and transiency. In addition, our population is culturally diverse, including many ethnicities and embracing many cultures. It is important that the staff who works with our population understands the needs of our community. Candidates are selected based on experience and qualifications, including their potential for understanding Culturally Responsive Teaching and implementation of best practice strategies.

5A: When placing teachers in a Turnaround School, they must exhibit qualities necessary for working with high-needs students. Qualifications and leadership capacity are taken into consideration when placing teachers at the most at-risk buildings. Within the building, the principal may assign teachers to specific grade levels and/or subject areas of strength. This ensures that the needs of the highest risk students are being met through staffing assignments.

5B: Efforts to retain staff members are made via several avenues. Teacher Leadership sessions are offered and focus on current issues in education that are relevant to our students' needs. Credits/SCECHS can be earned by attending, as well as other leadership opportunities within the building and district. Participation on district curriculum teams is offered, as well as membership on the School Improvement Team. Making crucial decisions for the school and district is a main responsibility of both. The opportunity to be a mentor to a non-tenured teacher, coaching opportunities within the building, and leading PD sessions for peers are additional retention strategies.

## Redesign Plan

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Teachers who will be targeted for retention at McKinley will exhibit the following: Teachers who consistently raise student achievement (according to teacher evals, 40%); Those who are able to consistently demonstrate or increase effectiveness in the other four rating categories (planning & preparation, classroom environment, instruction, professional responsibilities); Staff members who are able to create and increase a positive classroom and building culture, to be evaluated by perception data; Teachers who implement small-group instruction and maintain a focus on differentiation in the classroom as evidenced by walkthroughs, observations, and evaluations, along with student achievement data.

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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

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

**Goal 1:**

All students at McKinley Elementary will increase proficiency in math.

**Measurable Objective 1:**

41% of All Students will demonstrate a proficiency in state standards in Mathematics by 06/30/2015 as measured by the Spring 2015 state measurement.

**Strategy1:**

Balanced Mathematical Curriculum - Staff will provide students with multiple exposures to balanced mathematical concepts that provide real-world problem-solving opportunities.

Research Cited: (2012). Everyday mathematics: The university of chicago school mathematics project. (Common Core ed.). Chicago: McGraw Hill.

Nrich:enriching mathematics. (2012). Retrieved from [www.nrich.maths.org](http://www.nrich.maths.org)

Tomlinson, C. A. (2004). How to differentiate instruction in mixed ability classrooms. (2nd ed.). Alexandria, Virginia: Association for Supervision and Curriculum Development.

Tier:

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Activity - Interventions for Students not Meeting Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers/Staff will work with small groups and individuals on an ongoing basis, providing interventions for students who are not meeting grade level standards. This will be reflected in lesson plans. (Tiers 2 and 3)	Direct Instruction			09/03/2013	06/30/2015	\$0 - No Funding Required	K-5 Teaching Staff

Activity - Everyday Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the Everyday Math Curriculum in order to engage students in lessons that provide multiple opportunities to demonstrate mastery.	Direct Instruction			09/03/2013	06/30/2015	\$0 - No Funding Required	K-5 Teaching Staff

### Goal 2:

All students at McKinley Elementary will increase proficiency in reading.

### Measurable Objective 1:

54% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/30/2015 as measured by the Spring 2015 state assessment.

### Strategy1:

Comprehension and Vocabulary Development - Teachers/Staff will implement Balanced Literacy strategies to improve reading comprehension

Research Cited: (2011). Treasures:A reading and language arts program. New York: Macmillan/McGraw-Hill.

Tomlinson, C. A. (2004). How to differentiate instruction in mixed ability classrooms. (2nd ed.). Alexandria, Virginia: Association for Supervision and Curriculum Development.

Fountas, I. & G. Pinnell. (1996). Guided Reading. Portsmouth, NH: Heinemann Publishers

Gewertz, C. (2012). Districts gird for added use of nonfiction. Education Week, 31(24), 1,14-15.

Tier:

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate small group Treasures lessons into their daily routine, as reflected in their lesson plans.	Direct Instruction			09/03/2013	06/30/2015	\$0 - No Funding Required	K-5 Teaching Staff

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McKinley Elementary School

Activity - Interventions for Students Not Meeting Reading Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers/Staff will work with small groups and individuals, providing interventions for students who are not meeting grade level standards (Tiers 2= 1-2 times per week; Tier 3= 3-4 times per week)	Direct Instruction			09/03/2013	06/30/2015	\$0 - No Funding Required	K-5 Teaching Staff

### Goal 3:

All students at McKinley Elementary will increase proficiency in writing.

### Measurable Objective 1:

42% of All Students will demonstrate a proficiency in writing in English Language Arts by 06/30/2015 as measured by 2015 Spring state assessment.

### Strategy1:

Comprehensive Writing - Teachers will instruct students in the writing process using the WriteSteps writing program

Research Cited: Fletcher R. & J. Portalupi. (2001). Writing Workshop – The Essential Guide. Portsmouth, NH: Heinemann Publishers

Write steps writing. (n.d.). Retrieved from [www.writestepswriting.com](http://www.writestepswriting.com)

Culham, R. (2006). The trait lady speaks up. *Education Leadership*, 64(2), 53-57

Tier:

Activity - Analyze Student Writing and enter in Data Director	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers/Staff will use Data Director to enter and analyze student assessment data	Monitor			09/03/2013	06/30/2015	\$0 - No Funding Required	K-5 Teaching Staff

### Narrative:

6A. Together with district leaders, McKinley identified and implemented instructional programs based on research and aligned from one grade level to the next, as well as with Common Core State Standards. These district-wide programs include: Everyday Math, Treasures Reading program, and WriteSteps. These programs were selected based on recommendations from the MISD, and review and evaluation of multiple available programs. They were selected based on alignment to Common Core State Standards. The following information was used during the selection process to make a final decision:

a. Multiple data sources were used to understand priority designation:

McKinley's MEAP scores and local assessments from DRA and Dibels indicated a curriculum change was needed.

b. Instructional Program is linked to Data disaggregated by subject, grade level, and subgroups:

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Fall 2012 MEAP Proficiency

### Reading

3rd Grade: 34.1%

3rd Grade African American: 22.7%

3rd Grade White: 50%

4th Grade: 29.5%

4th Grade African American: 13.0%

4th Grade White: 50%

5th Grade: 53.7%

5th Grade African American: 38.2%

5th Grade White: 80%

### Math

3rd Grade: 12.2%

3rd Grade African American: 0%

3rd Grade White: 35.7%

4th Grade: 20.0%

4th African American: 12.5%

4th Grade White: 33.3%

5th Grade: 24.1%

5th Grade African American: 14.7%

5th Grade White: 40%

### Writing

4th Grade: 18.2%

4th Grade African American: 17.4%

4th Grade White: 16.7%

c. Underlying causes of low student performance have been identified and prioritized:

The low scores indicated a research-based literacy program was needed. The underlying causes include a lack of a consistent literacy program, along with the lack of a solid Tier 2 instructional program within the classroom, and adequate professional learning.

d. A three-year sequence is in place for improving instruction in all content areas related to priority school designation:

K-5 staff will be provided with professional learning in small group instruction, with full implementation beginning in Fall 2014. Staff will receive continual support for the duration of this cohort through the use of an instructional specialist, a 31A tutor, district/building Rtl program, a MSU interventionist, MISD consultants and peer coaching.

Year 1: Implementation of K-5 small group instruction; strengthen Tier 2 and 3 interventions; professional learning in writing

Years 2-3: Continue to monitor and support changes based on data from previous year, increase implementation of technology components of school-wide programs

6B.

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McKinley will implement at a high level of fidelity, the Common Core-aligned edition of the Treasures reading program by McGraw-Hill. Treasures is a balanced-literacy, research-based program, which includes the core subjects of ELA (reading, grammar, and spelling). The individual components of the program address the major areas of reading instruction: comprehension, vocabulary development, phonics, and phonemic awareness. The program is structured and systematic in the use of proven best practices. The staff will administer the Treasures Benchmark assessment (in grades 2-5), Dibels testing (in grades K-5), and Treasures Running Records Assessments (in grades K-1). Screening assessments occur within the first month of school for reading. The results of these assessments identify students who need additional Tier 2 and Tier 3 instruction. Tier 2 instruction will be provided by classroom teachers. Students who require Tier 3 instruction will be serviced by the instructional specialist, 31A tutor, or resource room teacher. This tiered instructional approach is aligned to Common Core State Standards, informed by research-based curriculum, and implemented with fidelity. Every 5-6 weeks, progress monitoring will be administered by classroom teachers, resource room teachers, the instructional specialist, or the 31A tutor. Teachers will continue to use data in Professional Learning Communities, grade-level data team meetings, and staff meetings. The staff will receive professional learning for small group reading instruction. Staff members will receive professional learning from district curriculum personnel and Treasures consultants. Additional leveled readers will be purchased to aid teachers implementing small group Tier 2 and Tier 3 instruction. During Year 1, we will begin implementation of small group reading instruction. Years 2-3 will be modified based on the previous year's data.

We will continue to implement the research-based program Write Steps in order to continue to strengthen students writing. Unit assessment data and data from scoring clinics will be used to progress monitor and inform instruction.

McKinley will implement at a high level of fidelity, the research-based, Common Core-aligned edition of Everyday Math program by McGraw-Hill. The program is structured and systematic in the use of proven best practices. The staff will administer the pre and post assessment (in grades K-5). The results of the unit assessments are used to identify students who need additional Tier 2 and Tier 3 instruction. Tier 2 instruction will be provided by the classroom teacher. Students who require Tier 3 instruction will be serviced by the instructional specialist, 31A tutor, or resource room teacher. This tiered instruction approach is aligned to Common Core State Standards, informed by research-based curriculum, and implemented with fidelity. Every 5-6 weeks, progress monitoring will be administered by classroom teachers, resource room teachers, the instructional specialist, or the 31A tutor.

AimsWeb will be used by classroom teachers to aid in forming differentiated small group math instruction. AimsWeb is a research-based assessment program. Number Worlds will be utilized to support students identified as needing Tier 2 instruction. The staff will receive professional learning for Number Worlds and AimsWeb during Professional Learning Communities and staff meetings. Year 1 we will be implementin AimsWeb, small group math instruction and Number Worlds. Years 2 and 3 we will continue to monitor and support changes based on data from the previous year.

McKinley will implement the research-and-evidence-based Responsive Classroom approach. The program leads to greater teacher effectiveness, higher student achievement, and improved school climate. K-5 staff will receive 30+ hours of professional learning for up to 30 participants. Every 5-6 weeks progress monitoring of discipline referrals will be administered by the school Positive Behavior Intervention System (P.B.I.S.) team, the principal, and teachers. Year 1 we will begin implementation of Responsive Classroom. Years 2 and 3 modifications will occur based on the previous year's data.

The Responsive Classroom Efficacy Study, funded by the U.S. Department of Education Institute of Education Sciences, resulted in findings that teachers use of Responsive Classroom practices lead to teacher improvement and student gains. The institute's research also showed that teachers increased use of Responsive Classroom practices leads to classrooms that are emotionally supportive and organized. In addition, research has proven that when students, parents, and teachers are all on the same page and working together for shared goals, schools can ensure that students make progress each year and graduate from school prepared to succeed in college and in a modern workforce.

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

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

### Goal 1:

All students at McKinley Elementary will increase proficiency in math.

### Measurable Objective 1:

41% of All Students will demonstrate a proficiency in state standards in Mathematics by 06/30/2015 as measured by the Spring 2015 state measurement.

### Strategy1:

Balanced Mathematical Curriculum - Staff will provide students with multiple exposures to balanced mathematical concepts that provide real-world problem-solving opportunities.

Research Cited: (2012). Everyday mathematics: The university of chicago school mathematics project. (Common Core ed.). Chicago: McGraw Hill.

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Tomlinson, C. A. (2004). How to differentiate instruction in mixed ability classrooms. (2nd ed.). Alexandria, Virginia: Association for Supervision and Curriculum Development.

Tier:

Activity - Interventions for Students not Meeting Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers/Staff will work with small groups and individuals on an ongoing basis, providing interventions for students who are not meeting grade level standards. This will be reflected in lesson plans. (Tiers 2 and 3)	Direct Instruction			09/03/2013	06/30/2015	\$0 - No Funding Required	K-5 Teaching Staff

### Goal 2:

All students at McKinley Elementary will increase proficiency in reading.

### Measurable Objective 1:

SY 2013-2014

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54% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/30/2015 as measured by the Spring 2015 state assessment.

### Strategy1:

Comprehension and Vocabulary Development - Teachers/Staff will implement Balanced Literacy strategies to improve reading comprehension

Research Cited: (2011). Treasures:A reading and language arts program. New York: Macmillian/McGraw-Hill.

Tomlinson, C. A. (2004). How to differentiate instruction in mixed ability classrooms. (2nd ed.). Alexandria, Virginia: Association for Supervision and Curriculum Development.

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Tier:

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate small group Treasures lessons into their daily routine, as reflected in their lesson plans.	Direct Instruction			09/03/2013	06/30/2015	\$0 - No Funding Required	K-5 Teaching Staff

Activity - Interventions for Students Not Meeting Reading Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers/Staff will work with small groups and individuals, providing interventions for students who are not meeting grade level standards (Tiers 2= 1-2 times per week; Tier 3= 3-4 times per week)	Direct Instruction			09/03/2013	06/30/2015	\$0 - No Funding Required	K-5 Teaching Staff

### Goal 3:

All students at McKinley Elementary will increase proficiency in writing.

### Measurable Objective 1:

42% of All Students will demonstrate a proficiency in writing in English Language Arts by 06/30/2015 as measured by 2015 Spring state assessment.

### Strategy1:

Comprehensive Writing - Teachers will instruct students in the writing process using the WriteSteps writing program

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McKinley Elementary School

Research Cited: Fletcher R. & J. Portalupi. (2001). Writing Workshop – The Essential Guide. Portsmouth, NH: Heinemann Publishers

Write steps writing. (n.d.). Retrieved from [www.writestepswriting.com](http://www.writestepswriting.com)

Culham, R. (2006). The trait lady speaks up. *Education Leadership*, 64(2), 53-57

Tier:

Activity - Analyze Student Writing and enter in Data Director	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers/Staff will use Data Director to enter and analyze student assessment data	Monitor			09/03/2013	06/30/2015	\$0 - No Funding Required	K-5 Teaching Staff

Activity - Pile Scoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers/Staff will execute writing assessments twice yearly with students, culminating in Pile Scoring workshops to identify areas for future instructional goals	Monitor			09/03/2013	06/30/2015	\$0 - No Funding Required	K-5 Teaching Staff

### Narrative:

McKinley promotes continuous use of individual data such as formative, summative, interim data to inform and differentiate instruction. Data is collected using benchmark assessments, Dibels, unit tests, weekly assessments, running records, observation, and state assessments. All data collected will be analyzed during monthly data team meetings, Professional Learning Communities, and building RtI meetings. This data will be used to determine the formation of small groups and identify students in need of Tier 2 and Tier 3 instruction. The data regarding the instructional practices will be collected through student assessment and observations. Analysis will occur during monthly data team meetings Professional Learning Communities, and building RtI meetings. The information gained through analysis will be used to differentiate instruction to meet the needs of students.

Our Fall 2012 state assessment data shows that proficiency scores for white students are significantly higher than African American students.

As we move toward the state AMO of 41% proficiency on the 2015 state math assessment, we expect to decrease the achievement gap between white and African American students by utilizing small group math instruction and Tier 2 and Tier 3 interventions. This will include the supplemental intervention program Number Worlds and AimsWeb assessment to monitor student progress. We expect to see an increase in student scores and fewer students requiring Tier 2 and Tier 3 math interventions. The data that is collected will be analyzed during monthly PLC and data team meetings to monitor student achievement and adjust instructional practices to meet the needs of students.

As we move toward the state AMO of 54% proficiency on the 2015 state reading assessment, we expect to decrease the achievement gap between white and African American students by utilizing small group reading instruction and Tier 2 and Tier 3 interventions. This will include the purchase of supplemental leveled books to be utilized in small group reading instruction. We expect to see an increase in student scores and fewer students requiring Tier 2 and Tier 3 reading interventions. The data that is collected will be analyzed during monthly PLC

and data team meetings to monitor student achievement and adjust instructional practices to meet the needs of students.

## 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: For the 2013-2014 school year, an additional thirty (30) minutes has been added to each school day. This has been added to address instructional needs and ensure that all core curriculum is taught. The additional thirty minutes will allow increased time to address the MEAP scores in Reading, Writing, Mathematics, Science, and Social Studies as well as the need to increase achievement on local assessments. Many students are behind by one whole grade level or more. The extended time allows more time for small group differentiation in Reading and Mathematics, and more time for building stamina in Writing. Along with the classroom teachers, the Enrichment staff have the luxury of time built into their schedules for working with Tier II and Tier III intervention groups.

8B: The addition of thirty (30) minutes to each instructional day brought the addition of a Science Enrichment course to the 2013-2014 school year. The restructuring of the day (additional minutes) allowed for this time. The MEAP scores for Fall 2012 showed that McKinley students scored .5% in Science overall, which clearly demonstrates a need for more concentrated Science instruction. The course provides all students with 51 minutes per week of specific science instruction. This allows for lab-based, hands-on instruction necessary for a comprehensive Science program. This Science Enrichment class will complement the core instruction from all classroom teachers in grades K-5, allowing for further exploration, extension, and inquiry in an environment with a teacher concentrating solely on one subject.

8C: Increased time for professional learning has been allotted this year district-wide, partially as part of our regular district plan and partially due to the redesign. Whether this is district-wide on release/non-school days or within a building, all staff benefits. Also, as part of the Priority School Title I set-aside money, McKinley will receive additional professional learning in Classroom Instruction that Works, additional PD in small group instruction, and additional core writing instruction, AimsWeb and Responsive Classroom. At this point in the year, all staff members will be benefitting from PD during the day with subs coming into the classroom. This will address small group instruction, Close and Critical Reading, Mathematics, and WriteSteps writing instruction. There are also other opportunities for out-of-district PD, which will include subs for all staff members. Some of these sessions are suggested by MDE and relate to High Poverty, High Performance Schools. Others will relate to the Culture and Climate Big Idea through The Responsive Classroom, which will include five days of professional learning for all staff. All staff members will attend Robert Marzano's Classroom Instruction That Works (CITW) for three full days, and peer coaching may require additional subs as a result. With some PD still in the planning stages, the total number of days is not fully known at this point. Some PD comes with programs and will be adjusted as needed for staff.

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With all staff well-versed in the necessary instructional and culture/climate information, teachers will be able to impart best practice strategies to students, therefore increasing student achievement. Many teachers will also have the opportunity to plan together with either grade levels or grade groupings (k-2 and 3-5, for example) allowing time for increased collaboration. The peer coaching model and ability to see how strategies are working in teachers' rooms with high levels of student engagement and achievement will also lead to higher engagement and achievement throughout the building.

### **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.**

Requirement #9A: McKinley utilizes multiple strategies to engage families in reform efforts. To support the academic domains for improvement, McKinley host Special Person's Day once per trimester. During this time families are invited to classrooms during the school day to participate in activities that support the core academic areas and are able to be transferred to the home for use as well. Home connections are sent home with students each month. These connections allow students to work on activities and games at home with family members that support reading, writing, and math goals. Participation is monitored monthly for each classroom.

To support math achievement a Family Math Night is held in the fall. This allows families to see and learn about the Everyday Math curriculum that is used building-wide. In an effort to encourage and support reading, multiple reading month activities are held throughout the month of March. Families are encouraged to be part of these activities.

To support climate and community several opportunities for family involvement are provided. McKinley has an active PTO that sponsors many events throughout the year for students and families. Positive postcard notes from staff are sent home to families on a monthly basis. The school will host celebrations to recognize student academic achievement on a trimester basis. Families are invited to attend in support of the students. Our Parent Networking Group encourages families to participate in monthly dinner meetings with speakers/presenters addressing various topics based on the feedback from parent surveys.

McKinley utilizes multiple strategies to engage community partners in reform efforts. McKinley now has 2 DHS workers assigned to work within the building. Case workers are housed on-site and work directly with students and their families. This community connection will have a direct impact on students both academically and in the affective domain.

To help support academics McKinley has a partnership with RSVP, a group that sends retirees to the school to help tutor students in the classroom. McKinley will continue to partner with various churches in the area and St. John's hospital that are all generous enough to support or academics with donations of school supplies.

To support the goal of climate and community we will continue to partner with Gleaners to obtain monthly snacks for the students to have in the classroom and monthly food donations for Mobile Pantry. Mobile Pantry provides food donations on a monthly basis directly to McKinley families. The Parent Networking Group also brings various community resources to families on a monthly basis, including Neighborhood Watch, an annual clothing swap, and connections with United Way.

## **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.**

Van Dyke Public Schools provided operational flexibility in the following ways: The principal has the flexibility to staff the building as she wishes. There is flexibility to schedule within the County Common Calendar and District Calendar to suit the needs of the building and students. Flex time is available for after-school activities and parent/community programming. The school principal is solely responsible for the General Fund budget, thereby providing flexibility.

10A: The McKinley Elementary School Priority School Improvement Team and Principal will work to ensure that the Title I budget is spent according to students' needs and federal regulations. This will also be a reflection of the Big Ideas stated in this plan.

**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 school and district prides itself on offering cutting-edge technological resources to both staff and students. As a result of a bond that was passed in 2008, all of our schools were outfitted with state-of-the-art technology for use with curriculum in order to enhance instruction and interventions. Our Van Dyke technical team maintains the technology for the district including personal computers, laptops, projectors, ENO boards, iPads as well as other classroom resources.

Currently, Van Dyke has adopted the MAISA curriculum for both Science and Social Studies that is published in its entirety on the Atlas Rubicon website. The Macomb Intermediate School District (MISD) has fully implemented and supported the adoption of this program for all Macomb school districts. Technological support for this initiative is free and available to all of our buildings. Additionally, the MISD has offered technical support for Close and Critical Reading strategies and techniques, Rich Tasks for Everyday Mathematics, Data Director training, Power School professional development and other school and district-wide initiatives.

Teachers that have technological needs at the classroom level can contact the VDPS Technology Department. Additionally, Piper Bognar is the Central Office contact for all technology related issues, including monitoring the technology used at each school and supporting implementation.

**VAN DYKE PUBLIC SCHOOLS  
WARREN, MICHIGAN  
ADMINISTRATOR PERFORMANCE APPRAISAL**

ADMINISTRATOR: \_\_\_\_\_ APPRAISAL PERIOD: \_\_\_\_\_

POSITION: \_\_\_\_\_

	Lacking Proficiency 1	Gaining Proficiency 2	Meeting Proficiency 3	Exceeding Proficiency 4
1. <u>Administrative</u> (Average: )				
1.1. Organizing, planning	_____	_____	_____	_____
1.2. Time management	_____	_____	_____	_____
1.3. Work standards	_____	_____	_____	_____
1.4. Initiative, self-direction	_____	_____	_____	_____
1.5. Curriculum development	_____	_____	_____	_____
2. <u>Analytical</u> (Average: )				
2.1. Evaluating personnel	_____	_____	_____	_____
2.2. Problem solving	_____	_____	_____	_____
2.3. Exercising good judgment	_____	_____	_____	_____
2.4. Self-appraisal	_____	_____	_____	_____
3. <u>Interpersonal</u> (Average: )				
3.1. Supervising, directing personnel	_____	_____	_____	_____
3.2. Leadership	_____	_____	_____	_____
3.3. Relationship with school community	_____	_____	_____	_____
3.4. Working with non-teaching (or teaching personnel)	_____	_____	_____	_____
3.5. Counseling, disciplining students	_____	_____	_____	_____
4. <u>Communication</u> (Average: )				
4.1. Speaking, writing	_____	_____	_____	_____
4.2. Setting example	_____	_____	_____	_____
4.3. Listening	_____	_____	_____	_____

5. Student Growth (Attach appropriate documentation)

In collaboration with the principal, the teacher will select a minimum of 2 measures:  
*(If you are teaching both reading and math, it is recommended that you select 1 reading and 1 math assessment)*

Measurement	Beginning Average	Final Average
MLPP/DRA		
Common Assessment		
Standardized Test		
Student Performance Project/Product		
Special Education		
NWEA		
Everyday Math		
Other		
Total Average	Reading:	
	Math:	

Rating (Percentage of students showing growth)

(1)	(2)	(3)	(4)
<b>Lacking Proficiency</b>	<b>Gaining Proficiency</b>	<b>Meeting Proficiency</b>	<b>Exceeding Proficiency</b>
<i>(0-25% of students showing growth)</i>	<i>(26-50% of students showing growth)</i>	<i>(51-79% of students showing growth)</i>	<i>(80-100% of students showing growth)</i>

**OVERALL RATING**

<u>          </u> Exceeding Proficiency	Average rating for all domains of between 3.5 and 4.0
<u>          </u> Meeting Proficiency	Average rating for all domains of between 2.6 and 3.4
<u>          </u> Gaining Proficiency	Average rating for all domains of between 1.5 and 2.5
<u>          </u> Lacking Proficiency	Average rating for all domains of between 0.0 and 1.4

\*Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator(s): _____	Date: _____
_____	Date: _____
_____	Date: _____
_____	Date: _____
_____	Date: _____

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

**VAN DYKE PUBLIC SCHOOLS  
WARREN, MICHIGAN  
TEACHER PERFORMANCE REVIEW**

EMPLOYEE: \_\_\_\_\_

BUILDING: \_\_\_\_\_ ASSIGNMENT/LEVEL: \_\_\_\_\_

DATES OF OBSERVATIONS: \_\_\_\_\_

OBSERVED BY: \_\_\_\_\_

STATUS: **Probationary:** No \_\_\_\_\_ 1st year \_\_\_\_\_ 2nd year \_\_\_\_\_ 3rd year \_\_\_\_\_ 4th year \_\_\_\_\_ 5<sup>th</sup> year \_\_\_\_\_

	Lacking Proficiency 1	Gaining Proficiency 2	Meeting Proficiency 3	Exceeding Proficiency 4
1. <u>Planning and Preparation</u> <b>(Average: )</b>				
1.1. Knowledge of content	_____	_____	_____	_____
1.2. Knowledge of Students	_____	_____	_____	_____
1.3. Knowledge of Resources	_____	_____	_____	_____
1.4. Instructional Goals	_____	_____	_____	_____
1.5. Coherent Instruction	_____	_____	_____	_____
1.6. Assessment	_____	_____	_____	_____

**Comments:**

2. <u>The Classroom Environment</u> <b>(Average: )</b>				
2.1. Creating an Environment of Respect & Rapport	_____	_____	_____	_____
2.2. Establishing a Culture for Learning	_____	_____	_____	_____
2.3. Engaging a Culture for Learning	_____	_____	_____	_____
2.4. Managing Instructional Time	_____	_____	_____	_____
2.5. Managing Student Behavior	_____	_____	_____	_____

**Comments:**

	Lacking Proficiency 1	Gaining Proficiency 2	Meeting Proficiency 3	Exceeding Proficiency 4
3. <u>Instruction</u> (Average: )				
3.1. Communicating Expectations, Directions & Procedures	_____	_____	_____	_____
3.2. Using Questions & Discussion Techniques	_____	_____	_____	_____
3.3. Utilizing Structure & Pacing	_____	_____	_____	_____
3.4. Providing Feedback to Students	_____	_____	_____	_____
3.5. Monitoring, Adjusting and Assessing	_____	_____	_____	_____

**Comments:**

4. <u>Professional Responsibilities</u> (Average: )				
4.1. Reflecting on Instruction	_____	_____	_____	_____
4.2. Maintaining Accurate Records	_____	_____	_____	_____
4.3. Communicating Student Progress	_____	_____	_____	_____
4.4. Interacting with Colleagues	_____	_____	_____	_____
4.5. Participating in School & District Projects	_____	_____	_____	_____
4.6. Developing Professionally	_____	_____	_____	_____

**Comments:**

5. Student Growth (Attach appropriate documentation)

In collaboration with the principal, the teacher will select a minimum of 2 measures:  
*(If you are teaching both reading and math, it is recommended that you select 1 reading and 1 math assessment)*

Measurement	Beginning Average	Final Average
MLPP/DRA		
Common Assessment		
Standardized Test		
Student Performance Project/Product		
Special Education		
NWEA		
Everyday Math		
Other		
Total Average	Reading:	
	Math:	

Rating (Percentage of students showing growth)

_____ <b>Lacking Proficiency</b> <i>(0-25% of students showing growth)</i>	_____ <b>Gaining Proficiency</b> <i>(26-50% of students showing growth)</i>	_____ <b>Meeting Proficiency</b> <i>(51-79% of students showing growth)</i>	_____ <b>Exceeding Proficiency</b> <i>(80-100% of students showing growth)</i>
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**OVERALL RATING**

_____ Exceeding Proficiency	<i>Average rating for all domains of between 3.5 and 4.0</i>
_____ Meeting Proficiency	<i>Average rating for all domains of between 2.6 and 3.4</i>
_____ Gaining Proficiency	<i>Average rating for all domains of between 1.5 and 2.5</i>
_____ Lacking Proficiency	<i>Average rating for all domains of between 0.0 and 1.4</i>

**Closing Comments:**

**Recommendations:** *(Identify any areas as lacking and/or gaining proficiency. Indicate how these areas of concern will be addressed including recommendations. Be as specific as possible)*

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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

# VAN DYKE PUBLIC SCHOOLS TEACHER PERFORMANCE REVIEW

## Overview

Effective evaluations measure professional teaching standards. Drawing from the well-known Charlotte Danielson framework, a master rubric has been developed. This rubric measures the four domains of teacher professional practice identified by Danielson. Those domains are:

- Domain I      Planning and Preparation  
The components of Domain I describe how a teacher organizes the content that the students are to learn – how the teacher designs instruction. The domain covers all aspects of instructional planning, beginning with a deep understanding of the content and pedagogy and an understanding and appreciation of the students and what they bring to the education encounter.
- Domain II      Classroom Environment  
The components of Domain II set the stage for all learning and established a comfortable and respectful classroom environment that cultivates a culture of learning and creates a safe place for risk taking. The atmosphere is businesslike, with non-instructional routines and procedures handled efficiently; student behavior is cooperative and non-disruptive; and the physical environment is supportive of the stated instructional purposes.
- Domain III      Instruction  
The components of Domain III are the essential heart of teaching – the actual engagement of students in content which is the primary mission of schools: to enhance student learning. The components are unified through the vision of student developing complex understanding and participating in a community of learners; and represent distinct aspects of instructional skill.
- Domain IV      Professional Responsibilities  
The components of Domain IV are associated with being a true professional educator and encompass the roles assumed outside of and in addition to those in the classroom with students. The components consist of a wide range of professional responsibilities, from self-reflection and professional growth, to participation in a professional community, to contributions made to the profession as a whole.

Effective evaluations also measure student growth. Student growth is the change in student achievement between two points in time. Identifying multiple measures of student growth must be based on “objective criteria” but are not limited to state standardized tests. Student growth has been added as a fifth domain and is described below.

- Domain V      Demonstrating Student Growth  
The components of Domain V are related to measuring student growth that can be applied across grade level, content area or special education. Student learning objectives (SLO) provide a tool for tracking multiple measures of student growth and encouraging teachers to collect, analyze, and use data for instructional purposes.

### **Rating Scale (to be used for each element within each domain)**

- 4 = Exceeding Proficiency
- 3 = Meeting Proficiency
- 2 = Gaining Proficiency
- 1 = Lacking Proficiency

## Improving Teacher Performance and Effectiveness *Teachers will fall into one of three different tracks*

Track I – Non-tenured Teachers - They are still learning and may need help meeting proficiency.

Track II – Tenured Teachers - They are at the high end of gaining proficiency up to exceeding proficiency.

Track III – Tenured Teachers (Needing Assistance) - They are lacking proficiency or are on the low side of gaining proficiency - *These tenured teachers need assistance reaching an acceptable level of proficiency. Tenured teachers who consistently remain on this track should re-evaluate their career choice. The most important part of Track III are the teachers that score between 1.5 and 2.1. These teachers must be offered assistance to improve their performance. Remember evaluations are designed to improve performance and effectiveness and not to punish teachers.*

### How evaluations are conducted

In order for an evaluation to serve as a tool that improves teaching and learning, it must be conceptualized as a process rather than an isolated event. Since teachers are asked to demonstrate teaching as professional practice through several data points, the evaluation procedure requires both an observational and conference component (where a teacher shares self reflections, etc.). Very little is learned about teaching through a brief observation without debriefing. If scheduling a lengthy observation is impossible, the observation should consist of frequent observations at different points of a lesson.

### Scheduling the procedure

Michigan teachers must be evaluated annually. The following timeline is to be used as a guide to ensure the annual evaluation procedure is completed in a timely manner. It is suggested a date for each step in the process be scheduled at the beginning of each year for each teacher. Hopefully scheduling each step in the procedure for the entire school year will ensure adequate time is given to each teacher to make sure a thorough and meaningful evaluation.

### Annual Evaluation Timeline

<b>Preliminary Conference</b>	<b>Goal Setting Conference</b>	<b>Observation</b>	<b>Self Reflection and Debrief</b>	<b>Summary Evaluation</b>
Discuss evaluation timeline, process, and schedule  <b>Review with all staff at 1<sup>st</sup> staff meeting</b>	Review process, establish how student growth is measured, discuss self reflection portion and set goals  <b>Individual meetings no later than September 30</b>  <b>Submit a copy of goals to Personnel by October 1</b>	Opportunity to observe progress toward goals  <b><u>Probationary Teachers</u></b> <b>2 observations at least 60 days apart</b>  <b><u>Tenured Teachers</u></b> <b>Minimum of 1 observation</b>  <b>Teachers advised to prepare self reflection for the Debrief (within 2 weeks)</b>  <b>All observation must be complete no later than March 1</b>  <b>These are the minimum number of observations, however, observations may occur multiple times</b>	Teacher prepares a self-assessment and presents artifacts to demonstrate non-observable measures to share with administrator  Administrator provides feedback from observation  <b>Debrief occurs within two weeks of observation</b>	Student growth data calculated  Overall evaluation is scored  <b>Completed in May/June</b>  <b>Overall evaluation can be completed separately during the final evaluation meeting, with student growth being reviewed during a short follow up meeting and then added to annual evaluation OR it can all be done in one meeting at the discretion of the building administrator</b>

### Professional Development

Evaluations should be analyzed to identify themes and build a comprehensive professional development program for the school or district. Similarly, data from the evaluation rubric should be aggregated and analyzed to suggest professional development needs. Teachers should have the opportunity to strengthen their practice in domains identified through the evaluation process.