



Turnaround Redesign Diagnostic

Litchfield Elementary School

Litchfield Community Schools

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Introduction

The Turnaround Model addresses four specific areas: 1) developing teacher and school leader effectiveness, 2) implementing comprehensive instructional reform strategies; and 3) extending learning time and community-engagement. The Turnaround Model includes among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program. Overall, you will write a reform/redesign plan to address nine 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.

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Gary Smith, Community Board Member

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. (These should come from the data dialogue that initiates your planning efforts.)

Based on our data dialogues, as well as our first year of implementation, we have determined that in order to engage in rapid turnaround and improve student academic achievement at Litchfield Elementary School we have elected to change from the transformation model to the turnaround model. In doing this, we are changing the big ideas from reading comprehension of informational text and math. This change is driven from results of year one of implementation in which our administration and SRO Monitor has identified a lack of comprehensive staff ownership. We will now focus our reform efforts on the following big ideas:

Big idea #1 is that we will improve student academic performance through increasing teacher effectiveness, supported by Professional Learning Communities and the Instructional Learning Cycle. This goal was created through a data dig of MEAP results starting with the 2010-11 school year, ERS ResourceCheck and SchoolCheck data. We previously determined that there were system barriers including a lack of cohesive accountability, a lack of knowledge in best practice instructional strategies, and a lack of sufficient instructional leadership to support high academic performance for all students in each subject area and in each grade level. This was based on the data from the ERSResource Check and SchoolCheck, along with the discoveries of our causal categories from data dialogues. The results indicated a weakness in the areas of Classroom Instruction. Throughout implementation, we have addressed the infrastructure and leadership barriers and feel we are moving in a positive direction in these areas. We still, however, see an obvious lack of knowledge in teacher effectiveness and best practice instruction. A lack of improvement in data trends, which supports this, has been observed. Proficiency levels over the past 4 years for reading have been a range of 28% to 79%. For math, proficiency levels have been a range of 6% to 67%. For science, proficiency levels have been a range of 0% to 9%. For writing, proficiency levels have been a range of 17% to 33%. These scores indicate a fluctuation and a downward trend in proficiency. Results show little improvement, as scores are relatively flat over time. We also found an overall weakness in all subject areas and in all grade levels and our performance trend over time demonstrated a significant lack of student growth. In light of this deficit, it becomes obvious that improving teacher effectiveness is needed in order to improve the proficiency of Litchfield Elementary School's students.

Big idea #2 is that we will improve student academic performance through a rigorous, data-driven, engaging program of instruction. This goal will be the focus of all grade levels and content areas. This goal was created through a data dig of MEAP results, starting with the 2010-11 school year. A lack of improvement in data trends has been observed. Proficiency levels over the past 4 years for reading have been a range of 28% to 79%. For math, proficiency levels have been a range of 6% to 67%. For science, proficiency levels have been a range of 0% to 9%. For writing, proficiency levels have been a range of 17% to 33%. These scores indicate a fluctuation and a downward trend in proficiency. Results show little improvement, as scores are relatively flat over time. It can be specifically noted that students at Litchfield Elementary School in grades 3rd, 4th, 5th and 6th grade are not making adequate gains in reading. Reading is a foundational skill that impacts each core content area. This year's scores have proficiency's of 29%, 38%, 55%, and 50% in 3rd-6th grade, respectively. A review of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) results from May 2014 indicated some concerns in the development of reading skills. On the test of phonemic segmentation fluency, 14% of kindergarten students scored in the likely to need intensive support range, while 86% of the students were at or above benchmark. In kindergarten on the nonsense word fluency 14% of the students scored in the likely to need additional support range while 64% of the students were at or above benchmark. In first grade, on the nonsense word fluency test, 30% of the students scored in the likely to need intensive support range, while only 60% of the students were at or above benchmark. On the first grade test of oral reading fluency, 50% of the students scored in the intensive range while the other 50% were at benchmark. On the second grade DIBELS oral reading fluency test for words correct, 9% of the students scored in the likely to need intensive support range

while 59% scored in the benchmark/likely to need core support range. On the same assessment with a focus for accuracy, 5% of the students scored in the likely to need intensive support range while 73% scored in the benchmark/likely to need core support range. On the third grade DIBELS oral reading fluency test for words correct, 62% of the students scored in the likely to need intensive support range while 23% scored in the benchmark/likely to need core support range. On the same assessment with a focus for accuracy, 31% of the students scored in the likely to need intensive support range while 62% scored in the benchmark/likely to need core support range. On the fourth grade DIBELS oral reading fluency test for words correct, 36% of the students scored in the likely to need intensive support range while 46% scored in the benchmark/likely to need core support range. On the same assessment with a focus for accuracy, 23% of the students scored in the likely to need intensive support range while 54% scored in the benchmark/likely to need core support range. On the fifth grade DIBELS oral reading fluency test for words correct, 55% of the students scored in the likely to need intensive support range while 20% scored in the benchmark/likely to need core support range. On the same assessment with a focus for accuracy, 45% of the students scored in the likely to need intensive support range while 55% scored in the benchmark/likely to need core support range. Reading impacts each core area and low scores in this area, will be detrimental to all scores. In light of the deficits noted in all areas, it becomes obvious that a rigorous, data-driven, engaging instructional program is needed in each core area to improve the proficiency of Litchfield Elementary School's students.

State what data were used to identify these ideas

In the past, Litchfield Community Schools has not been a data driven school. Through this process we have embraced the change of looking at data in a way that facilitates a data driven community. During the implementation year, we used data including MEAP data, MME/ACT data, ERS ResourceCheck and SchoolCheck data and was affirmed by common local assessment data including DIBELS data. We also found an overall weakness in all subject areas and in all grade levels and our performance trend over time demonstrated a significant lack of student growth. We previously determined that there were numerous system barriers including a lack of cohesive accountability, a lack of knowledge in best practice instructional strategies, and a lack of sufficient instructional leadership to support high academic performance for all students in each subject area and in each grade level. Throughout implementation, we have addressed the system barriers and have developed some instructional leadership to help support high academic performance. We are moving in a positive direction. We still see an obvious lack of knowledge in best practice instructional strategies. In order to leverage our reform efforts, we determined the focus should be increasing teacher effectiveness and building a rigorous, data-driven, engaging program of instruction. These goals produce a high yield, strong interconnectedness with all content areas and grade levels. Additionally, the system focus on PLCs, MTSS, and educational coaching will support our learning environment as we rapidly transform from a traditional school to a strategic school in order to successfully ensure academic excellence for all students.

PART C: DEVELOP 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: In your response, 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.

IA: July 1, 2013 Litchfield Community Schools hired a new k-12 principal. He meets the five turnaround competencies within the turnaround model. He has been committed to identify and focus on the plan requirements in order to see big payoffs. An example of this would be the structure and accountability for staff and students alike. He also took action to break organizational norms by building a data wall outside of the main office and within the IMC to create transparency and a data driven community. This was in an effort to act quickly in a fast cycle to promote the use of data within the whole district. Not only has he been intentional with data through these avenues, but he also promotes the use of data within the Instructional Learning Cycle where teachers collect and analyze student data to inform their classroom instructional practices. The Instructional Learning Cycle is built within the Professional Learning Communities that have been the cornerstone of the quick turnaround. This also galvanized staff around the big ideas of the reform plan.

IB: In an effort to increase leadership capacity within the district, during the first implementation year, a part time superintendent and a full time principal were hired. The priority leadership team (built from the teaching staff) was developed to assist in building the collaborative atmosphere within the district. During the planning year, this team attended trainings through MiExcel, Teaching for Excellence and Solution Tree to help build capacity and develop shared ownership. This team met weekly, throughout the implementation year, to review progress within the reform plan and identify potential areas of concern as well as ways to address these areas in an effort to promote rapid change. Going forward, the leadership team will continue their trainings and development to continue in this capacity in the district. The school will move to a district combined governance and leadership model of both a part-time superintendent and principal. To off-set this burden, there will be two lead teachers who have also been selected by the district to help build and sustain leadership. Multiple trainings through MSU and Leading for Excellence will be attended this summer by these two teachers. The administration will also be attending Success Start Leadership Academy this summer. The two lead teachers, combined with the leadership team, will work together with the administration to continue to sustain leadership capacity and monitor the implementation of the plan.

The elementary principal will be provided support to achieve big idea #1 to ensure increased teacher effectiveness and big idea #2 to ensure a more rigorous, data driven, and engaged instruction in the school by having the support of several different groups of individuals. For one, there will be two lead teachers who shall have defined roles and responsibilities (see shared leadership matrix) that are of administrative nature. These two lead teachers and the principal make up the school's leadership team. For example, these duties include, and are not limited to: walkthroughs, coaching and mentoring new staff, leading PDs aligned to the Big Ideas, leading assemblies, assisting in testing/assessments, assisting in facilitating new teacher induction classes, ensuring that PDs are understood through critical feedback methods to staff per PLCs, ILCs, and walkthroughs, and to assist in areas of communication for the school. Next, the principal also will participate in PLCs in the form of outside associations: to participate in the quarterly Success Start training with MASA, HISD meetings monthly, and will have a mentor executive to call upon for feedback and assistance on an as needed basis. Third, important to note, the principal is unanimously supported in this turnaround model by a school board of 7 members.

The elementary lead teachers will be provided support to achieve big idea #1 to ensure increased teacher effectiveness and big idea #2 to ensure a more rigorous, data driven, and engaged instruction in the school by professional developments aligned to the big ideas, will meet weekly with the principal, bi-weekly with the HISD School Improvement Facilitator, attending conferences and will participate in Coaching 101 as well as complete modules to become certified. This will all the Lead Teachers to better support the needs of staff according to the big ideas.

District activities that will support the building leadership team of elementary principal and 2 lead teachers will be participating in district sponsored professional development outside of the school, such as MSU extension opportunities or a Solution Tree conference that target teacher effectiveness and increased student academic improvement.

Requirement #2: The district uses locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environments to meet the needs of students.

Indicator 2A: In your response, detail the collaborative process used to create a teacher and leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth

Indicator 2B: Also, detail the process to screen existing staff and criteria used to rehire no more than 50% of staff and select new staff. Attach the teacher evaluation and Administrator Evaluation. (Narrative)

2A: The superintendent/principal evaluation tool is the MASB approved tool. This is what was used for the current administrative evaluations. This choice was made through a collaborative decision between the board of education and the administration.

Starting with the 2013-14 school year, a new evaluation tool was developed. This tool was created in a collaborative process with input from the following stakeholders: the current administration, the board of education, the Litchfield Education Association president, as well as with input from the Priority Leadership Team. This evaluation tool follows all legal requirements, including student growth for teacher evaluation. The student growth factor within the teacher evaluation will be at least 40% of the teacher's evaluation, or whatever the current state mandates by law are in place. The software, STAGES, was used to record the evaluations of educators which were conducted by the new principal.

2B: The district's process to screen existing staff and criteria used to recall no more than 50 percent of staff and select new staff is uploaded in *ASSIST under the title, "Screening Diagnostic Tool Template". This proposed Turn-Around Screening Diagnostic was developed collaboratively with elicited input or only feedback from the following: MEA Local Union President, MEA UniServe Director, and Screening Team consisting of local administration and two H-ISD members. The use of this said Screening Diagnostic is in coordination with LCS C/S Board Policy No. 5510 (Staff Reductions/Recalls) per 07/01/2014 legal opinion. Below is the framework and criteria for the LCS Screening Diagnostic Tool.

Turn-Around Screening Diagnostic

A. Process to implementation:

This "Process" section should explain that the District will handle the layoff and recall steps required to implement the turnaround model in a manner that is consistent with the District's Board Policy 5510 on layoff and recall. Specifically:

- i. Policy 5510 provides that "the Board of Education shall determine the size of the teaching staff in response to ... operating

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conditions and retains the exclusive right to do so." The District's current operating conditions include designation of its Elementary School and Middle/High School as Priority Schools and lack of improvement through prior implementation of the transformation model in one of its schools. As a result the District has now determined to implement the turnaround model.

ii. Policy 5510 further provides that decisions involving the reduction and recall of teachers shall be designed to retain effective teachers who are properly certified and qualified for all aspects of their assignment. The Board shall determine a teacher's "qualifications" by reference to standards that include "compliance" with applicable state or federal regulatory standards. Under the turnaround model, the District is required to replace at least 50% of existing staff, rendering any staff not included in the initial 50% recall "unqualified" for recall until the remaining teaching positions first are filled with newly hired teachers.

iii. Policy 5510 sets forth recall criteria for properly certified and qualified teachers who are rated as effective or highly effective that provides for assignment to a vacant position "unless the Superintendent determines that the educational interests of the District would not be furthered by that assignment." The "Turnaround Screening Diagnostic" will be utilized by the Superintendent to determine whether the educational interests of the District would be furthered by specific recalls and assignments.

- Total points max out of "100".

- LCS data compiled by LCS tech director and data administrator. This data shall be identified in the following manner, TEACHER #1, TEACHER #2, etc. in a scrambled organization and reference key shall be held and revealed by the data director and data administrator.

- All names will be blanked-out and three person Screening Team will not be able to identify teachers when conducting the screening.

- All scoring done in collaboration with H-ISD (Superintendent: Mike Potts) & Administration at LCS (Dr. Corey Helgesen) to elicit an outside of county "three" person panel. This shall be off campus in separate rooms. Only at the end of the completion of screening all teachers will the three members collectively average data scores together to generate a top-to-bottom ranking list within respective categories to be submitted to the LCS Board through the LCS administration for approval.

- Any teacher with end of year ineffective or minimally effective rating will not qualify for recall.

- Tying score defaults to highest STAGES score.

A. Areas within each percentage grouping would be weighted based upon the contents of each of the four categories listed below:

1. STAGES "overall rating" TOTAL POSSIBLE POINTS: 0 up to 50 points

DESCRIPTION: The earned "overall rating" score in STAGES will be total rating multiplied by .50.

EXAMPLE: If rating was 88%, then points added = 44%, or 44 percentage points toward individual screen rating score out of 50.

2. Student Growth Data TOTAL POSSIBLE POINTS: 0 up to 20 points

- Consists of the following:

ELEMENTARY SCHOOL:

K through 5th grade teachers, as applicable: MEAP, MEAP ACCESS, & MI ACCESS

MIDDLE & HIGH SCHOOL:

6th through 12th grade teachers, as applicable: MME, MEAP ACCESS, & MI ACCESS

(a) A total "average" of all indisputably and individually traceable and connected core composite scores for the most recent three year's (exclusive to: 2011-2012, 2012-2013, 2013-2014) standardized data, namely to be the MME, MEAP, MEAP ACCESS, & MI ACCESS as applicable and listed below in areas that teacher was instructing said group of students tied to this data as well as the annual teacher performance evaluation section solely based upon student data over time (i.e.: where student data is tied to the teacher evaluation) and must

have been an employee and employer agreed upon data growth measure in the form of "goals", for up to the most recent three years evaluations (exclusive to: 2011-2012, 2012-2013, 2013-2014) as found within the employee's personnel file at LCS.

(b) For teachers who have taught for less than three years of LCS service, or those with only two years of data available while in service at LCS, then only the two years (exclusive to: 2011-2012, 2012-2013, 2013-2014) of such data within these most recent two years taught will be the total "average" of both all indisputably and individually traceable and connected core composite scores for the most recent three year's (exclusive to: 2011-2012, 2012-2013, 2013-2014) standardized data, namely to be the MME, MEAP, MEAP ACCESS, & MI ACCESS as applicable and listed below in areas that teacher was instructing said group of students tied to this data as well as the annual teacher performance evaluation section solely based upon student data over time (i.e.: where student data is tied to the teacher evaluation) and must have been an employee and employer agreed upon data growth measure in the form of "goals", for up to the most recent three years evaluations (exclusive to: 2011-2012, 2012-2013, 2013-2014) as found within the employee's personnel file at LCS.

(c) For teachers who have taught for only one year of LCS service, or those with only one year of data available while in service at LCS, then only the one year (exclusive to: 2011-2012, 2012-2013, 2013-2014) of such data within these most recent three years taught that are both indisputably and individually traceable and connected to core composite score appropriate "standards", and only data that is derived from being taught in sequence over more than one consecutive year that is comprehensive to all subject areas taught within a given discipline/content area (i.e.: Social Studies: US History, Gov./Econ., and World History), shall be considered as well as the annual teacher performance evaluation section solely based upon student data over time (i.e.: where student data is tied to the teacher evaluation) and must have been an employee and employer agreed upon data growth measure in the form of "goals", for up to the most recent three years evaluations (exclusive to: 2011-2012, 2012-2013, 2013-2014) as found within the employee's personnel file at LCS.

(d) Should there be absolutely no MEAP or MME indisputably and individually traceable and connected core composite scores available for a given teacher as noted by any of the above, then the default shall be the annual teacher performance evaluation section solely based upon student data over time, or wherever student data is tied to the teacher evaluation, and must have been an employee and employer agreed upon data growth measure in the form of "goals", for up to the most recent three years evaluations (exclusive to: 2011-2012, 2012-2013, 2013-2014) as found within the employee's personnel file at LCS.

DESCRIPTION: The earned "overall rating" score on Test will be total rating multiplied by .20.

EXAMPLE 1: If total averaged composite test proficiency is 0.0% proficient students, then 0 percentage points toward individual screen rating score out of 20 (i.e.: $0.0 * .20 = 0$).

EXAMPLE 2: If total averaged composite test proficiency is 60.0% proficient students, then 30 percentage points toward individual screen rating score out of 20 (i.e.: $60.0 * .20 = 30$).

3. Commitment to District TOTAL POSSIBLE POINTS: 0 up to 20 points

DESCRIPTION: For each category that affirms compliance/success, then total rating has potential to add-up to 5.0 points in total, with 1.0 points for each cited instance. No one category shall exceed more than 5.0 points, or accrue more than 5.0 points. After process of adding total points per category, then any category that affirms otherwise, not exhibiting compliance/success, then of those total 5.0 possible points earned, from total earned will be a deduction to applicable category to be incurred at a rate of one point each noted instance, no lower than 0.0.

- Categories:

1. Data application with district protocols

a. Completion of student regular grade entries as applies according to job responsibility (0.0 up to 5.0 points)

i. Grade entry exceptions:

1. Teacher is out from classroom due to the district requiring or approving leave for full week for the approved week only.

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2. In SPED for one case only in HS required only up to quarterly entry.
3. SPECIALS can be done quarterly only.
4. Any other considerations or specifications as outlined in the "Standard Operating Procedures", Staff handbook
 - ii. Grace: Frequency to reflect no more than "1" instance missed per semester.
- b. ILC (0.0 up to 5.0 points)
 - i. Reflection tables completed timely per emailed specified time and date.
 - ii. Prepared for meetings all materials accounted per minutes for all ILCs as found in minutes and STAGES.
2. Classroom management & engagement
 - a. Informal Walk through observations (0.0 up to 5.0 points)
3. Professional achievements
 - a. Documented instances for any noted "professional" achievement (0.0 up to 5.0 points)
(i.e.: Leading PLCs, reform team, attended conferences/workshops/trainings by "choice", led clubs/events/extracurricular, tutored, and other such noted instances exhibiting professional contributions to the district "beyond" the classroom.)
4. Current IDP designated for less than effective teachers TOTAL POSSIBLE POINTS: 0 up to 10 points
DESCRIPTION: Should the teacher manifest improvement within any one "goal" of their IDP to an effective or higher rating, then the teacher shall receive points. The total points in this category shall be added up to no higher than 10.0 total points in all. Of the 10.0 possible points for this category, the "number" of goals will be the divisor of the 10.0 points possible to earn for each goal. Should a less than effective teacher not have an IDP then that teacher will receive max points of 10.0.
EXAMPLE: If teacher has "four" goals, then 10.0 points total is divided by 4.0 to equal 2.5 points per goal. Thus, total possible points to earn within category is 2.5 X 4.0 goals, or 10.0 points total.

B. Lay-Off and Recall "categories" based upon areas served in the 2013 to 2014 academic year:

- In determining the number of staff that may be recalled, the District may count the total number of instructional staff positions within the school in which the model is being implemented, including any positions that may be vacant at the time of implementation. The following formula considers 16 instructional staff positions, including two positions now vacant due to a 2013 to 2014 end of academic year layoff, but does not include two additional positions now vacant due to non-renewal of contract and resignation who do not qualify for recall.

1. Not more than half of 16, or "eight" total instructional staff members, may be recalled [or retained] in the following distribution:

a. Complete and year-by-year indisputably connected MDE State Standardized score data & STAGES student scores data category:

- i. 1 out of 3 instructional staff members assigned during the 2013 to 2014 academic year in the elementary only.
- ii. 1 out of 3 instructional staff members assigned during the 2013 to 2014 academic year in the middle/high school only.
- iii. 2 out of 4 instructional staff members assigned during the 2013 to 2014 academic year in both elementary and middle/high school.

b. "NO" complete and year-by-year indisputably connected MDE State Standardized score data & "ONLY" STAGES student scores data category:

- i. 1 out of 2 instructional staff members assigned during the 2013 to 2014 academic year in the elementary only.
- ii. 1 out of 2 instructional staff members assigned during the 2013 to 2014 academic year in the middle/high school only.
- iii. 1 out of 2 instructional staff members assigned during the 2013 to 2014 academic year in both electives (specials) & Intervention instruction.

Requirement #3: The district will implement such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions designed to recruit, place and retain staff to meet the needs of students in a transformational school.

Indicator 3A: In your response, identify the strategies that will be used to recruit staff based on student needs.

Indicator 3B: In your response, identify the strategies that will be used to assign staff based on student needs.

Indicator 3C: In your response, identify the strategies that will be used to retain staff.

3A:

Recruiting Staff based on student needs

In order to meet the needs of students in a turn-around model school, Litchfield Community Schools will implement strategies to recruit highly effective teachers. These strategies will include establishing a personnel committee that is comprised of a variety of stakeholders, developing a rigorous interview process, filling available positions before August, and offering full time positions when possible. In order to meet the needs of students in a turnaround school, Litchfield Community Schools will implement strategies to recruit highly effective teachers. These strategies will include establishing a personnel committee that is comprised of a variety of stakeholders, developing a rigorous interview process, filling available positions before August, and offering full time positions when possible. The student needs will be our primary focus of recruitment, which includes: 1) rural environment 2) low reading and math scores 3) low socioeconomic status. Our teacher recruitment strategy will consist of going to all of the major universities to include MASA, local Hillsdale ISD, and our website. Our teacher recruitment process will be to post each position on the school for at least three weeks, convene a committee (when possible) will consist of principal and lead teachers, will go through a screening process to ensure that credentials and previous experience aligns to student needs and our schedule and go through the interview process which consists of a rigorous question and answer session based upon the Gallop Organization, present a lesson and a writing prompt.

3B: As a small school, the districts' strategies for assigning teachers include placing teachers in assignments based on highly qualified certification status, their individual skill set and a proven ability to be best suited for that assignment. The school will also use this criteria to re-deploy staff and/or assign any new teachers.

3C:

The district's strategy for retaining teachers at Litchfield Elementary will include but are not limited to a new teacher orientation program of one or two days prior to the professional development days attended by all staff as well as a new teacher induction program that will include bi-weekly meetings for the first semester and monthly meetings during the second semester that will be 45-60 minutes in length. This is in cooperation with the MEA. Also supports all teachers and more heavily for new/newer teachers will be weekly walkthroughs where critical and transparent feedback aligned to the big ideas will be provided. All teachers will be subject to opportunities to do peer observations.

The district will offer the following incentives which will be provided for ALL teachers employed at Litchfield Elementary School, if there are specific criteria, then these are listed below.

- a. Nextpert professional development program
- b. Incorporated incorporation of any new MDE professional development trainings
- c. Opportunity to become emergent leaders, allowing other colleagues to learn from a highly effective teacher

- d. Possible year-round employment
- e. When possible, district will offer full time positions as opposed to part time positions
- f. Teachers will be allowed to adjust schedules to attend family and/or child events. These hours must be approved in advance.
- g. Additional technology in the classrooms to help increase student achievement
- h. Local news outlets will be provided with information celebrating teacher/student success and recognition of achievements
- i. Public acknowledgement within the district via announcements, a bulletin board, board meetings, etc. where teachers will be recognized for increased student growth
- j. Preferred parking spaces for Teachers of the Month. This will be awarded based upon a combination of the following: student growth and professional contributions.
- k. Reimbursement for continuing education credits, per the current CBA.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #4: The district provides staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school.

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 monitoring the impact of PD on instructional practices.

Goal 1:

All students at Litchfield Elementary will increase skills in the reading of informational text.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in the reading of informational text in English Language Arts by 06/06/2014 as measured by a performance of a 1 or 2 on the state assessment and/or by local assessments (pre/post assessments and DIBELS). Our school does not have sufficient numbers for a subgroup..

Strategy1:

Curriculum Alignment - Teachers will continue work on curriculum alignment with core academic standards. Teachers will have a greater focus on essential skills needing to be taught at each grade level as well as across grade levels.

Research Cited: The Benefits of Curriculum Alignment

Essentials on education data and analysis from research authority AEL

By: District Administration

District Administration, Jul 2004

Curriculum Alignment Research Suggests That Alignment Can Improve Student Achievement

David Squires

The Clearing House: A Journal of Educational Strategies, Issues and Ideas

Vol. 85, Iss. 4, 2012

Marzano, Robert J. What Works in Schools: Translating Research into Action

Association For Supervision and Curriculum Development, Alexandria, Virginia, USA 2003

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Activity - Curriculum Mapping training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum mapping professional learning training	Professional Learning			08/28/2013	08/28/2013	\$200 - Title I Part A	Angela VanWoert, Dr. Corey Helgesen

Activity - Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop pacing guides to assist with the curriculum.	Professional Learning			08/28/2013	08/28/2013	\$200 - Title I Part A	Dr. Corey Helgesen, Angela VanWoert

Strategy2:

Differentiated Instruction - Teachers will use differentiated instruction in their classrooms to meet the needs of all students.

Research Cited: Marzano, Robert J. What Works in Schools: Translating Research into Action

Association For Supervision and Curriculum Development, Alexandria, Virginia, USA 2003.

Buffum, Austin, Mattos, Mike and Weber, Chris. Simplifying Response to Intervention: Four Essential Guiding Principles. Solution Tree Press, 2012.

Tier:

Activity - Simplifying Response to Intervention Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaching staff will participate in the reading and discussion of the book, Simplifying Response to Intervention: Four Essential Guiding Principles by Buffman, Mattos, and Weber. This book study will assist in the creation of a toolbox of effective interventions, developing systems of convergent assessment to identify students for intervention, determining unique student needs, monitoring student progress and revising and extending learning opportunities for students.	Professional Learning			08/26/2013	06/06/2014	\$0 - No Funding Required	Dr. Corey Helgesen, Amanda Miller, leadership team

Activity - Differentiated Instruction in the classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will differentiate reading instruction based upon reading levels of students in their classrooms.	Direct Instruction			09/03/2013	06/05/2014	\$600 - Title I Part A	K through 5th grade general education language arts teachers

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive summer school support in essential skills.	Direct Instruction			06/17/2013	08/22/2013	\$5300 - Title I Part A	Dr. Corey Helgesen, Marylou Sitkiewicz

Turnaround Redesign Diagnostic

Litchfield Elementary School

Activity - Leveled Literacy Informational Text Library	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The leveled literacy informational text library will be available to elementary staff to assist in the differentiation of instruction of flexible reading groups.	Academic Support Program			09/03/2013	06/06/2014	\$5000 - Title I Part A	Dr. Helgesen, teaching staff

Activity - Differentiated Instruction Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated Instruction professional learning training	Professional Learning			08/29/2013	02/24/2014	\$200 - Title I Part A	Dr. Char Cole, Dr. Corey Helgesen

Activity - Integration of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the use of technology in their classrooms to differentiate instruction.	Academic Support Program			08/26/2013	06/06/2014	\$3200 - Title I Part A	Dr. Corey Helgesen, teaching staff, technology director

Activity - Struggling Reader Strategies book study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will read and implement strategies from When Readers Struggle: Teaching That Works by Gay Su Pinnell and Irene C. Fountas.	Professional Learning			08/19/2013	06/06/2014	\$300 - Title I Part A	Dr. Corey Helgesen, Marylou Sitkiewicz, Angela VanWoert, Amanda Miller

Strategy3:

Informational Text Reading Strategies - Teachers will be taught and followed up with, through the Professional Learning Communities, within the teaching of instructional reading strategies in their classrooms, across curriculum areas. These strategies include, but are not limited to:

- GIST
- Cornell Note Taking
- SQ3R
- Read Around the Text
- KIM Vocabulary

Research Cited: Marzano, Robert J. What Works in Schools: Translating Research into Action
Association For Supervision and Curriculum Development, Alexandria, Virginia, USA 2003

Duke, Nell K. The Case for Informational Text. Educational Leadership, March 2004.

Tier:

Turnaround Redesign Diagnostic

Litchfield Elementary School

Activity - Leveled Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leveled Literacy Intervention program will be utilized to intervene with students needed additional intervention outside of their core instruction, during the Tier 3 time.	Direct Instruction			09/16/2013	05/16/2014	\$10000 - Title I Part A	Dr. Corey Helgesen, Marylou Sitkiewicz

Activity - Corrective Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will focus on the improvement of reading fluency, reading comprehension and reading decoding through the direct instruction with the Corrective Reading program.	Direct Instruction			09/16/2013	05/16/2014	\$10000 - Title I Part A	Dr. Hegelsen, Marylou Sitkiewicz, Lori Godmair

Activity - Informational Text Class	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten through 5th grade classes will have, a once a week, 45 minute Informational Text Class in which informational reading strategies are taught, reinforced and retaught.	Direct Instruction			09/03/2013	06/10/2014	\$10000 - Title I Part A	Dr. Corey Heglesen, informational text teacher

Activity - Informational Text Reading Strategies training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Informational Text Reading strategies training	Professional Learning			08/27/2013	02/24/2014	\$200 - Title I Part A	Dr. Corey Helgesen, Karie Ervans

Activity - Read Naturally	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with needs in reading fluency, phonics and comprehension of informational text will participate in the Read Naturally program. (Read Naturally Live)	Academic Support Program			09/16/2013	05/16/2014	\$10000 - Title I Part A	Dr. Corey Helgesen, Marylou Sitkiewicz

Activity - Literacy Prompting Guide	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Fountas & Pinnell Prompting Guide: A Tool for Literacy Teachers will be introduced and reviewed with the Kindergarten through 5th grade teachers. Teachers will use the guides on an on-going basis during reading instruction, especially during small group lessons.	Professional Learning			09/03/2013	06/10/2014	\$200 - Title I Part A	Dr. Corey Hegelsen, Marylou Sitkiewicz

Turnaround Redesign Diagnostic

Litchfield Elementary School

Activity - Language Arts/Literacy Coach support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will continue providing individualized professional development in specific content area to teachers. Coaches will help teachers improve their delivery of instruction leading to the improvement of student achievement.	Professional Learning			08/26/2013	06/06/2014	\$6800 - Title I Part A	Dr. Corey Helgesen, language arts/literacy coach

Activity - Reading Strategy Night for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to the school for an evening to be introduced to and learn reading strategies to assist with informational text reading at home.	Parent Involvement			11/01/2013	11/29/2013	\$200 - Title I Part A	Dr. Corey Helgesen, teaching staff

Strategy4:

Professional Learning Communities - Professional Learning Communities will be utilized to:

Review and revise curriculum to decide "What is it we want students to learn?"

- Thorough understanding of the standards
- Level of mastery determined for critical indicators and shared with teachers, students, and parents
- Common course sequence
- Exemplars provided when applicable

Review and revise assessment to decide "How will we know when each student has demonstrated the essential learning?"

- Pre-assessments are created, utilized and analyzed
- Formative assessments are created, utilized and analyzed
- Summative assessments are created, utilized and analyzed

Review and revise Instruction to decide "How will we respond when a student experiences difficulty in learning? How will we deepen the learning for students who have already demonstrated the essential learning?"

- Use data to improve instruction to reach all students' needs
- Use data to improve instruction by building on team's strengths and addressing team's areas of difficulties
- Use data to identify at-risk students who need additional time and support and utilize school structures to ensure they receive the support

Research Cited: Marzano, Robert J. What Works in Schools: Translating Research into Action

Association For Supervision and Curriculum Development, Alexandria, Virginia, USA 2003.

DuFour, Richard, DuFour, Rebecca, Eaker, Robert and Many, Thomas. Learning by Doing: A Handbook for Professional Learning Communities at Work™. Solution Tree Press, 2010.

Tier:

Turnaround Redesign Diagnostic

Litchfield Elementary School

Activity - Professional Learning Communities Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning communities training	Professional Learning			08/27/2013	08/29/2013	\$200 - Title II Part A	Dr. Corey Helgesen, Priority School Leadership team

Activity - Professional Learning Library	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic journals, books and magazines will be gathered for sharing and teacher learning.	Professional Learning			08/19/2013	06/06/2014	\$2000 - Title I Part A	Dr. Corey Helgesen, leadership team

Activity - Teaching with Poverty in Mind Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a book study, discussing how poverty affects the education of students. The book to be utilized will be either, Teaching With Poverty in Mind: What Being Poor Does To Kids' Brains and What Schools Can Do About it by Eric P. Jensen or Turning High-Poverty Schools into High-Performing Schools by William H. Parrett and Kathleen Budge.	Professional Learning			01/06/2014	06/06/2014	\$600 - Title II Part A	Dr. Corey Helgesen, leadership team, Amanda Miller

Activity - MEAP Night for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited in to the school to review the MEAP results for their students.	Parent Involvement			02/03/2014	04/11/2014	\$200 - Title I Part A	Dr. Helgesen, teaching staff

Turnaround Redesign Diagnostic

Litchfield Elementary School

Activity - Instructional Learning Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>An Instructional Learning Cycle (ILC) is a collaborative short-term process of instructional improvement. Litchfield Elementary will utilize ILC's of approximately 2 to 4 weeks. ILCs provide opportunities for teachers, along with their colleagues (i.e. other teachers, coaches and /or principals), to reflect on the quality of classroom instruction. ILCs focus the efforts of teacher teams on the implementation of instructional strategies linked to a school-wide instructional priority. Within an ILC, teacher teams focus on a single instructional strategy related to specific content expectations or Common Core Standards. Establishing continuous ILCs signals purposeful and focused instructional improvements. Instructional Learning Cycles are linkable to:</p> <ul style="list-style-type: none"> -A school improvement plan, -An instructional priority, and -Content expectations or Common Core Standards. <p>Key features of ILCs include:</p> <ul style="list-style-type: none"> -Common pre and post assessments (along with data analysis); -Purposeful identification and implementation of research-based instructional strategy; and -Collaborative instructional dialogue and reflection <p>Note: An instructional dialogue, a key feature of ILCs, is a structured conversation about teaching and learning with the goal of providing feedback to teachers about instruction.</p> <p>Theory of Action If teacher teams engage in regular instructional dialogues around a data-informed instructional strategy, then the quality of classroom instruction will improve, and student learning will increase.</p> <p>MIExcel from the Michigan Department of Education, Beth Brophy, 2013.</p>	Professional Learning			08/26/2013	06/06/2014	\$200 - Title I Part A	Dr. Corey Helgesen, Beth Brophy and Amanda Miller

Turnaround Redesign Diagnostic

Litchfield Elementary School

Activity - Data for Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and support teams will meet in September and December to review both classroom and universal data to assist in organizing flexible student groups, making plans for Tier 1 instructional strategies and problem-solving for all tiers.	Academic Support Program			09/03/2013	12/20/2013	\$500 - Title I Part A	Dr. Corey Helgesen, Marylou Sitkiewicz, general education teachers, Amanda Miller, Angela VanWoert, special education teacher, speech teacher, school psychologist

Activity - Data Dialogue/MEAP Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data dialogue/MEAP review professional learning training	Professional Learning			08/27/2013	01/27/2014	\$0 - No Funding Required	Dr. Corey Helgesen, Priority School Leadership team,

Goal 2:

All students at Litchfield Elementary will increase skills in math.

Measurable Objective 1:

29% of All Students will demonstrate a proficiency in numbers and operations in Mathematics by 06/06/2014 as measured by a performance of a 1 or 2 on the state assessment and/or by local assessments (pre/post assessments). Our school does not have sufficient numbers for a subgroup..

Strategy1:

Differentiated Instruction - Teachers will use differentiated instruction in their classrooms to meet the needs of all students.

Research Cited: Marzano, Robert J. What Works in Schools: Translating Research into Action

Association For Supervision and Curriculum Development, Alexandria, Virginia, USA 2003.

Buffum, Austin, Mattos, Mike and Weber, Chris. Simplifying Response to Intervention: Four Essential Guiding Principles. Solution Tree Press, 2012.

Tier:

Activity - Differentiated Instruction Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated instruction training	Professional Learning			08/29/2013	02/24/2014	\$200 - Title I Part A	Dr. Corey Helgesen, Dr. Char Cole

Turnaround Redesign Diagnostic

Litchfield Elementary School

Activity - Accelerated Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Accelerated Math program will assist teachers in creating student groups to provide intentional instruction. Instruction may be for enrichment, practice or intervention.	Direct Instruction			09/03/2013	06/06/2014	\$1500 - Title I Part A	Dr. Corey Helgesen, teaching staff

Activity - Integration of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the use of technology in their classrooms to differentiate instruction.	Academic Support Program			08/26/2013	06/06/2014	\$3200 - Title I Part A	Dr. Corey Helgesen, teaching staff, technology director

Activity - Math Strategies Night for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to the school for an evening to be introduced to and learn reading strategies to assist with math at home.	Parent Involvement			01/20/2014	04/30/2014	\$200 - Title I Part A	Dr. Helgesen, teaching staff

Activity - Differentiated Instruction in the classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will differentiate reading instruction based upon math skill levels of students in their classrooms.	Direct Instruction			09/03/2013	06/06/2014	\$600 - Title I Part A	K through 5th grade general education math teachers

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive summer school support in essential skills.	Direct Instruction			06/17/2013	08/22/2013	\$5300 - Title I Part A	Dr. Corey Helgesen, Marylou Sitkiewicz

Activity - Simplifying Response to Intervention Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaching staff will participate in the reading and discussion of the book, Simplifying Response to Intervention: Four Essential Guiding Principles by Buffman, Mattos, and Weber. This book study will assist in the creation of a toolbox of effective interventions, developing systems of convergent assessment to identify students for intervention, determining unique student needs, monitoring student progress and revising and extending learning opportunities for students.	Professional Learning			08/26/2013	06/06/2014	\$0 - No Funding Required	Dr. Corey Helgesen, Amanda Miller, leadership team

Strategy2:

Professional Learning Communities - Professional Learning Communities will be utilized to:

Review and revise curriculum to decide "What is it we want students to learn?"

- Thorough understanding of the standards
- Level of mastery determined for critical indicators and shared with teachers, students, and parents
- Common course sequence
- Exemplars provided when applicable

Review and revise assessment to decide "How will we know when each student has demonstrated the essential learning?"

- Pre-assessments are created, utilized and analyzed
- Formative assessments are created, utilized and analyzed
- Summative assessments are created, utilized and analyzed

Review and revise Instruction to decide "How will we respond when a student experiences difficulty in learning? How will we deepen the learning for students who have already demonstrated the essential learning?"

- Use data to improve instruction to reach all students' needs
- Use data to improve instruction by building on team's strengths and addressing team's areas of difficulties
- Use data to identify at-risk students who need additional time and support and utilize school structures to ensure they receive the support

Research Cited: Marzano, Robert J. What Works in Schools: Translating Research into Action
Association For Supervision and Curriculum Development, Alexandria, Virginia, USA 2003.

DuFour, Richard, DuFour, Rebecca, Eaker, Robert and Many, Thomas. Learning by Doing: A Handbook for Professional Learning Communities at Work™. Solution Tree Press, 2010.

Tier:

Turnaround Redesign Diagnostic

Litchfield Elementary School

Activity - Instructional Learning Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>An Instructional Learning Cycle (ILC) is a collaborative short-term process of instructional improvement. Litchfield Elementary will utilize ILC's of approximately 2 to 4 weeks. ILCs provide opportunities for teachers, along with their colleagues (i.e. other teachers, coaches and /or principals), to reflect on the quality of classroom instruction. ILCs focus the efforts of teacher teams on the implementation of instructional strategies linked to a school-wide instructional priority. Within an ILC, teacher teams focus on a single instructional strategy related to specific content expectations or Common Core Standards. Establishing continuous ILCs signals purposeful and focused instructional improvements. Instructional Learning Cycles are linkable to:</p> <ul style="list-style-type: none"> -A school improvement plan, -An instructional priority, and -Content expectations or Common Core Standards. <p>Key features of ILCs include:</p> <ul style="list-style-type: none"> -Common pre and post assessments (along with data analysis); -Purposeful identification and implementation of research-based instructional strategy; and -Collaborative instructional dialogue and reflection <p>Note: An instructional dialogue, a key feature of ILCs, is a structured conversation about teaching and learning with the goal of providing feedback to teachers about instruction.</p> <p>Theory of Action If teacher teams engage in regular instructional dialogues around a data-informed instructional strategy, then the quality of classroom instruction will improve, and student learning will increase.</p> <p>MIExcel from the Michigan Department of Education, Beth Brophy, 2013.</p>	Professional Learning			08/26/2013	06/06/2014	\$200 - Title I Part A	Dr. Corey Helgesen, Beth Brophy, Amanda Miller

Activity - MEAP Night for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to the school to review the MEAP results for their students.	Parent Involvement			02/28/2014	04/11/2014	\$200 - Title I Part A	Dr. Corey Helgesen, teaching staff

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Activity - Professional Learning Communities Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning communities training	Professional Learning			08/27/2013	08/28/2013	\$200 - Title I Part A	Dr. Corey Helgesen, Priority School Leadership team

Activity - Math Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will continue providing individualized professional development in specific content area to teachers. Coaches will help teachers improve their delivery of instruction leading to the improvement of student achievement.	Professional Learning			08/26/2013	06/06/2014	\$6800 - Title I Part A	Dr. Corey Helgesen, math instructional coach

Activity - Data Dialogue/MEAP Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data dialogue/MEAP review professional learning training	Professional Learning			06/03/2013	06/06/2014	\$200 - Title I Part A	Dr. Corey Helgesen, Amanda Miller, leadership team

Strategy3:

Curriculum Alignment - Teachers will continue work on curriculum alignment with core academic standards. Teachers will have a greater focus on essential skills needing to be taught at each grade level as well as across grade levels.

Research Cited: The Benefits of Curriculum Alignment

Essentials on Education Data and Analysis from Research Authority AEL

By: District Administration

District Administration, July 2004

Curriculum Alignment Research Suggests That Alignment Can Improve Student Achievement

David Squires

The Clearing House: A Journal of Educational Strategies, Issues and Ideas

Vol. 85, Iss. 4, 2012

Marzano, Robert J. What Works in Schools: Translating Research into Action

Association For Supervision and Curriculum Development, Alexandria, Virginia, USA 2003

Tier:

Turnaround Redesign Diagnostic

Litchfield Elementary School

Activity - Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pacing Guide training for teachers to focus instruction	Professional Learning			08/28/2013	08/28/2013	\$100 - Title II Part A	Dr. Corey Helgesen, Hillsdale County Intermediate School District

Activity - Curriculum Mapping training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum Mapping training	Professional Learning			08/28/2013	08/28/2013	\$200 - Title I Part A	Angela VanWoert, Dr. Corey Helgesen, math instructional coach

Activity - Intel Math Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Changing the Equation Using Intel Math (CEIM) grant program, 80 hours of Intel Math training and 32 hours of Math Learning Community programs, using technology to support teaching and learning.	Professional Learning			05/13/2013	06/30/2014	\$200 - Title II Part A	Kristen Miller, Dr. Corey Helgesen

Narrative:

4A: All professional learning will be high quality and job-embedded as well as aligned to the big ideas increasing teacher effectiveness and building a rigorous, data-driven, engaging program of instruction which were identified through our data dialogue. Professional learning will be provided to the staff to support the implementation of strategies to achieve these goals. This will be job-embedded to meet the specific needs of our students. We envision that we will continue to focus on and refine our use of data within our professional learning communities to strengthen our multi-tiered system of support. We will provide additional support for teachers in the area of differentiated instruction. We will take advantage of Nextpert to support individual teachers with rigorous professional learning, lessons, and assessments. We will also continue to support high academic achievement through professional learning designed to promote a positive school culture that is responsive to all students' needs.

Professional learning will be ongoing through the use of Professional Learning Communities (PLC).

Research: The Journal of Staff Development states that PLC's, "Help schools districts not only attain excellence but help sustain it over time."

Implementation: PLC's will be implemented K-5 during bi-weekly team meetings where assessment data will be analyzed, instructional best practice will be shared, and student supports will be determined. PLC's will also be tied to the instructional programs. Prior to the start of school and during the first quarter, teachers will be trained in Lucy Caulkins writing workshop, accelerated math, Understanding by Design and Reading Street.

Starting in the 2014-15 school year, PLCs will meet four times a month for a total of four hours and forty minutes, for the entire year. During this time, teachers will work in collaborative teams. The professional learning calendar has been increased to 10 days for teachers from the previous 5 contracted days. Data will be used to inform individual classroom instruction. This will be supported through the use of instructional coaching within the classroom. Within the Professional Learning Communities, staff will utilize an Instructional Learning Cycle to analyze the effects of teaching on students learning and finding solutions to immediate problems of practice to influence their day to day

practices. All staff was surveyed upon the completion of the professional development to impact the planning of future professional learning to ensure the professional development is of high quality and meeting the specified needs. As a result of those surveys, professional learning was then differentiated for staff so that specific needs were met. For example, after the first intensive professional development of differentiated instruction and MTSS, staff was surveyed and the results pointed in three different directions. Needs ranged from needing more professional learning in classroom management to instructional strategies for differentiation and engagement. Staff was then surveyed to identify priority for these needs and professional development was then structured around the results.

Requirement #5: The district has adopted a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

Indicator 5A: In your response, detail how the NEW governance structure will assist in decision making, sharing of information between the district and building, and removal of barriers to reform plan implementation. that will assist with the building turnaround process. Describe a process for monitoring implementation progress to inform plan refinement and how regular reporting will occur to all key stakeholders

Indicator 5B: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also complete and attach the Assurance of Operational Flexibility for Priority Schools, signed by the Superintendent, School Board President and Union Representative, which certifies that the school has the autonomy required to implement the reform/redesign plan as written (Must complete the Assurance of Operational Flexibility and attach required evidence as stated in the Assurance Form). Include a statement that describes how the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations).

5A: The new governance structure will be a shared leadership model. The positions of superintendent and principal will be held by one person who fulfills the five turnaround competencies. In order to alleviate some of the work load, two lead teachers will be in place. The priority schools leadership team, which is already in place, will continue its leadership role.

See "Shared Leadership Roles and Responsibilities Matrix" attached in ASSIST.

In order to promote a shared governance practice, the Principal/Superintendent will meet with the lead teachers weekly and the priority leadership team monthly to discuss the progress of the development/implementation of the plan, including: (1) What's working? (2) What's not working? (3) How do you know? (4) How will the things that are not working being addressed? (5) What changes will be made to ensure forward progress?

In the event that the plan does not result in making rapid performance turnaround, it will be incumbent upon the Turnaround Leader to work with the lead teachers and the priority leadership team, to make any and all revisions needed to assure that the plan produces results that reflect a rapid turnaround.

The principal will report monthly to the Litchfield Board of Education as to the development, implementation and evaluation of the Turnaround Plan. The principal will also hold a mid-year state of the school address to report out to any and all stakeholders. This will also be a standing discussion item on PTO and Title I meeting agendas.

5B: The priority school leadership team and the principal will determine the school's Title I budget. When determining the budget, all federal regulations will be followed.

Staffing - Teachers who prove to need assistance within the Litchfield Elementary School will be able to be given various areas of support. Some of these areas of support include mentor teachers, coaches, HISD support, professional library, and Individualized Development

Turnaround Redesign Diagnostic

Litchfield Elementary School

Plans. This will provide the administration with operational flexibility to meet the individual needs of teachers.

Use of Time (schedule or calendar) - The school has the operational flexibility to adjust the calendar, schedule and professional learning needs of its staff. The additional time that was added to provide operational flexibility was supported by the Litchfield Education Association.

See uploaded documentation "MOU" in ASSIST under Assurances tab.

Professional Learning - The additional time added ensures that the school staff has the professional learning time to effectively implement the big ideas.

Requirement #6: The district uses data to identify and implement an instructional program(s) that is research-based and vertically aligned from one grade to the next, as well as aligned 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, (b) disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance.

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 (Tier I Instruction) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program identifies timelines, resources, and staff responsible for implementation of the instructional program.

Goal 1:

All students at Litchfield Elementary will increase skills in the reading of informational text.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in the reading of informational text in English Language Arts by 06/06/2014 as measured by a performance of a 1 or 2 on the state assessment and/or by local assessments (pre/post assessments and DIBELS). Our school does not have sufficient numbers for a subgroup..

Strategy1:

Curriculum Alignment - Teachers will continue work on curriculum alignment with core academic standards. Teachers will have a greater focus on essential skills needing to be taught at each grade level as well as across grade levels.

Research Cited: The Benefits of Curriculum Alignment

Essentials on education data and analysis from research authority AEL

By: District Administration

District Administration, Jul 2004

Curriculum Alignment Research Suggests That Alignment Can Improve Student Achievement

David Squires

The Clearing House: A Journal of Educational Strategies, Issues and Ideas

Turnaround Redesign Diagnostic

Litchfield Elementary School

Vol. 85, Iss. 4, 2012

Marzano, Robert J. What Works in Schools: Translating Research into Action

Association For Supervision and Curriculum Development, Alexandria, Virginia, USA 2003

Tier:

Activity - Curriculum Mapping training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum mapping professional learning training	Professional Learning			08/28/2013	08/28/2013	\$200 - Title I Part A	Angela VanWoert, Dr. Corey Helgesen

Activity - Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop pacing guides to assist with the curriculum.	Professional Learning			08/28/2013	08/28/2013	\$200 - Title I Part A	Dr. Corey Helgesen, Angela VanWoert

Strategy2:

Differentiated Instruction - Teachers will use differentiated instruction in their classrooms to meet the needs of all students.

Research Cited: Marzano, Robert J. What Works in Schools: Translating Research into Action

Association For Supervision and Curriculum Development, Alexandria, Virginia, USA 2003.

Buffum, Austin, Mattos, Mike and Weber, Chris. Simplifying Response to Intervention: Four Essential Guiding Principles. Solution Tree Press, 2012.

Tier:

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive summer school support in essential skills.	Direct Instruction			06/17/2013	08/22/2013	\$5300 - Title I Part A	Dr. Corey Helgesen, Marylou Sitkiewicz

Turnaround Redesign Diagnostic

Litchfield Elementary School

Activity - Simplifying Response to Intervention Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaching staff will participate in the reading and discussion of the book, Simplifying Response to Intervention: Four Essential Guiding Principles by Buffman, Mattos, and Weber. This book study will assist in the creation of a toolbox of effective interventions, developing systems of convergent assessment to identify students for intervention, determining unique student needs, monitoring student progress and revising and extending learning opportunities for students.	Professional Learning			08/26/2013	06/06/2014	\$0 - No Funding Required	Dr. Corey Helgesen, Amanda Miller, leadership team

Activity - Integration of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the use of technology in their classrooms to differentiate instruction.	Academic Support Program			08/26/2013	06/06/2014	\$3200 - Title I Part A	Dr. Corey Helgesen, teaching staff, technology director

Activity - Leveled Literacy Informational Text Library	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The leveled literacy informational text library will be available to elementary staff to assist in the differentiation of instruction of flexible reading groups.	Academic Support Program			09/03/2013	06/06/2014	\$5000 - Title I Part A	Dr. Helgesen, teaching staff

Activity - Struggling Reader Strategies book study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will read and implement strategies from When Readers Struggle: Teaching That Works by Gay Su Pinnell and Irene C. Fountas.	Professional Learning			08/19/2013	06/06/2014	\$300 - Title I Part A	Dr. Corey Helgesen, Marylou Sitkiewicz, Angela VanWoert, Amanda Miller

Activity - Differentiated Instruction in the classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will differentiate reading instruction based upon reading levels of students in their classrooms.	Direct Instruction			09/03/2013	06/05/2014	\$600 - Title I Part A	K through 5th grade general education language arts teachers

Activity - Differentiated Instruction Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated Instruction professional learning training	Professional Learning			08/29/2013	02/24/2014	\$200 - Title I Part A	Dr. Char Cole, Dr. Corey Helgesen

Strategy3:

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Informational Text Reading Strategies - Teachers will be taught and followed up with, through the Professional Learning Communities, within the teaching of instructional reading strategies in their classrooms, across curriculum areas. These strategies include, but are not limited to:

- GIST
- Cornell Note Taking
- SQ3R
- Read Around the Text
- KIM Vocabulary

Research Cited: Marzano, Robert J. What Works in Schools: Translating Research into Action

Association For Supervision and Curriculum Development, Alexandria, Virginia, USA 2003

Duke, Nell K. The Case for Informational Text. Educational Leadership, March 2004.

Tier:

Activity - Leveled Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leveled Literacy Intervention program will be utilized to intervene with students needed additional intervention outside of their core instruction, during the Tier 3 time.	Direct Instruction			09/16/2013	05/16/2014	\$10000 - Title I Part A	Dr. Corey Helgesen, Marylou Sitkiewicz

Activity - Language Arts/Literacy Coach support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will continue providing individualized professional development in specific content area to teachers. Coaches will help teachers improve their delivery of instruction leading to the improvement of student achievement.	Professional Learning			08/26/2013	06/06/2014	\$6800 - Title I Part A	Dr. Corey Helgesen, language arts/literacy coach

Activity - Informational Text Reading Strategies training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Informational Text Reading strategies training	Professional Learning			08/27/2013	02/24/2014	\$200 - Title I Part A	Dr. Corey Helgesen, Karie Evans

Activity - Reading Strategy Night for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to the school for an evening to be introduced to and learn reading strategies to assist with informational text reading at home.	Parent Involvement			11/01/2013	11/29/2013	\$200 - Title I Part A	Dr. Corey Helgesen, teaching staff

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Activity - Read Naturally	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with needs in reading fluency, phonics and comprehension of informational text will participate in the Read Naturally program. (Read Naturally Live)	Academic Support Program			09/16/2013	05/16/2014	\$10000 - Title I Part A	Dr. Corey Heglesen, Marylou Sitkiewicz

Activity - Literacy Prompting Guide	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Fountas & Pinnell Prompting Guide: A Tool for Literacy Teachers will be introduced and reviewed with the Kindergarten through 5th grade teachers. Teachers will use the guides on an on-going basis during reading instruction, especially during small group lessons.	Professional Learning			09/03/2013	06/10/2014	\$200 - Title I Part A	Dr. Corey Heglesen, Marylou Sitkiewicz

Activity - Informational Text Class	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten through 5th grade classes will have, a once a week, 45 minute Informational Text Class in which informational reading strategies are taught, reinforced and retaught.	Direct Instruction			09/03/2013	06/10/2014	\$10000 - Title I Part A	Dr. Corey Heglesen, informational text teacher

Activity - Corrective Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will focus on the improvement of reading fluency, reading comprehension and reading decoding through the direct instruction with the Corrective Reading program.	Direct Instruction			09/16/2013	05/16/2014	\$10000 - Title I Part A	Dr. Heglesen, Marylou Sitkiewicz, Lori Godmair

Strategy4:

Professional Learning Communities - Professional Learning Communities will be utilized to:

Review and revise curriculum to decide "What is it we want students to learn?"

-Thorough understanding of the standards

-Level of mastery determined for critical indicators and shared with teachers, students, and parents

-Common course sequence

-Exemplars provided when applicable

Review and revise assessment to decide "How will we know when each student has demonstrated the essential learning?"

-Pre-assessments are created, utilized and analyzed

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- Formative assessments are created, utilized and analyzed
- Summative assessments are created, utilized and analyzed

Review and revise Instruction to decide "How will we respond when a student experiences difficulty in learning? How will we deepen the learning for students who have already demonstrated the essential learning?"

- Use data to improve instruction to reach all students' needs
- Use data to improve instruction by building on team's strengths and addressing team's areas of difficulties
- Use data to identify at-risk students who need additional time and support and utilize school structures to ensure they receive the support

Research Cited: Marzano, Robert J. What Works in Schools: Translating Research into Action

Association For Supervision and Curriculum Development, Alexandria, Virginia, USA 2003.

DuFour, Richard, DuFour, Rebecca, Eaker, Robert and Many, Thomas. Learning by Doing: A Handbook for Professional Learning Communities at Work™. Solution Tree Press, 2010.

Tier:

Activity - Professional Learning Communities Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning communities training	Professional Learning			08/27/2013	08/29/2013	\$200 - Title II Part A	Dr. Corey Helgesen, Priority School Leadership team

Activity - Professional Learning Library	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic journals, books and magazines will be gathered for sharing and teacher learning.	Professional Learning			08/19/2013	06/06/2014	\$2000 - Title I Part A	Dr. Corey Helgesen, leadership team

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Activity - Instructional Learning Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>An Instructional Learning Cycle (ILC) is a collaborative short-term process of instructional improvement. Litchfield Elementary will utilize ILC's of approximately 2 to 4 weeks. ILCs provide opportunities for teachers, along with their colleagues (i.e. other teachers, coaches and /or principals), to reflect on the quality of classroom instruction. ILCs focus the efforts of teacher teams on the implementation of instructional strategies linked to a school-wide instructional priority. Within an ILC, teacher teams focus on a single instructional strategy related to specific content expectations or Common Core Standards. Establishing continuous ILCs signals purposeful and focused instructional improvements. Instructional Learning Cycles are linkable to:</p> <ul style="list-style-type: none"> -A school improvement plan, -An instructional priority, and -Content expectations or Common Core Standards. <p>Key features of ILCs include:</p> <ul style="list-style-type: none"> -Common pre and post assessments (along with data analysis); -Purposeful identification and implementation of research-based instructional strategy; and -Collaborative instructional dialogue and reflection <p>Note: An instructional dialogue, a key feature of ILCs, is a structured conversation about teaching and learning with the goal of providing feedback to teachers about instruction.</p> <p>Theory of Action If teacher teams engage in regular instructional dialogues around a data-informed instructional strategy, then the quality of classroom instruction will improve, and student learning will increase.</p> <p>MIExcel from the Michigan Department of Education, Beth Brophy, 2013.</p>	Professional Learning			08/26/2013	06/06/2014	\$200 - Title I Part A	Dr. Corey Helgesen, Beth Brophy and Amanda Miller

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Activity - Teaching with Poverty in Mind Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a book study, discussing how poverty affects the education of students. The book to be utilized will be either, Teaching With Poverty in Mind: What Being Poor Does To Kids' Brains and What Schools Can Do About it by Eric P. Jensen or Turning High-Poverty Schools into High-Performing Schools by William H. Parrett and Kathleen Budge.	Professional Learning			01/06/2014	06/06/2014	\$600 - Title II Part A	Dr. Corey Helgesen, leadership team, Amanda Miller

Activity - MEAP Night for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited in to the school to review the MEAP results for their students.	Parent Involvement			02/03/2014	04/11/2014	\$200 - Title I Part A	Dr. Helgesen, teaching staff

Activity - Data Dialogue/MEAP Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data dialogue/MEAP review professional learning training	Professional Learning			08/27/2013	01/27/2014	\$0 - No Funding Required	Dr. Corey Helgesen, Priority School Leadership team,

Activity - Data for Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and support teams will meet in September and December to review both classroom and universal data to assist in organizing flexible student groups, making plans for Tier 1 instructional strategies and problem-solving for all tiers.	Academic Support Program			09/03/2013	12/20/2013	\$500 - Title I Part A	Dr. Corey Helgesen, Marylou Sitkiewicz, general education teachers, Amanda Miller, Angela VanWoert, special education teacher, speech teacher, school psychologist

Goal 2:

All students at Litchfield Elementary will increase skills in math.

Measurable Objective 1:

29% of All Students will demonstrate a proficiency in numbers and operations in Mathematics by 06/06/2014 as measured by a performance of a 1 or 2 on the state assessment and/or by local assessments (pre/post assessments). Our school does not have sufficient numbers for a subgroup..

Strategy1:

Professional Learning Communities - Professional Learning Communities will be utilized to:

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Review and revise curriculum to decide "What is it we want students to learn?"

- Thorough understanding of the standards
- Level of mastery determined for critical indicators and shared with teachers, students, and parents
- Common course sequence
- Exemplars provided when applicable

Review and revise assessment to decide "How will we know when each student has demonstrated the essential learning?"

- Pre-assessments are created, utilized and analyzed
- Formative assessments are created, utilized and analyzed
- Summative assessments are created, utilized and analyzed

Review and revise Instruction to decide "How will we respond when a student experiences difficulty in learning? How will we deepen the learning for students who have already demonstrated the essential learning?"

- Use data to improve instruction to reach all students' needs
- Use data to improve instruction by building on team's strengths and addressing team's areas of difficulties
- Use data to identify at-risk students who need additional time and support and utilize school structures to ensure they receive the support

Research Cited: Marzano, Robert J. What Works in Schools: Translating Research into Action

Association For Supervision and Curriculum Development, Alexandria, Virginia, USA 2003.

DuFour, Richard, DuFour, Rebecca, Eaker, Robert and Many, Thomas. Learning by Doing: A Handbook for Professional Learning Communities at Work™. Solution Tree Press, 2010.

Tier:

Activity - Data Dialogue/MEAP Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data dialogue/MEAP review professional learning training	Professional Learning			06/03/2013	06/06/2014	\$200 - Title I Part A	Dr. Corey Helgesen, Amanda Miller, leadership team

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Activity - Instructional Learning Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>An Instructional Learning Cycle (ILC) is a collaborative short-term process of instructional improvement. Litchfield Elementary will utilize ILC's of approximately 2 to 4 weeks. ILCs provide opportunities for teachers, along with their colleagues (i.e. other teachers, coaches and /or principals), to reflect on the quality of classroom instruction. ILCs focus the efforts of teacher teams on the implementation of instructional strategies linked to a school-wide instructional priority. Within an ILC, teacher teams focus on a single instructional strategy related to specific content expectations or Common Core Standards. Establishing continuous ILCs signals purposeful and focused instructional improvements. Instructional Learning Cycles are linkable to:</p> <ul style="list-style-type: none"> -A school improvement plan, -An instructional priority, and -Content expectations or Common Core Standards. <p>Key features of ILCs include:</p> <ul style="list-style-type: none"> -Common pre and post assessments (along with data analysis); -Purposeful identification and implementation of research-based instructional strategy; and -Collaborative instructional dialogue and reflection <p>Note: An instructional dialogue, a key feature of ILCs, is a structured conversation about teaching and learning with the goal of providing feedback to teachers about instruction.</p> <p>Theory of Action If teacher teams engage in regular instructional dialogues around a data-informed instructional strategy, then the quality of classroom instruction will improve, and student learning will increase.</p> <p>MIExcel from the Michigan Department of Education, Beth Brophy, 2013.</p>	Professional Learning			08/26/2013	06/06/2014	\$200 - Title I Part A	Dr. Corey Helgesen, Beth Brophy, Amanda Miller

Activity - Math Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will continue providing individualized professional development in specific content area to teachers. Coaches will help teachers improve their delivery of instruction leading to the improvement of student achievement.	Professional Learning			08/26/2013	06/06/2014	\$6800 - Title I Part A	Dr. Corey Helgesen, math instructional coach

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Activity - Professional Learning Communities Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning communities training	Professional Learning			08/27/2013	08/28/2013	\$200 - Title I Part A	Dr. Corey Helgesen, Priority School Leadership team

Activity - MEAP Night for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to the school to review the MEAP results for their students.	Parent Involvement			02/28/2014	04/11/2014	\$200 - Title I Part A	Dr. Corey Helgesen, teaching staff

Strategy2:

Curriculum Alignment - Teachers will continue work on curriculum alignment with core academic standards. Teachers will have a greater focus on essential skills needing to be taught at each grade level as well as across grade levels.

Research Cited: The Benefits of Curriculum Alignment

Essentials on Education Data and Analysis from Research Authority AEL

By: District Administration

District Administration, July 2004

Curriculum Alignment Research Suggests That Alignment Can Improve Student Achievement

David Squires

The Clearing House: A Journal of Educational Strategies, Issues and Ideas

Vol. 85, Iss. 4, 2012

Marzano, Robert J. What Works in Schools: Translating Research into Action

Association For Supervision and Curriculum Development, Alexandria, Virginia, USA 2003

Tier:

Activity - Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pacing Guide training for teachers to focus instruction	Professional Learning			08/28/2013	08/28/2013	\$100 - Title II Part A	Dr. Corey Helgesen, Hillsdale County Intermediate School District

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Activity - Intel Math Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Changing the Equation Using Intel Math (CEIM) grant program, 80 hours of Intel Math training and 32 hours of Math Learning Community programs, using technology to support teaching and learning.	Professional Learning			05/13/2013	06/30/2014	\$200 - Title II Part A	Kristen Miller, Dr. Corey Helgesen

Activity - Curriculum Mapping training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum Mapping training	Professional Learning			08/28/2013	08/28/2013	\$200 - Title I Part A	Angela VanWoert, Dr. Corey Helgesen, math instructional coach

Strategy3:

Differentiated Instruction - Teachers will use differentiated instruction in their classrooms to meet the needs of all students.

Research Cited: Marzano, Robert J. What Works in Schools: Translating Research into Action

Association For Supervision and Curriculum Development, Alexandria, Virginia, USA 2003.

Buffum, Austin, Mattos, Mike and Weber, Chris. Simplifying Response to Intervention: Four Essential Guiding Principles. Solution Tree Press, 2012.

Tier:

Activity - Differentiated Instruction in the classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will differentiate reading instruction based upon math skill levels of students in their classrooms.	Direct Instruction			09/03/2013	06/06/2014	\$600 - Title I Part A	K through 5th grade general education math teachers

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive summer school support in essential skills.	Direct Instruction			06/17/2013	08/22/2013	\$5300 - Title I Part A	Dr. Corey Helgesen, Marylou Sitkiewicz

Activity - Accelerated Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Accelerated Math program will assist teachers in creating student groups to provide intentional instruction. Instruction may be for enrichment, practice or intervention.	Direct Instruction			09/03/2013	06/06/2014	\$1500 - Title I Part A	Dr. Corey Helgesen, teaching staff

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Activity - Integration of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the use of technology in their classrooms to differentiate instruction.	Academic Support Program			08/26/2013	06/06/2014	\$3200 - Title I Part A	Dr. Corey Helgesen, teaching staff, technology director

Activity - Math Strategies Night for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to the school for an evening to be introduced to and learn reading strategies to assist with math at home.	Parent Involvement			01/20/2014	04/30/2014	\$200 - Title I Part A	Dr. Helgesen, teaching staff

Activity - Differentiated Instruction Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated instruction training	Professional Learning			08/29/2013	02/24/2014	\$200 - Title I Part A	Dr. Corey Helgesen, Dr. Char Cole

Activity - Simplifying Response to Intervention Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaching staff will participate in the reading and discussion of the book, Simplifying Response to Intervention: Four Essential Guiding Principles by Buffman, Mattos, and Weber. This book study will assist in the creation of a toolbox of effective interventions, developing systems of convergent assessment to identify students for intervention, determining unique student needs, monitoring student progress and revising and extending learning opportunities for students.	Professional Learning			08/26/2013	06/06/2014	\$0 - No Funding Required	Dr. Corey Helgesen, Amanda Miller, leadership team

Narrative:

6A: At the start of the priority school process, there was an obvious lack in the utilization of data used at Litchfield Community Schools at-large. The priority leadership team used the following data as it became identified: MEAP and MME data and was affirmed by common local assessments and DIBELS data. This standardized data has been used to understand the priority school designation and drive the decision to choose an instructional program most appropriate for improving student performance.

Litchfield Community Schools (LCS) will implement a three year sequence of activities in its implementation. The background is founded within desegregated data points with underlining causes to be the driver toward improvement for Litchfield Schools based upon identified areas of the most significant deficiencies. Scores in the following are composite averages per grade and subject over a three year trend measuring total proficiency ratings per each area. As there is not one set of data above any one area in the state average composite scores within any content area, and also understanding that Litchfield has over 70% economically challenged students, to define a focus of the data not based on economic status alone, data has been desegregated as follows with a subsequent narrative to further explain this desegregation:

(1) The lowest 50% of all data within each grade level and subject tested with an explanation of any other subjects similarly low, yet not of

this 50% identified.

(2) Within each lowest 50% identified, any SPED student data at-least 50% below proficiency.

(3) Within each lowest 50% identified any female or male student data at-least 50% below proficiency.

Narrative of LCS Data:

Results for the elementary K-5 grades MEAP is at-large over a three year analysis within all grades and subjects below, or well below, the state achievement averages and required cut-score outcome from the MDE. Lowest overall score results for these identified most recent three years of data, to mean the lowest 50% of all data, are in the subject areas of both math (19% proficient) and science (3% proficient). In addition to these lowest scores, SPED students performed poorest in the subjects of reading and math, each no higher than 50% proficient for any one set of data. Further, in the category of gender both female and male students performed poorest in science, 0% and 4% respectively. Also, where female students performed at only 19% proficient for math, as compared to males at 29% proficient, males performed less adequate in writing with only 13% proficient as compared to their counterpart female peers of 36% proficient. Thus, within this needs assessment of MEAP assessment scores LCS elementary depicts math, science, and writing deficiencies across the board in each category cited. In the area of reading which is the highest overall averaged set of data, although only 48% overall, male students have outperformed female students by almost two times the percentage, or 63% vs. 36% respectively.

Based upon these desegregated data, underlining causes are implied. First, instructional professional development and accountability to ensure instructional goals toward improved test data within the classroom must be considered in the areas of science, math, and writing. As coaching and other applicable PD needs to be explored toward remedying this data deficiency, evaluation of teacher performance cannot be discounted accordingly. Second, student gender seems applicable in areas of writing, reading, and math. Finally, SPED across the board needs assistance in each area tested.

With this data and underlining causes, a three year conceptual sequence toward the improvement of these data will address school deficiencies. In all cases, instructional development needs to be in place. Years one through three must have an emphasis toward improving data through the use of mentors, coaches, workshops, and other instructional assists will promote teacher growth when in correlation to data walls, digs, and individual progress mentoring. MTSS, DI, and other emphasis on teacher tools that add resources to instructional practice will best outfit educators toward assisting their student's needs. In additional to outfitting teachers toward success, monitoring through a properly aligned and highly supportive yet transparent accountability system of evaluation is required. There needs to be a continual systematic approach in collaborating SPED and GE needs. All teachers will be required to have in place goals directly aligned to individual as well as whole school data needs. This will both promote progress and ensure adequate success is being undertaken. Tailoring effective vs ineffective methods toward addressing the issue of gender in the realm of non-biased and sensitive to gender differentiation within the classroom setting needs attention as well. The principal or designee will need to adjust appropriate PD toward the improvement within each stated area of these data on an annual basis.

Based upon these desegregated data, underlining causes are implied. First, instructional professional development and accountability to ensure instructional goals toward improved test data within the classroom must be considered in the areas of science, math, and writing. As coaching and other applicable PD needs to be explored toward remedying this data deficiency, evaluation of teacher performance cannot be discounted accordingly. Second, student gender seems applicable in areas of writing, reading, and math. Finally, SPED across the board needs assistance in each area tested.

With this data and underlining causes, a three year conceptual sequence toward the improvement of these data will address school deficiencies. In all cases, instructional development needs to be in place. Years one through three must have an emphasis toward improving

data through the use of mentors, coaches, workshops, and other instructional assists will promote teacher growth when in correlation to data walls, digs, and individual progress mentoring. MTSS, DI, and other emphasis on teacher tools that add resources to instructional practice will best outfit educators toward assisting their student's needs. In addition to outfitting teachers toward success, monitoring through a properly aligned and highly supportive yet transparent accountability system of evaluation is required. There needs to be a continual systematic approach in collaborating SPED and GE needs. All teachers will be required to have in place goals directly aligned to individual as well as whole school data needs. This will both promote progress and ensure adequate success is being undertaken. Tailoring effective vs ineffective methods toward addressing the issue of gender in the realm of non-biased and sensitive to gender differentiation within the classroom setting needs attention as well. The principal or designee will need to adjust appropriate PD toward the improvement within each stated area of these data on an annual basis.

6B: 6B: Researched based instructional resources will be used to ensure student learning. These research based resources include:
UbD

6B.1. Big Ideas - This is a framework to support teacher lessons which leads to having lessons that are rigorous and data driven. It demands that teachers provide various levels of instruction per the individual needs of students.

6B.2. Teaching and Learning Strategies - "Teaching for understanding" is another central premise of Understanding by Design. It should be evident in course design, teacher and student attitudes, and the classroom learning environment. There should be coherent curriculum design and clear distinctions between big ideas and essential questions. Teachers should tell students about big ideas and essential questions, performance requirements, and evaluative criteria at the beginning of the unit or course. Students should be able to describe the goals (big ideas and essential questions) and performance requirements of the unit or course. The learning environment should have high expectations and incentives for all students to come to understand the big ideas and answer the essential questions.

6B.3. Alignment with career and college readiness (CCSS) - As this is just a framework, this will be fully adapted to CCSS.

6B.4. Research based and/or relevant - is a tool utilized for educational planning focused on "teaching for understanding" advocated by Jay McTighe and Grant Wiggins in their Understanding by Design (1998), published by the Association for Supervision and Curriculum Development.[1][2] The emphasis of UbD is on "backward design", the practice of looking at the outcomes in order to design curriculum units, performance assessments, and classroom instruction.

6B.5. Overview of Implementing Instructional Program - is a tool utilized for educational planning focused on "teaching for understanding"

6B.6. Inappropriate for school-wide implementation - this program is appropriate to be implemented school-wide

6B.7. Plan of attack to track adult implementation - this model will be monitored through walkthroughs, Professional Learning Communities and the Instructional Learning Cycle

Accelerated Math

6B.1. Big Ideas - is a daily, progress-monitoring software tool that monitors and manages mathematics skills practice. This is a program that will increase student performance by using data driven instruction.

6B.2. Teaching and Learning Strategies - provides personalized practice with exercise assignments, tests and diagnostics. It is interactive and differentiates leaning.

6B.3. Alignment with career and college readiness (CCSS) - This program allows teachers to target CCSS to be practiced. Teachers can actually select which CCSS will be practiced.

6B.4. Research based and/or relevant - Bolt, D. M., Ysseldyke, J., & Patterson, M. J. (2010). Students, teachers, and schools as sources of variability, integrity, and sustainability in implementing progress monitoring. School Psychology Review, 39(4), 612-630. Available online from <http://www.nasponline.org/publications/spr/39-4/spr394bolt.pdf>

Gaeddert, T. (2001). Using Accelerated Math to enhance student achievement in high school mathematics courses (Unpublished master's thesis). Friends University, Wichita, Kansas. Available online from <http://files.eric.ed.gov/fulltext/ED463177.pdf>

Holmes, C. T., Brown, C. L., & Algozzine, B. (2006). Promoting academic success for all students. *Academic Exchange Quarterly*, 10(3), 141-147. Available by request to research@renaissance.com

Renaissance Learning. (2010). The research foundation for Accelerated Math. Wisconsin Rapids, WI: Author. Available online from <http://doc.renlearn.com/KMNet/R004106411GH22F8.pdf>

6B.5. Overview of Implementing Instructional Program - Accelerated Math intentionally puts the teacher--not the computer--at the center of instruction. The computer generates students' assignments, but all student work is completed on paper, so students can examine their work should they answer any items incorrectly or show their work to the teacher when seeking assistance. The computer also generates immediate feedback. For students this is provided via the TOPS Report, which allows students to track their progress, see how many objectives they have mastered toward individualized goals, and receive information about problems answered incorrectly. The teacher uses information from Accelerated Math to monitor students' growth and provide differentiated instruction as needed.

6B.6. Inappropriate for school-wide implementation - This would not be appropriate as a full curriculum.

6B.7. Plan of attack to track adult implementation - All teachers will receive training. Student progress will not only be monitored by the classroom teacher but by the Title I teacher as well.

Reading Street Series

6B.1. Big Ideas - this is a rigorous program in that it requires students to integrate their learning in language arts by engaging students. It will improve student academic performance by utilizing differentiated instruction through the use of leveled readers.

6B.2. Teaching and Learning Strategies - It allows for several learning models: whole group, small group and individualized instruction. It encourages students to explore what they learn through projects, activities and assessments.

6B.3. Alignment with career and college readiness (CCSS) - The entire program reflects the Common Core Standards, and because the standards require the use of "informational texts in a range of subjects," a large number of the reading selections are from the areas of history and science. But these readers don't look like history or science texts.

6B.4. Research based and/or relevant - According to Journal of Curriculum and Instruction, "Reading Street program has the potential for significantly increasing reading scores".

6B.5. Overview of Implementing Instructional Program - Reading Street is not just a reading program. It is billed as a resource for comprehensive coverage of language arts that covers all reading skills (phonics, fluency, comprehension), vocabulary, spelling, grammar, and composition. Handwriting is the only thing missing. As a means toward implementation, all teachers will administer pre/post tests for every unit. The results will be used to determine any necessary instructional changes as well flexible grouping.

6B.6. Inappropriate for school-wide implementation - This is appropriate for schoolwide implementation.

6B.7. Plan of attack to track adult implementation - this model will be monitored through walkthroughs, Professional Learning Communities and the Instructional Learning Cycle

Lucy Calkins Writing Workshop

6B.1. Big Ideas - The Big Ideas for LC is a method to engage all students by incorporating various writing mediums that are of both wide in variety and deliberately aligned to the student's learning abilities.

6B.2. Teaching and Learning Strategies - using dialog to show an action, stretching out actions, adding internal thinking, elaborating on physical descriptions, starting a story with an action, starting a story with dialog, end with a sound, using circular ending creating imagery through words, narrowing a story, making it more focused, choosing a seed idea, creating a strong ending

6B.3. Alignment with career and college readiness (CCSS) - This program will be aligned to the Common Core Standards and pacing guides for each teacher. This will occur in each grade and has the intention to both create continuity and to ease the transition while also promoting the writing process. There is an alignment to career and readiness standards.

6B.4. Research based and/or relevant - Several studies have been published in peer-reviewed publications supporting the use of the Lucy Calkins Writing Workshop approach to teaching writing to children, "All children, not those with innate talent, can learn to write well."

6B.5. Overview of Implementing Instructional Program - Reading Street is not just a reading program. It is billed as a resource for comprehensive coverage of language arts that covers all reading skills (phonics, fluency, comprehension), vocabulary, spelling, grammar, and composition. Writing rubrics will be used to assess writing samples 6-8 related to informational text. These writing rubrics will be used as part of the four to six-week instructional cycle 6-8, and the results will be used to inform writing groups.

6B.6. Inappropriate for school-wide implementation - This is appropriate for schoolwide implementation.

6B.7. Plan of attack to track adult implementation - this model will be monitored through walkthroughs, Professional Learning Communities and the Instructional Learning Cycle

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

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 (see key terms), (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, (c) identify instructional program outcomes and a plan to assess for impact

Goal 1:

All students at Litchfield Elementary will increase skills in the reading of informational text.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in the reading of informational text in English Language Arts by 06/06/2014 as measured by a performance of a 1 or 2 on the state assessment and/or by local assessments (pre/post assessments and DIBELS). Our school does not have sufficient numbers for a subgroup..

Turnaround Redesign Diagnostic

Litchfield Elementary School

Strategy1:

Informational Text Reading Strategies - Teachers will be taught and followed up with, through the Professional Learning Communities, within the teaching of instructional reading strategies in their classrooms, across curriculum areas. These strategies include, but are not limited to:

- GIST
- Cornell Note Taking
- SQ3R
- Read Around the Text
- KIM Vocabulary

Research Cited: Marzano, Robert J. What Works in Schools: Translating Research into Action

Association For Supervision and Curriculum Development, Alexandria, Virginia, USA 2003

Duke, Nell K. The Case for Informational Text. Educational Leadership, March 2004.

Tier:

Activity - Reading Strategy Night for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to the school for an evening to be introduced to and learn reading strategies to assist with informational text reading at home.	Parent Involvement			11/01/2013	11/29/2013	\$200 - Title I Part A	Dr. Corey Helgesen, teaching staff

Activity - Literacy Prompting Guide	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Fountas & Pinnell Prompting Guide: A Tool for Literacy Teachers will be introduced and reviewed with the Kindergarten through 5th grade teachers. Teachers will use the guides on an on-going basis during reading instruction, especially during small group lessons.	Professional Learning			09/03/2013	06/10/2014	\$200 - Title I Part A	Dr. Corey Hegelsen, Marylou Sitkiewicz

Activity - Leveled Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leveled Literacy Intervention program will be utilized to intervene with students needed additional intervention outside of their core instruction, during the Tier 3 time.	Direct Instruction			09/16/2013	05/16/2014	\$10000 - Title I Part A	Dr. Corey Helgesen, Marylou Sitkiewicz

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Activity - Read Naturally	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with needs in reading fluency, phonics and comprehension of informational text will participate in the Read Naturally program. (Read Naturally Live)	Academic Support Program			09/16/2013	05/16/2014	\$10000 - Title I Part A	Dr. Corey Helgesen, Marylou Sitkiewicz

Activity - Language Arts/Literacy Coach support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will continue providing individualized professional development in specific content area to teachers. Coaches will help teachers improve their delivery of instruction leading to the improvement of student achievement.	Professional Learning			08/26/2013	06/06/2014	\$6800 - Title I Part A	Dr. Corey Helgesen, language arts/literacy coach

Activity - Informational Text Class	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten through 5th grade classes will have, a once a week, 45 minute Informational Text Class in which informational reading strategies are taught, reinforced and retaught.	Direct Instruction			09/03/2013	06/10/2014	\$10000 - Title I Part A	Dr. Corey Helgesen, informational text teacher

Activity - Corrective Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will focus on the improvement of reading fluency, reading comprehension and reading decoding through the direct instruction with the Corrective Reading program.	Direct Instruction			09/16/2013	05/16/2014	\$10000 - Title I Part A	Dr. Helgesen, Marylou Sitkiewicz, Lori Godmair

Activity - Informational Text Reading Strategies training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Informational Text Reading strategies training	Professional Learning			08/27/2013	02/24/2014	\$200 - Title I Part A	Dr. Corey Helgesen, Karie Evans

Strategy2:

Differentiated Instruction - Teachers will use differentiated instruction in their classrooms to meet the needs of all students.

Research Cited: Marzano, Robert J. What Works in Schools: Translating Research into Action

Association For Supervision and Curriculum Development, Alexandria, Virginia, USA 2003.

Buffum, Austin, Mattos, Mike and Weber, Chris. Simplifying Response to Intervention: Four Essential Guiding Principles. Solution Tree Press, 2012.

Tier:

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Litchfield Elementary School

Activity - Differentiated Instruction Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated Instruction professional learning training	Professional Learning			08/29/2013	02/24/2014	\$200 - Title I Part A	Dr. Char Cole, Dr. Corey Helgesen

Activity - Simplifying Response to Intervention Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaching staff will participate in the reading and discussion of the book, Simplifying Response to Intervention: Four Essential Guiding Principles by Buffman, Mattos, and Weber. This book study will assist in the creation of a toolbox of effective interventions, developing systems of convergent assessment to identify students for intervention, determining unique student needs, monitoring student progress and revising and extending learning opportunities for students.	Professional Learning			08/26/2013	06/06/2014	\$0 - No Funding Required	Dr. Corey Helgesen, Amanda Miller, leadership team

Activity - Integration of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the use of technology in their classrooms to differentiate instruction.	Academic Support Program			08/26/2013	06/06/2014	\$3200 - Title I Part A	Dr. Corey Helgesen, teaching staff, technology director

Activity - Leveled Literacy Informational Text Library	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The leveled literacy informational text library will be available to elementary staff to assist in the differentiation of instruction of flexible reading groups.	Academic Support Program			09/03/2013	06/06/2014	\$5000 - Title I Part A	Dr. Helgesen, teaching staff

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive summer school support in essential skills.	Direct Instruction			06/17/2013	08/22/2013	\$5300 - Title I Part A	Dr. Corey Helgesen, Marylou Sitkiewicz

Activity - Differentiated Instruction in the classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will differentiate reading instruction based upon reading levels of students in their classrooms.	Direct Instruction			09/03/2013	06/05/2014	\$600 - Title I Part A	K through 5th grade general education language arts teachers

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Activity - Struggling Reader Strategies book study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will read and implement strategies from When Readers Struggle: Teaching That Works by Gay Su Pinnell and Irene C. Fountas.	Professional Learning			08/19/2013	06/06/2014	\$300 - Title I Part A	Dr. Corey Helgesen, Marylou Sitkiewicz, Angela VanWoert, Amanda Miller

Strategy3:

Curriculum Alignment - Teachers will continue work on curriculum alignment with core academic standards. Teachers will have a greater focus on essential skills needing to be taught at each grade level as well as across grade levels.

Research Cited: The Benefits of Curriculum Alignment

Essentials on education data and analysis from research authority AEL

By: District Administration

District Administration, Jul 2004

Curriculum Alignment Research Suggests That Alignment Can Improve Student Achievement

David Squires

The Clearing House: A Journal of Educational Strategies, Issues and Ideas

Vol. 85, Iss. 4, 2012

Marzano, Robert J. What Works in Schools: Translating Research into Action

Association For Supervision and Curriculum Development, Alexandria, Virginia, USA 2003

Tier:

Activity - Curriculum Mapping training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum mapping professional learning training	Professional Learning			08/28/2013	08/28/2013	\$200 - Title I Part A	Angela VanWoert, Dr. Corey Helgesen

Activity - Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop pacing guides to assist with the curriculum.	Professional Learning			08/28/2013	08/28/2013	\$200 - Title I Part A	Dr. Corey Helgesen, Angela VanWoert

Strategy4:

Professional Learning Communities - Professional Learning Communities will be utilized to:

Review and revise curriculum to decide "What is it we want students to learn?"

-Thorough understanding of the standards

-Level of mastery determined for critical indicators and shared with teachers, students, and parents

-Common course sequence

-Exemplars provided when applicable

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Review and revise assessment to decide "How will we know when each student has demonstrated the essential learning?"

- Pre-assessments are created, utilized and analyzed
- Formative assessments are created, utilized and analyzed
- Summative assessments are created, utilized and analyzed

Review and revise Instruction to decide "How will we respond when a student experiences difficulty in learning? How will we deepen the learning for students who have already demonstrated the essential learning?"

- Use data to improve instruction to reach all students' needs
- Use data to improve instruction by building on team's strengths and addressing team's areas of difficulties
- Use data to identify at-risk students who need additional time and support and utilize school structures to ensure they receive the support

Research Cited: Marzano, Robert J. What Works in Schools: Translating Research into Action

Association For Supervision and Curriculum Development, Alexandria, Virginia, USA 2003.

DuFour, Richard, DuFour, Rebecca, Eaker, Robert and Many, Thomas. Learning by Doing: A Handbook for Professional Learning Communities at Work™. Solution Tree Press, 2010.

Tier:

Activity - Data Dialogue/MEAP Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data dialogue/MEAP review professional learning training	Professional Learning			08/27/2013	01/27/2014	\$0 - No Funding Required	Dr. Corey Helgesen, Priority School Leadership team,

Activity - Teaching with Poverty in Mind Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a book study, discussing how poverty affects the education of students. The book to be utilized will be either, Teaching With Poverty in Mind: What Being Poor Does To Kids' Brains and What Schools Can Do About it by Eric P. Jensen or Turning High-Poverty Schools into High-Performing Schools by William H. Parrett and Kathleen Budge.	Professional Learning			01/06/2014	06/06/2014	\$600 - Title II Part A	Dr. Corey Helgesen, leadership team, Amanda Miller

Activity - Professional Learning Communities Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning communities training	Professional Learning			08/27/2013	08/29/2013	\$200 - Title II Part A	Dr. Corey Helgesen, Priority School Leadership team

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Activity - Data for Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and support teams will meet in September and December to review both classroom and universal data to assist in organizing flexible student groups, making plans for Tier 1 instructional strategies and problem-solving for all tiers.	Academic Support Program			09/03/2013	12/20/2013	\$500 - Title I Part A	Dr. Corey Helgesen, Marylou Sitkiewicz, general education teachers, Amanda Miller, Angela VanWoert, special education teacher, speech teacher, school psychologist

Activity - Professional Learning Library	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic journals, books and magazines will be gathered for sharing and teacher learning.	Professional Learning			08/19/2013	06/06/2014	\$2000 - Title I Part A	Dr. Corey Helgesen, leadership team

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Activity - Instructional Learning Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>An Instructional Learning Cycle (ILC) is a collaborative short-term process of instructional improvement. Litchfield Elementary will utilize ILC's of approximately 2 to 4 weeks. ILCs provide opportunities for teachers, along with their colleagues (i.e. other teachers, coaches and /or principals), to reflect on the quality of classroom instruction. ILCs focus the efforts of teacher teams on the implementation of instructional strategies linked to a school-wide instructional priority. Within an ILC, teacher teams focus on a single instructional strategy related to specific content expectations or Common Core Standards. Establishing continuous ILCs signals purposeful and focused instructional improvements. Instructional Learning Cycles are linkable to:</p> <ul style="list-style-type: none"> -A school improvement plan, -An instructional priority, and -Content expectations or Common Core Standards. <p>Key features of ILCs include:</p> <ul style="list-style-type: none"> -Common pre and post assessments (along with data analysis); -Purposeful identification and implementation of research-based instructional strategy; and -Collaborative instructional dialogue and reflection <p>Note: An instructional dialogue, a key feature of ILCs, is a structured conversation about teaching and learning with the goal of providing feedback to teachers about instruction.</p> <p>Theory of Action If teacher teams engage in regular instructional dialogues around a data-informed instructional strategy, then the quality of classroom instruction will improve, and student learning will increase.</p> <p>MIExcel from the Michigan Department of Education, Beth Brophy, 2013.</p>	Professional Learning			08/26/2013	06/06/2014	\$200 - Title I Part A	Dr. Corey Helgesen, Beth Brophy and Amanda Miller

Activity - MEAP Night for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited in to the school to review the MEAP results for their students.	Parent Involvement			02/03/2014	04/11/2014	\$200 - Title I Part A	Dr. Helgesen, teaching staff

Goal 2:

All students at Litchfield Elementary will increase skills in math.

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Measurable Objective 1:

29% of All Students will demonstrate a proficiency in numbers and operations in Mathematics by 06/06/2014 as measured by a performance of a 1 or 2 on the state assessment and/or by local assessments (pre/post assessments). Our school does not have sufficient numbers for a subgroup..

Strategy1:

Differentiated Instruction - Teachers will use differentiated instruction in their classrooms to meet the needs of all students.

Research Cited: Marzano, Robert J. What Works in Schools: Translating Research into Action

Association For Supervision and Curriculum Development, Alexandria, Virginia, USA 2003.

Buffum, Austin, Mattos, Mike and Weber, Chris. Simplifying Response to Intervention: Four Essential Guiding Principles. Solution Tree Press, 2012.

Tier:

Activity - Math Strategies Night for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to the school for an evening to be introduced to and learn reading strategies to assist with math at home.	Parent Involvement			01/20/2014	04/30/2014	\$200 - Title I Part A	Dr. Helgesen, teaching staff

Activity - Differentiated Instruction Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated instruction training	Professional Learning			08/29/2013	02/24/2014	\$200 - Title I Part A	Dr. Corey Helgesen, Dr. Char Cole

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive summer school support in essential skills.	Direct Instruction			06/17/2013	08/22/2013	\$5300 - Title I Part A	Dr. Corey Helgesen, Marylou Sitkiewicz

Activity - Integration of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the use of technology in their classrooms to differentiate instruction.	Academic Support Program			08/26/2013	06/06/2014	\$3200 - Title I Part A	Dr. Corey Helgesen, teaching staff, technology director

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Activity - Simplifying Response to Intervention Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaching staff will participate in the reading and discussion of the book, Simplifying Response to Intervention: Four Essential Guiding Principles by Buffman, Mattos, and Weber. This book study will assist in the creation of a toolbox of effective interventions, developing systems of convergent assessment to identify students for intervention, determining unique student needs, monitoring student progress and revising and extending learning opportunities for students.	Professional Learning			08/26/2013	06/06/2014	\$0 - No Funding Required	Dr. Corey Helgesen, Amanda Miller, leadership team

Activity - Differentiated Instruction in the classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will differentiate reading instruction based upon math skill levels of students in their classrooms.	Direct Instruction			09/03/2013	06/06/2014	\$600 - Title I Part A	K through 5th grade general education math teachers

Activity - Accelerated Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Accelerated Math program will assist teachers in creating student groups to provide intentional instruction. Instruction may be for enrichment, practice or intervention.	Direct Instruction			09/03/2013	06/06/2014	\$1500 - Title I Part A	Dr. Corey Helgesen, teaching staff

Strategy2:

Professional Learning Communities - Professional Learning Communities will be utilized to:

Review and revise curriculum to decide "What is it we want students to learn?"

- Thorough understanding of the standards
- Level of mastery determined for critical indicators and shared with teachers, students, and parents
- Common course sequence
- Exemplars provided when applicable

Review and revise assessment to decide "How will we know when each student has demonstrated the essential learning?"

- Pre-assessments are created, utilized and analyzed
- Formative assessments are created, utilized and analyzed
- Summative assessments are created, utilized and analyzed

Review and revise Instruction to decide "How will we respond when a student experiences difficulty in learning? How will we deepen the learning for students who have already demonstrated the essential learning?"

- Use data to improve instruction to reach all students' needs
- Use data to improve instruction by building on team's strengths and addressing team's areas of difficulties

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Litchfield Elementary School

-Use data to identify at-risk students who need additional time and support and utilize school structures to ensure they receive the support

Research Cited: Marzano, Robert J. What Works in Schools: Translating Research into Action

Association For Supervision and Curriculum Development, Alexandria, Virginia, USA 2003.

DuFour, Richard, DuFour, Rebecca, Eaker, Robert and Many, Thomas. Learning by Doing: A Handbook for Professional Learning Communities at Work™. Solution Tree Press, 2010.

Tier:

Activity - MEAP Night for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to the school to review the MEAP results for their students.	Parent Involvement			02/28/2014	04/11/2014	\$200 - Title I Part A	Dr. Corey Helgesen, teaching staff

Activity - Professional Learning Communities Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning communities training	Professional Learning			08/27/2013	08/28/2013	\$200 - Title I Part A	Dr. Corey Helgesen, Priority School Leadership team

Activity - Data Dialogue/MEAP Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data dialogue/MEAP review professional learning training	Professional Learning			06/03/2013	06/06/2014	\$200 - Title I Part A	Dr. Corey Helgesen, Amanda Miller, leadership team

Activity - Math Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will continue providing individualized professional development in specific content area to teachers. Coaches will help teachers improve their delivery of instruction leading to the improvement of student achievement.	Professional Learning			08/26/2013	06/06/2014	\$6800 - Title I Part A	Dr. Corey Helgesen, math instructional coach

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Activity - Instructional Learning Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>An Instructional Learning Cycle (ILC) is a collaborative short-term process of instructional improvement. Litchfield Elementary will utilize ILC's of approximately 2 to 4 weeks. ILCs provide opportunities for teachers, along with their colleagues (i.e. other teachers, coaches and /or principals), to reflect on the quality of classroom instruction. ILCs focus the efforts of teacher teams on the implementation of instructional strategies linked to a school-wide instructional priority. Within an ILC, teacher teams focus on a single instructional strategy related to specific content expectations or Common Core Standards. Establishing continuous ILCs signals purposeful and focused instructional improvements. Instructional Learning Cycles are linkable to:</p> <ul style="list-style-type: none"> -A school improvement plan, -An instructional priority, and -Content expectations or Common Core Standards. <p>Key features of ILCs include:</p> <ul style="list-style-type: none"> -Common pre and post assessments (along with data analysis); -Purposeful identification and implementation of research-based instructional strategy; and -Collaborative instructional dialogue and reflection <p>Note: An instructional dialogue, a key feature of ILCs, is a structured conversation about teaching and learning with the goal of providing feedback to teachers about instruction.</p> <p>Theory of Action If teacher teams engage in regular instructional dialogues around a data-informed instructional strategy, then the quality of classroom instruction will improve, and student learning will increase.</p> <p>MIExcel from the Michigan Department of Education, Beth Brophy, 2013.</p>	Professional Learning			08/26/2013	06/06/2014	\$200 - Title I Part A	Dr. Corey Helgesen, Beth Brophy, Amanda Miller

Strategy3:

Curriculum Alignment - Teachers will continue work on curriculum alignment with core academic standards. Teachers will have a greater focus on essential skills needing to be taught at each grade level as well as across grade levels.

Research Cited: The Benefits of Curriculum Alignment

Essentials on Education Data and Analysis from Research Authority AEL

By: District Administration

District Administration, July 2004

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Curriculum Alignment Research Suggests That Alignment Can Improve Student Achievement

David Squires

The Clearing House: A Journal of Educational Strategies, Issues and Ideas

Vol. 85, Iss. 4, 2012

Marzano, Robert J. What Works in Schools: Translating Research into Action

Association For Supervision and Curriculum Development, Alexandria, Virginia, USA 2003

Tier:

Activity - Intel Math Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Changing the Equation Using Intel Math (CEIM) grant program, 80 hours of Intel Math training and 32 hours of Math Learning Community programs, using technology to support teaching and learning.	Professional Learning			05/13/2013	06/30/2014	\$200 - Title II Part A	Kristen Miller, Dr. Corey Helgesen

Activity - Curriculum Mapping training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum Mapping training	Professional Learning			08/28/2013	08/28/2013	\$200 - Title I Part A	Angela VanWoert, Dr. Corey Helgesen, math instructional coach

Activity - Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pacing Guide training for teachers to focus instruction	Professional Learning			08/28/2013	08/28/2013	\$100 - Title II Part A	Dr. Corey Helgesen, Hillsdale County Intermediate School District

Narrative:

Starting in the second semester of the 2012-2013 school year, Litchfield Community Schools used data to drive instructional decisions to increase achievement in the areas of reading and math. The data wall, which is located in the K-12 library, is used to monitor and communicate student learning progress with staff, students, parents and community stakeholders on an ongoing basis. Confidentiality of individual student results will be maintained. Due to the low achievement across the district, there currently are no achievement gaps, so the use of continued data to make decisions is important in every aspect of Litchfield Elementary School. Staff will be expected to use data continuously to drive instruction and this expectation will be supported by the Professional Learning Communities and 4-6 week Instructional Learning Cycles. During this time, teachers will review and reflect on teaching practices in order to determine what worked for student achievement and what did not in order to adjust their instructional practices. This will then be carried out through the Multi-tiered System of

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Supports to further differentiate to meet the individual needs of students. This will be monitored by the administration, instructional coaches, as well as the state reform office monitor. The priority leadership team will also compile data about instructional practices to help monitor and adjust the professional development that is being used to support rapid reform in the district.

Student data: Litchfield Community Schools will promote the continuous use of individual student data through a data wall that includes data from the following sources. Note, to define, data wall is something at LCS to be used to display the results of formative assessments from the four to six-week learning cycles. Based on this data students will be identified as Tier I, II, and or III within specific subject areas. Additional support will be provided to students based on their identified needs, and consequently, differentiated instruction (DI) will be based on the identification of students in Tiers I, II, and III. Multiple forms of engagement will be used to help students achieve the identified learning targets:

- a. MEAP
- b. DIBELS
- c. Quarterly and Final Exams
- d. Explore Test
- e. Plan Test
- f. ASVAB
- g. ACT
- h. MME
- i. Easy CBM Math
- j. Pre/Post Test information
- k. Four to Six week Instructional Learning Cycle assessments
- l. Superintendent's Dropout Challenge
- m. MTTS/RTI
- n. Accelerated Math
- o. Data Director
- p. Attendance Data
- q. Discipline Data
- r. Standards-based district predictor assessment
- s. Title I*

*Title I: At LCS Title I is defined in reference to programming as a K-5 school-wide Title I program to be a part of our comprehensive reform strategy designed to meet the needs of every LCS student. The primary goal of moving toward the school-wide model is to ensure that all students will achieve proficient or advanced levels of achievement on the annual MEAP assessments. Title is provided to all K-5 students at LCS. This is a program throughout the day supplemental to reading and mathematics. There is a Title team who "pulls-out" students as well as goes into the classroom based upon elicited needs discovered through teacher communication to the Title I Coordinator at the start of the week. Forms of Title I assistance are those aligned to math, reading, and writing in the form of computer interventions, small group tutoring, and other such methods toward additional math, reading, and writing assistance.

Timeline: Data will be used on an ongoing basis in the following manner:

- a. 8/14 - A district data wall will be updated with purposes of being created for the staff to review every four to six weeks. The data is used to identify learning groups and to provide the appropriate multi-tiered system of supports to meet the instructional needs of every student. The Priority School Leadership Team (PSLT) will communicate our progress with staff, students and parents on a six week basis. Selected data will include student and staff attendance, achievement score trends for a three year period, disciplinary infractions, etc.

- b. 8/14- The administration will meet with staff members as a start of year kickoff, and will continue to do so on an ongoing basis. These meetings will help monitor, support and provide assistance to the instructional staff to ensure the fidelity of implementation and sustainability of the reform process and ensure the differentiation of instruction to meet the needs of all students.
- c. 9/14 - Professional Learning Communities will be held weekly to ensure that the teaching staff analyzes student performance data and designs instruction within a multi-tiered system of supports to meet the needs of all students.
- d. 9/14 - The Four to Six Week Instructional Learning Cycle will be used to monitor student achievement and drive changes in instruction. Data will be reviewed by the staff and updated on the data wall by the technical director every four to six weeks.
- e. 9/14 - All staff will design instructional units by utilizing the Understanding by Design instructional model to focus on the big ideas.
- f. 12/14 - The ASVAB will be given to students and data will be used as a predictor for MEAP scores. It will also be used as a guide to identify what students might need additional support or intervention.

How individual student data will be continuously used:

The data listed above will be used to make decisions within the district to promote student achievement through the big ideas in all instructional areas. Student data will be used to:

- a. Show achievement score trends for a three year period.
- b. Identify potential learning challenges and need for support.
- c. Progress monitor through formative assessments to determine curricular and instructional adjustments.
- d. Interpret summative performance data to identify areas of need for future educational focus.
- e. Revise the service delivery model for students with disabilities and provide professional development for the staff to implement strategies to differentiate for and support the needs of students with disabilities.
- f. Align the curriculum, instruction, and assessment at the elementary and high school level.
- g. Differentiate instructional support for all students.
- h. Identify students who are at-risk based on attendance, behavior issues, and course completion/academic concerns and then connecting those students with an adult mentor and incorporating additional research-based intervention strategies.

*Key Terms

Expectations are actions or skills teachers are expected to demonstrate in their use of data.

Regular and on-going means at least quarterly (could be Instructional Learning Cycles).

Differentiation can include processes such as universal screening and/or progress monitoring in Multi-Tiered Systems of Support.

Close achievement gaps involve conducting short inquiry cycles to determine whether the instructional practices are succeeding in raising the achievement and closing gaps.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: The district establishes schedules and implements strategies that provide increased learning time.

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.

Indication 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 collaboration 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

LCS is currently home to 270 students and 18 teachers. A dramatically revised schedule is to be implemented to effectively share staff across grades in order to meet the academic needs of our students. The extended time will be used for enrichment, support and remediation of student learning and to increase the collaboration time for teachers.

Increased Time:

1. 37.5 hours by adding five instructional days during the year
2. 32.5 hours by adding five PD days to the calendar
3. 45.33 hours by adding PLC's
4. 57 hours by adding 20 minutes to the school day
5. 39.67 hours by revising the schedule to add core instructional time during the existing day

K-5:

All teachers at the elementary, not individual teachers on islands of their own, will have a determined length, structure, and frequency of each instructional period for the four core content areas to be taught. Title I services will be administered to all students during designated times. Also, a resource room as well as inclusion mainstream T.C. accommodations at the elementary level will be utilized for special education students. The purpose of specials (music and physical education) at the elementary level is to incorporate added learning opportunities for students. With this year's new schedule, the elementary (K-5) has continued to be restructured to ensure:

Guaranteed, 90 minute ELA block, to include: writing workshop daily and reading of content-area text related to science and social studies daily

Guaranteed, 90 minute Math block daily

Guaranteed, 30 minute Science block daily

Guaranteed, 30 minute Social Studies block daily

At-least two 30 minute MTSS intervention blocks will be implemented

Specials have been redesigned as a structured support for the core content areas. The specials may include physical education, music,

computers, art, and library.

The new structure of the schedule guarantees that each Litchfield elementary student will receive daily instruction in all four core areas.

Additional instructional time, at the elementary level, will be guaranteed by eliminating all possible interruptions during core content instructional time.

By lengthening the school day and school year, students will be exposed to more curriculum content which will lead to increased student achievement. This time also allows teachers the opportunities to utilize best practices as well as allows the school to have an intervention block to support all students which in-turn increases student achievement.

Indicator 8B: Time for Enrichment

By increasing the length of the school days as well as the school year, all k-5 students, will be provided additional learning opportunities and support. There will be weekly clubs before, after, and during lunch time daily as needs arise, such as: Student Government. This opportunity will be rotated as it fits individual club needs. There also shall be opportunities for students to participate in Literacy nights in the library, (Quarterly, 60-90 minutes), Celebration of Learning (once per year, 2 hours), Science Fair (once per year, 2 hours), Grandparent's Day (once per year, 2 hours), Fun Fair (once per year, 2 hours), Pup Tail Summit based on Character Education (monthly, 30 minutes), Talent Show (yearly, 2 hours), Gong Show (yearly, 2 hours) Drama Opportunities (yearly), Green Up Day (yearly), summer school (yearly) and seasonal athletics. Each of these various enrichment options will allow opportunities for students to grow in areas of need, express their thoughts through reading and the retelling of stories in a public forum as aligned to their individual learning within the classroom, and assure that variety of choice pertaining to their own interests is available during their years of development directly aligned to literacy, math, writing, and other exploratory extensions.

Indicator 8C: Time for Professional Learning

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.

High quality professional learning will be job embedded throughout the school year by utilizing the in between weeks of the Instructional Learning Cycles. This means that one or two 70 minute blocks after school on Wednesdays, during the ILC time frame will be utilized for staff PD, or up to two per each month. Also, the previously added 5 professional development days that the Litchfield Education Association agreed to add with a letter of understanding. These added hours and days will provide opportunities that will lead to increased student achievement. Teachers working together is more effective than working in isolation as they are sharing different ideas with each other. During ILC time, teachers will be able to reflect and critically evaluate their progress or lack of progress. These reflections will directly lead to increased student achievement as the staff works as a collaborative team.

Requirement #9: The district provides appropriate social, emotional, and community services that support students.

Indicator 9A: In your response, detail the mechanism the school will use for identifying student needs, outline the supports that will be provided at the school (including what specific needs will be addressed), and specify the supports that will be provided through community agencies (including what specific needs will be addressed)

Turnaround Redesign Diagnostic

Litchfield Elementary School

Litchfield Elementary School strives to offer appropriate social, emotional and community services to support students in meeting their needs. Combined with the Multi-Tiered System of Supports (MTSS), Litchfield Elementary School will use Positive Behavior Intervention Strategies (PBIS) model to assist students who demonstrate emotional, mental, developmental or social deficiencies within the classroom. PBIS is based on principles of applied behavior analysis and the prevention approach and values of positive behavior support. PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. Any and all students who experience needs within the school need to be identified, collaborated, intervened, and monitored. Through this process, collaboration with parents, staff, and student requires a system that outlines both efficient and effective processes intending to treat and communicate these found needs. Thus, the SAT & SST.

SAT (Student Assistance Team)

- This is the pre-meeting for MTSS, which includes social and emotional identifiers manifest within the classroom, those students who are flagged for discussion. This takes place on the third Wednesday staff meeting. However, this also can take place among teachers and administration as needed.

SST (Student Support Team)

- After identified, and perhaps some MTSS processes have been explored, when involving parents, an official meeting for needy students must convene through the SST process. This tracks and lays common grounds.

PBIS compliments the pursuit of MTSS. MTSS does not get used solely for SPED referrals. It is a best practice model to assist student learning through differentiation of student needs, to include, social and emotional needs. Essentially, more literature will be handed to staff through the year for MTSS intervention implementation. This means bridging home to school in a collaborative communication venue where parents can jointly discuss with the school successes/challenges with their child's learning progress, both academic as well as socially and emotionally. The idea is that parents will collaborate interventions to be used for a 6-9 week window with the GE teachers in hope to distinguish best practices that are effective for their child's learning continuum. These meetings are referred to as Student Support Team (SST) meetings.

In an effort to ensure social, emotional supports are in place, Litchfield Elementary School has put the following universal supports in place: BARKS! Is a K-5 and a 6-12 grades expectation matrix emphasizing both standards/expectations all teachers are to enforce, but also utilizes the positive language in which all staff should echo in regard to classroom redirection. BARKS is an acronym for Behavior, Achievement, Responsibility, Kindness and Safety. The specific areas in which it expresses behavior expectations are: hallways, meal time, emergencies, classroom, bus and school events.

The staff has been trained in PBIS and additional training will take place over the course of the next year.

Currently, Litchfield Elementary uses "Dawg Bones" as a school wide recognition and positive behavior reinforcement. Which are highlighted at the monthly "Pup-Tail Summit."

In an effort to continually engage families and community in improving student achievement, in our goals of increased reading comprehension of informational text and increased math performance LCS will provide the following opportunities:

Technical Assistance Night - Teach parents how to navigate Pinnacle SIS to partner with their students and teacher in regard to their student's assignments, due dates, absences, comments and discipline.

On-line Grade/Attendance program - Parents and students are assigned their own logins and passwords to be able to access students' assignments, due dates, absences and comments left by teachers.

Positive Post Card Initiative - Teachers will use positive post cards to communicate with parents about positive behaviors and/or academic growth. The goal is to send 2 positive messages for each student within the first quarter to build good rapport between parents and teachers.

Friday Folders - Elementary teachers use Friday folders as part of their toolkit. Within these folders, there is information that is pertinent to their individual student's success as well as school wide information for parents to stay up to date with the latest events.

Parent/Teacher Organization (PTO) - The initial meeting will be to recruit new parents to participate in the PTO. The PTO at Litchfield

Turnaround Redesign Diagnostic

Litchfield Elementary School

Schools is a strong partnership that currently exists at Litchfield Schools. The PTO meets on a monthly basis. The PTO assist in monthly fun days.

Family/School Test Taking Partnership -Parents will be notified by letters and internet announcements as to pertinent information of test taking procedures, effective preparation steps at home, and when informational sessions will take place to enhance their ability to develop skills in their own children.

Fall Title One Parent Night - As required by Title I, parents will be invited to attend Title I meetings throughout the school year and information about Title I will be sent home on a regular basis. These meetings and information are founded upon the MDE's, "Collaborating for Success Parent Engagement Toolkit."

Family Literacy Night - Teachers will set up grade level meetings where parents can attend a variety of sessions teaching strategies to enhance their child's comprehension of informational text.

Parent/Teacher Conferences - twice per calendar year for 3 days in total for this opportunity.

Common Core Report Cards - The standards are listed, per grade level K-6 so parents can support their child's learning at home and open conversations with parents and teachers. These report cards will be explained during parent teacher conferences to explain the specific grade-level standards. A brochure will also be sent home to give all parents a hands-on reference tool to help them understand the report cards.

Accelerated Math Enterprise -Parents will be shown how to access their child's Accelerated Math performance results, by logging into Renaissance Home Connect from their home computer. Parents can access real-time information in English or Spanish.

MEAP Night - Teachers will help parents understand their child's MEAP test results and teach them strategies to support their child's learning.

Community Support:

In an effort to gain reception in the value of educational success when transitioning students to the work force and/or further education and training, LCS will designate time to provide community support. This is significant in that ownership of academic importance at the home front is connected to student motivation.

Alumni Association - Over 200 active members, which support the school by fund raising for donations for curriculum material and technology.

Career Day - Local business members come to speak to students and parents alike, to increase student awareness of options beyond school. In order to build a constant awareness of career readiness LCS hosts a career day for the elementary students.

Hillsdale Intermediate School District - provides supports for students and teachers.

Local Counseling Agency - This agency provides support to students in need. They come to the school to directly meet and assist students.

McKinney Vento - This agency provides materials and funds for children identified as homeless within our school district.