



Redesign Plan

Kelly Middle School

East Detroit Public Schools

Mr. Matthew Karaffa, Principal
24701 Kelly Road
Eastpointe, MI 48021

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Priority School Assurances

Introduction.....	8
Priority School Assurances.....	9

Operational Flexibility Assurance

Introduction.....	11
Assurance of Operational Flexibility.....	12

Transformation Redesign Diagnostic

Introduction.....	15
PART A: REFORM TEAM PERSONNEL.....	16
PART B: TEACHING AND LEARNING PRIORITIES.....	17
PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	19

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES..... 27

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT..... 38

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT..... 43

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Kelly Middle School (KMS) services 830 students between two separate buildings (Kelly MS main and Kelly Advanced Learning Program (ALP), which is located on the East Detroit High School campus) in the city of Eastpointe, MI and a small portion of south Warren, MI. The city of Eastpointe is a predominantly blue collar community with a diverse population. The population demographics of Eastpointe as of the 2010 census are White: 66%, African American: 30% and other about 5%. These demographics are almost exactly opposite of the student demographics that make up KMS.

The KMS demographics are African American: 68%, White: 21% and other (including multi racial) about 10%. The male to female makeup of the school has held steady over the last few years at approximately 55% male and 45% female.

Our special education population, which has grown rapidly over the last few years, is currently at 21% which is extremely high compared to the state average of 12%.

The KMS staff is an experienced group of 43 teachers with only 6 of them being new hires this year. All teachers are highly qualified in their content area and have experience teaching at some level of education. KMS continues to follow a version of the Charlotte Danielson model for teacher evaluation which ensures that teachers are held to a higher standard.

We face many challenges at KMS including a declining, transient student population, low socioeconomic households, teacher turnover and we have recently been named to the Priority School list in the state of Michigan.

School's Purpose

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

KMS Vision Statement:

Kelly Crusaders will be respectful, responsible and ready to meet the challenges of tomorrow.

KMS Mission Statement:

The Kelly Community will motivate students to acquire knowledge and skills, and develop respectful, responsible behavior with high expectations for all.

KMS Beliefs Statement:

We believe that our student will be: ~Respectful ~Responsible ~Ready to meet the challenges of tomorrow.

Developing our Vision, Mission and Belief Statements was a long process. We began by developing a list of beliefs that we as individual teachers held. We then went through Professional Learning Communities (PLC) that narrowed that list down. Once we had our Belief Statements, the school improvement team then developed the wording of the Mission and Vision based on our beliefs. We recognize that these Vision, Mission and Belief Statements are living documents and will continue to make changes as needed.

Kelly Middle School focuses on the idea of respectful and responsible behavior. The students of KMS are well aware of the three R's: Respect, Responsible and Ready. Every classroom focuses on these ideas throughout the school year. The school's "shield" is shown on the cover of the student's planner, and when students do make mistakes, they are asked to fill out a Think About It Form based on their behaviors.

The Positive Behavior Interventions System (PBIS) has helped us to ensure all students who are following the code receive rewards for their positive behaviors. PBIS ensures that recognition is given to those student who deserve it. Restorative Justice has been implemented this school year to help reduce suspensions allowing us to keep students in school to be successful academically. The Restorative Justice program is in the beginning stages but will play a major role in our Transformation Plan moving forward.

Notable Achievements and Areas of Improvement

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

We have faced many challenges at Kelly Middle School over the last few years. As a staff we are working hard to ensure that these challenges become opportunities for our students. Some of our biggest challenges include: a declining student population, financial hardships within the school and community, and low student performance on state assessments.

A declining student population has been an issue for East Detroit Public Schools over the last few years. The district and KMS are looking at different ways to keep our students in our schools in order to stabilize our student population. During the 2012-2013, we became a district open across counties. This move has bolstered the Kelly Middle School population, however, enrollment is still declining. The East Detroit Public School Board of Education is currently looking at other strategies to deal with this issue. Kelly Middle School does offer an Advanced Learning Program (ALP) housed at East Detroit High School.

Financial hardships within the community and school district are being dealt with. Kelly Middle School is a school wide Title I building that allows for the supplement of limited school resources. EDPS also serves the community by providing Universal breakfast and lunch free of charge to all students. We have been very fortunate to retain former employees of our district who were outsourced due to the hardships that we have faced in the district. Some services include transportation, substitute teachers, hall monitors and custodial staff. Administrators and teachers have also accepted pay cuts and changes in their benefits.

This year we were placed on the state Priority List due to our students low scoring on state assessments. Being placed on this list allows us to analyze what we need in order for our students to succeed academically. Under our Transformation Plan, we will be given the opportunity to try new programs while strengthening strategies to increase student achievement. Our multi-tiered plan will allow teachers the flexibility to perfect their craft while giving students the extra assistance and enrichment they need to improve their scores.

Additional Information

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

The staff at KMS is extremely proud of the various programs we are using in order to meet the needs of all students. With tiered interventions that range from assisting those students that are most struggling to assisting those students that are exceeding expectations, the staff feels that we are working toward meeting the needs of all students. Our Positive Behavior Intervention System (PBIS) and Restorative Justice are two programs we are introducing to change the culture and climate in our building. Students are reacting in a positive manner and we are hoping the data supports this belief. We are also proud of our Advanced Learning Program which is in it's fourth successful year and we believe these students are achieving great things

Our community involvement is another point of pride. For example, this year our teachers have made contact with the mayor's office, several congressmen and County Executive, Mark Hackel, as well as local community groups. The groups Gleaner's Food Bank which provides food for our struggling families as well as the local city sport leagues which provide KMS students with activities and opportunities they may not get elsewhere.

We are proud of our school but also understand that there is still much to be done as we move forward with our Transformation goals.

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		Teacher_Evaluation_Tool

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Administrator_Evaluation_Tool

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	No	An executed addendum will be sought after final approval of the R/R plan.	

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

Redesign Plan

Kelly Middle School

Label	Assurance	Response	Comment	Attachment
	<p>Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.</p>	Yes		Redesign Plan Signature Page_Kelly

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

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

Matthew Karaffa, Principal, matthew.karaffa@eds.misd.net

Jodi Pirog, Assistant Principal, jpirog@eds.misd.net

Linda Clinton, Literacy Coach, lclinton@eds.misd.net

Lisa Asaro, MISD Consultant, lasaro@eds.misd.net

Cathy West, Data Coach/Teacher SIT Co-chair, cwest@eds.misd.net

Doreen Morrison, SIT Co-chair/Teacher, dmorrison@eds.misd.net

Lisa Ritchie, Special Education Teacher Consultant/Teacher, lritchie@eds.misd.net

Stephanie Morang, Teacher/Math Coach, smorang@eds.misd.net

Lisa Petrella, Teacher, lpetrella@eds.misd.net

Ersilia Sweeney, Teacher, esweeney@eds.misd.net

Shannon Gordon, Teacher, shannon.gordon@eds.misd.net

Dana Hurd, Teacher, dana.hurd@eds.misd.net

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

The leadership team at Kelly Middle School collected, reviewed, discussed and interpreted multiple data points through data dialogues. This analysis led to discussions about the greatest challenges we face when trying to increase student achievement. This data dialogue opened the door to the discovery of the possible causes of low achievement. After ranking the causes according to their effect on student growth, we identified our "Big Ideas". We were then able to surface from this list which Big Ideas we felt would most effectively deal with these challenging causes. We selected three Big Ideas that we feel will successfully promote student growth: 1. Balanced Literacy Instruction; 2. Balanced Math Instruction; 3. Culture of Success and Achievement.

State what data were used to identify these ideas

Big Idea 1: Balanced Literacy Instruction

Kelly Middle School staff will implement balanced literacy instruction in order to increase reading and writing proficiency. The following initiatives will be utilized to improve student achievement: Classroom Instruction that Works, Close and Critical Reading, Writing Tracker, and the creation of a new reading course utilizing a Multi-Tiered System of Support. Additionally, staff members will create balanced common assessments in Professional Learning Communities (PLC). PLC will be held one hour each week for staff to analyze data and set student learning objectives.

Big Idea 2: Balanced Math Instruction

Kelly Middle School staff will implement balanced math instruction in order to increase math proficiency. The following initiatives will be utilized to improve student achievement: CITW, the creation of a new math course utilizing a Multi-Tiered System of Support, the integration of technology to enhance the math curriculum, and the development of common balanced assessments through PLC. Teachers will participate in PLC for one hour weekly to analyze data and set student learning objectives.

Big Idea 3: Culture of Success and Achievement

In order to create a culture of success and achievement, the staff of Kelly Middle School will utilize two initiatives: Positive Behavioral Interventions and Supports (PBIS) and Restorative Justice Practices.

Although many staff members have used PBIS strategies in the past, this new push will lead to creating a common understanding of the critical components of PBIS. School-wide PBIS strategies will be implemented that will help deter negative behaviors and promote positive behaviors. Staff members will engage in Professional Learning (PL) provided by PBIS expert Jason Novetsky, which will further develop staff buy in. This renewed commitment to implement school-wide PBIS with fidelity will improve student engagement thus positively impacting student achievement.

In addition to PBIS, the utilization of Restorative Justice Practices will improve the climate for student learning and reduce the number of student suspensions. Teachers will engage in Professional Learning (PL) provided by the Macomb County Resolution Center that will provide a common understanding of the processes and strategies that will be utilized to build relationships and the sense of community

necessary to prevent conflict. The PL will also instruct staff to utilize appropriate responses to behavior issues that will encourage students to take responsibility for their actions and realize any harm done to their community.

State what data were used to identify these ideas:

Kelly Middle School 's leadership team collected and interpreted multiple data points including demographic, process, perception, and achievement data. Based on current enrollment data, African-Americans are now the majority, making up 69% of our total student population, a 10% increase from last year. We also determined that our Special Education subgroup is well above the state average of 12.1%. In 2013-2014 our Special Education subgroup was 20.3%.

We focused on our Interim Self-Assessment to better understand our process data. We found that our scores were a bit elevated, and retook the assessment as a team. When evaluating those results we determined there was a need for more teacher collaboration time.

Perception data showed that parents were happy with the programs and academic support offered at Kelly. The one area that was not as positive was that parents did not feel their children were motivated and excited about learning.

We also reviewed discipline data in order to help us determine our "Big Ideas". The data showed nearly 75% of students suspended were repeat offenders. We also determined that more than 50% of our student population was suspended. The African-American population was more likely to be suspended than other ethnic groups. That ethnic group accounted for 79% of the suspensions while only accounting for 59% of the population.

Our students are assessed with NWEA/MAP and MEAP. The achievement data show that most students are not proficient on these assessments. In mathematics, our students struggled in many areas; most notable were difficulties with fractions across the grades. English Language Arts showed relative strength in word recognition, and weaknesses in comprehension, narrative text, and informational text. Social studies showed relative strengths in the areas of Environment and Society as well as Values and Principles of American Government. We will interview students to better understand why they were successful and build on the strategies already in their toolkit. The responses in science were so evenly distributed we believe most students guessed which could be attributed to the lengthy written passages in science. Since so much of science is comprehension and reasoning-based, the focus on academic literacy will assist students with new comprehension strategies.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

East Detroit Public Schools has hired a new principal for Kelly Middle School (KMS) for the start of the 2014-15 school year and to implement the state mandated Transformation Plan during the required four year process. Through an extensive hiring process, the district has ensured that the newly hired principal meets all five competencies laid out by the Transformation rubric.

The principal was able to identify and focus on early wins and big payoffs at KMS. Following the hire, the new principal immediately invested time in contacting key staff members, including the assistant principal, to discuss and review curriculum, reviewing important and relevant school achievement and discipline data, learning practices and procedures at KMS while building trusting relationships with staff and monitoring and evaluating instruction. As a result of this work, the principal was able to identify several key necessities to school improvement and began to address these areas with the newly formed A-Team (Transformation Plan team) immediately through the planning process. The areas of focus included creating a culture of success and achievement for teachers and students in and out of the classroom and teachers taking ownership of their classrooms by engaging students in quality lessons and instruction while maintaining a level of classroom management conducive to student success. The principal and assistant principal are now guiding staff in professional learning and data analysis to determine which strategies are most successful in the classroom and how the use of these strategies can produce better results through monitoring of direct instruction and facilitating professional learning.

The principal has worked with key staff members to break organizational norms in order to meet the ever changing needs of the KMS student and staff population. The principal has worked to resolve issues that have worked against a positive culture and climate while welcoming and promoting staff ideas and creating an environment of shared leadership. The principal has worked to implement new behavioral strategies to allow teachers to take ownership in the expectations of student behavior while giving honest and timely feedback to staff without ignoring or avoiding concerns. The principal has promoted shared leadership with his assistant principal, the staff and teacher leaders in the building in order to create a culture of trust among colleagues. The principal has a vision of a culture and climate conducive to learning for all students and this is the vision that all decisions are based on including the consistent and efficient use of data and the implementation of best practice strategies. Monthly meetings with staff, A-Team and Superintendent Administrative Council meetings with central office and other building administrators ensures that the instructional leadership remains focused on research based strategies to improve the environment and student achievement.

The principal has shown evidence of acting in a fast cycle by reviewing KMS practices and procedures, analyzing data, choosing a team of teacher leaders to work with administration on plan development and implementing new classroom management procedures. The principal has fundamentally changed the school and staff's culture and learning climate by creating strong relationships and building the trust of staff members. After the completion of a data dig by the district appointed transformation specialist, immediate work began on changing the instructional practices at KMS in order to meet the needs of the diverse learners. The principal delegates jobs accordingly and appropriately and has set high expectations for staff in order to see quick results in school reform.

The principal has formed a team of teacher leaders to assist in the use of data to drive decision-making. These data groups include the Culture and Climate committee, the School Improvement Team, the A-Team and PLC department data teams. The staff has been instructed to use the data dialogue protocol as part of everything they do to drive instruction. All forms of data are taken into consideration when making

school level decisions. Student achievement data is now a part of every PLC and must impact instruction. Changes have been planned and will be put into place starting with the second semester of the 2014-15 school year based on student, staff, and stakeholder perception data. The data is analyzed in a variety of ways including vertically, horizontally, and as a large group and in PLC's to ensure the benefit of the entire school community.

The principal has demonstrated the capacity to motivate staff and inspire staff members and continues to work to galvanize all staff around the big ideas needed for transformation. This is due to the fact that the principal has created a vision in which all students can learn without excuses. All staff members have a vested interest in the success of KMS and its students and would like to see students engaged in meaningful data driven instruction. Input is gathered in large group and in curriculum team meetings, at staff meetings and in PLC groups. The staff understands that changes must be made in order to be successful educators and have successful students. All staff are prepared to put in the necessary work to do so.

The district increases leadership capacity in several ways. The school and district provides opportunities for highly effective teachers to accept and assume roles of leadership such as members of the A-Team and school improvement committee members and serve as grade level mentors and content coaches within the building. Teacher leaders are also members of school committees such as Culture and Climate Committee, School Improvement Team, Student Council, Yearbook, National Junior Honors Society, and crisis team. In addition, these teachers serve on District Committees such as the District School Improvement Team, District Technology Committee, and hiring committees. Highly effective teachers are also selected by the principal to serve as "Teacher in Charge" during the absence of the building administrators.

The district currently participates in the South Macomb Social Justice Project, which has brought about the need to look through the lens of Culturally Responsive Teaching. This allows us to teach with the needs of our specific students in mind, no matter who they are at any given moment. It also allows us to respond to the needs of our community. Through the Teacher Leadership project, we will continue this work and offer resources to staff. This project directly relates to KMS Big Idea of Culture and Climate as it increases the cultural awareness of the staff who services our students.

In addition, the principal and assistant principal and staff are working with a new Restorative Justice Officer to improve the culture and climate of the building at KMS for the 2014-15 school year. Staff will also have the opportunity to pursue further development in restorative justice practices.

Teachers are utilized on a consistent basis as facilitators of district professional learning. We find that this is one of the most effective ways to show how to implement best practice strategies with our own students. Throughout the year, we continue this with all content areas at all levels.

KMS staff attends professional learning offered in the district and through the Macomb Intermediate School District. Teachers may request to attend sessions to complement their current instruction and strengthen their current content area expertise. Our goal at KMS is to always improve instruction in order to increase student achievement.

KMS staff and administration are given support through the MISD (Monthly SST Meetings) and East Detroit Public Schools (Monthly Administrator Meetings). These supports are provided by East Detroit Public Schools' Executive Director of Instructional Services, Paul Szymanski, Redesign consultant Barry Rubin, and the District Literacy Coach and Title I Director, Dr. Linda Clinton. In addition, MISD support personnel include: School Improvement Facilitator, Lisa Asaro; MSU Intervention Specialist, Mike Bugenski; and Job Embedded Leadership Coach (MDE certified), Joyce Spade.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

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

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the

evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

2A

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

2B

A committee consisting of central office administrators and building administrators identified and selected an administrator evaluation system that was developed by MASA and Michigan ASCD. The evaluation tool consists of five domains which includes 8 factors and 29 characteristics of principal performance. Student achievement will be documented and calculated from multiple measures in a single domain and comprise 25% of the total evaluation for the 14-15 school year and 50% of the total evaluation for the 15-16 school year

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

East Detroit Public Schools will generate and publish data annually that identifies teachers who have demonstrated measurable adequate student growth. The collective bargaining agreement does allow for a small measure of merit pay for building level achievement when district finances allow. Teachers who consistently demonstrate the ability to positively impact student achievement will be afforded leadership opportunities in peer mentoring and school improvement. These teachers will also be key participants in the professional practice improvement teams designed to assist struggling teachers. During teacher placement and in times of staff reductions, teachers with superior achievement will be staffed ahead of others regardless of seniority or experience. Teachers who fail to implement the instructional program, improve professional practice, and have not increased student achievement will have evaluations to reflect that lack of performance. In this case, the district will create an improvement team which includes administration, district instructional mentor teacher, and an union representative to create an Individual Development Plan. The plan will address specific concerns noted in the evaluator's report. It will also include an opportunity for individual goal setting, clearly articulated measures of success, necessary timeline and support needed. Administration will provide the teacher multiple chances to improve professional practice which may include; targeted professional development, peer mentoring assistance, and observations by administrators and teacher mentors. The plan will focus on teacher's work with students, multiple observations and data harvesting. It will be intensive and ongoing, and incorporate the teacher's voice in improving the process with regular and timely feedback. At the end of the improvement period, an evaluation is made by the improvement team to determine whether the goals of the Individual Development Plan have been achieved. Dispensation of the evaluation may range from an effective performance standard to a recommendation for dismissal. The timeline for this process must adhere to Michigan legislative

standards.

East Detroit Public Schools is collaborating with the Macomb Intermediate School District to provide leadership training for teachers and administrators who implement the instructional program with fidelity that leads to significant student growth. Teachers determined to be effective or highly effective will be rewarded with McREL's Balanced Leadership training and will be selected to mentor marginal teachers, provide staff professional learning opportunities to their peers and assume administrator responsibilities in the absence of a building administrator. Teachers and principals demonstrating significant student growth will be mentored by central office administration and be given opportunities to lead district-wide initiatives. Teachers and principals will also be offered the opportunity to attend state and national educational conferences that will support the vision of their school and the district.

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

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

After developing a comprehensive instructional program (requirement #6), the School Improvement Team from Kelly Middle School developed a Professional Learning (PL) plan to ensure that Kelly's teachers will have the knowledge and skills to fully, and competently, implement the instructional program. The strategies included in the PL Plan are researched-based best instructional practices, and will directly reflect our Big Ideas: Balanced Literacy Instruction, Balanced Math Instruction, and Creating a Culture of Success and Achievement.

An additional hour per week will provide time for ongoing, job-embedded professional learning through Professional Learning Communities (PLC). Staff members will have opportunities to aid in the design of the professional learning. This will ensure that staff members can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies by giving them ownership of their professional learning.

In order to facilitate PL we have several opportunities for staff to participate in on-going PL with a common focus. The Macomb ISD will provide one such opportunity. Balanced Assessment Practices to support instruction and learning cycle implementation will be provided in year one. A cohort of teacher leaders from the language arts content will engage in 3 days of professional learning with Tom Many from the DuFour Group. This includes ongoing, job-embedded professional learning. Staff will engage monthly in PLC as the mechanism used to set collaborative state standard grade level content targets; create formative assessments that align to said targets, and design units of study at the same standard target level.

East Detroit Public Schools has established a district-wide PLC implementation guide, created PLC protocols for staff to help focus staff, organize outcomes, collect and analyze data, and identify next steps. Staff members will spend time studying the PLC implementation guide to gain a collective understanding of the non-negotiable standards for each PLC critical component. This will set the stage for staff to be held accountable to the standard.

Teacher ownership for student learning, based on student response data from implementing the instructional initiatives in #6, promote the type of environment that is responsive to the learning needs of students weekly. PLC time will be used by staff members to develop four Instructional Learning Cycles (ILC) during year two. Staff members will analyze pretest data, create instructional plans to include the

initiatives identified in requirement #6, analyze posttest data, and reflect on results. This follows the ILC format from MI Excel. During year two, a second cohort of math teachers will be trained.

Kelly Middle School has identified a number of vehicles to support the development of instructional practices for staff, and to ensure fidelity of implementation for requirement #6 initiatives and the Big Ideas.

*Capitalizes on the premise that professional learning needs be extended to include job embedded modeling and coaching opportunities for staff. For this purpose, one K-12 Instructional Mentor, one Literacy Coach, and one Math Coach will work with content level teachers in and out of classrooms. Each of these coaches will create coaching calendars so that instructional planning and subsequent modeling can occur in classrooms.

*These same coaches will also provide release time for staff members to engage in peer coaching opportunities or observe in a master teacher's classroom which will include a debrief components with reflective questions.

*Teachers can request support from coaches on a day-to-day basis.

*A data coach will work with staff to build capability in executing the Professional Learning Communities' critical component: analyzing student classroom data.

*Teacher leaders who attend additional professional learning at the MISD or elsewhere will be expected to return and present key learning and train colleagues in the learned practice during PLC and staff meeting time. Teachers will have opportunities to discuss the application and implementation of these keys learned during PLC.

Through PLC, the Gold Standard for implementation will be determined, and all staff members will be aware of the expectation they need to live up to. Acceptable and unacceptable variations will be defined, and non-negotiable will be established.

The basis for monitoring the impact of professional learning on instructional practice will include a two-fold approach. One, teachers will provide lesson plans and four collaboratively designed units of study to administration. Two, Walk-Throughs, using the strategy implementation guides or 'Look Fors' checklists for each (requirement #6) instructional initiative, will be conducted by administrators and coaches. The goal of this monitoring is to collect data to verify the fidelity of adult behavior implementation. Staff will conduct analysis of this data with coaches and/or administrators to determine subsequent staff professional learning needs.

The overarching goal of this, and all, Professional Learning is increased student performance. We will follow the School Improvement Framework: Gather, Study, Plan, and Do. All of our professional learning matches our Reform / Redesign plan, and is research based. Once we have implemented our plan we will continue to gather data to ensure the plan is working, if our data does not show increased student performance, we will then continue to revise our plan until increased student achievement is shown.

Balanced Literacy Instruction

Planned Professional Learning:

Classroom Instruction That Works - training for all staff through MISD, main topics revisited through PLC

Close and Critical Reading - training by content area by MISD consultant, non-negotiable revisited through PLC

Writing Tracker- ongoing training through PLC for Social Studies and ELA teachers

Thinking Tracker - ongoing training through PLC for Math and Science

Read Live (by Read Naturally) - classroom teacher, revisited through PLC

Adolescent Accelerated Reading Initiative (AARI) - classroom teacher, revisited through PLC

Corrective Reading - classroom teacher, revisited through PLC

Balanced Math Instruction

Redesign Plan

Kelly Middle School

Planned Professional Learning:

Number Worlds (by McGraw Hill- SRA) - classroom teachers, revisited through PLC

DreamBox Math - All math teachers ongoing training through PLC

Integration of technology in Mathematics classes - All math teachers ongoing training through PLC

Creating a Culture of Success and Achievement

Planned Professional Learning:

PBIS - training for teacher leaders who will then train all staff, training will be ongoing through PLC

Restorative Justice Practices - training for all staff by Restorative Justice Officer, training will then be ongoing through PLC as needed.

Kelly Middle School 2014-15 Year One Priority School

Three Year Plan

BIG IDEA #1: Balanced Literacy Approach

STRATEGY INITIATIVE: - Core: Classroom Instruction that Works 2nd Edition

- TIER II Read Live & Adolescent Accelerated Reading Initiative (AARI)

- TIER III Corrective Reading

STAFF RESPONSIBLE Administrators, Instructional Staff, TIER II Staff & TIER III Staff

MONITORING ADULT IMPLEMENTATION: - Walk Throughs utilizing the Strategy Implementation Guide and Checklist & Instructional Rounds (Year 3-4)

MONITORING THE IMPACT: NWEA Universal Screener, NWEA Baseline and Summative & Lexile Scores

PROFESSIONAL LEARNING: MISD 3-day PL, Coaching Model, Peer Coaching

STRATEGY INITIATIVE: Close and Critical Reading: Questions 1-4

STAFF RESPONSIBLE: Administrators & Instructional Staff

MONITORING ADULT IMPLEMENTATION: Walk Throughs utilizing the CCR Strategy Implementation Guide and CCR Checklist

MONITORING THE IMPACT: NWEA Universal Screener, NWEA Baseline and Summative & Lexile Scores

PROFESSIONAL LEARNING: MISD ELA Consultant & Needs Survey to determine PL

STRATEGY INITIATIVE: Thinking Tracker/ Writing Tracker: fluency, focus, and form

STAFF RESPONSIBLE: Administrators, Science and Math Staff & ELA/SS Staff

MONITORING ADULT IMPLEMENTATION: Walk Throughs utilizing the Strategy Implementation Guide and Checklist

MONITORING THE IMPACT: Fluency Target of 125 words & Focus and Form Rubric

PROFESSIONAL LEARNING: MISD Consultant Elaine Weber will assess needs and design PL

BIG IDEA #2: Balanced Mathematical Instruction

STRATEGY INITIATIVE: - Core: Classroom Instruction that Works 2nd Edition

Redesign Plan

Kelly Middle School

- TIER II Number Worlds
- TIER III DreamBox Math

STAFF RESPONSIBLE Administrators, Instructional Staff, TIER II Staff & TIER III Staff

MONITORING ADULT IMPLEMENTATION: - Walk Throughs utilizing the Strategy Implementation Guide and Checklist

MONITORING THE IMPACT: NWEA Universal Screener, NWEA Baseline and Summative & DreamBox Data (Year 2-4)

PROFESSIONAL LEARNING: MISD 3-day PL, Coaching Model, Peer Coaching

BIG IDEA #3: Creating a Culture of Success and Achievement

STRATEGY INITIATIVE: Positive Behavior Intervention System

STAFF RESPONSIBLE: All Staff & Culture Club

MONITORING ADULT IMPLEMENTATION: Power School Early Warning Dashboard Monitoring & Walk Throughs utilizing the Strategy Implementation Guide

MONITORING THE IMPACT: SWIS Data: identify behaviors to monitor and establish baseline

PROFESSIONAL LEARNING: Jason Novetsky will provide PL using the Strategy Implementation Guide

STRATEGY INITIATIVE: Restorative Justice Practices (RJ)

STAFF RESPONSIBLE: All Staff & Restorative Justice Officer

MONITORING ADULT IMPLEMENTATION: Create a Strategy Implementation Guide and Walk Through Checklist

MONITORING THE IMPACT: Power School Data & RJ Data

PROFESSIONAL LEARNING: Macomb Count Resolution Center will provide PL & Job Embedded Coaching

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

RECRUITMENT AND ASSIGNMENT

Many of the Kelly Middle School students are from low socioeconomic situations, which oftentimes include situations of homelessness and transiency. In addition, our population is culturally diverse including many ethnicities and embracing many cultures. It is important that the staff who works with our population understands the needs of our community.

The comprehensive needs assessment identified several areas of student need which include the following: math, reading and writing. Specifically, our special education students and African American students have the greatest academic needs. Every effort will be made to hire highly qualified teachers of diverse ethnic backgrounds while holding a Masters Degree in math, ELA or special education.

East Detroit Public Schools advertises all teacher vacancies at local universities, other school districts, district website and professional educational association websites. The district collaborates with local universities to bring in pre-student and student teachers to train in East

Detroit Public Schools. If these individuals are successful, they are encouraged to apply for teaching positions as they become available.

The district's on line employment application system allows for rigorous screening of teaching candidates. Pre-interviews are used to screen prospective teaching candidates to ensure that they have the potential to meet the needs of students. The interview process will refine the search to identify candidates who: demonstrate flexibility, exhibit high quality classroom management, able to differentiate instruction, experienced with at risk students, experience teaching in an urban environment and, above all, nurturing with a passion for children. Previous teacher evaluations can be reviewed prior to hiring to ensure a good fit for our students. Kelly Middle School will make every effort to recruit teachers who meet these criteria.

All teachers will be assigned to grade level based on certification and qualifications to meet the State Highly Qualified criteria. The principal will have the right of assignment and assign teachers to specific grade level(s) and/or subject area strengths and student need. For example, the Kelly Middle Advanced Learning Program (ALP) teachers are assigned based on their technology, curriculum, differentiation and project based expertise and experience.

Beginning in the spring of 2015, the annual staffing process will ensure highly effective/ effective teachers will be assigned to Kelly Middle School based on student needs.

RETENTION

In order to promote staff retention, isolation of staff is avoided and a support system has been designed to assist in all aspects of teachers' needs. This includes internal conflict resolution assistance, job mentoring, peer assistance and Individual Development Plans with professional learning support. It also includes the New Teacher Academy offered by MISD in which teachers are provided with training in best practices, classroom management, differentiated instruction, teacher collaboration, working with mentors, and understanding youth outside the classroom. There is a merit pay provision in the collective bargaining contract for building wide achievement, as well as individual building recognition at staff meetings.

East Detroit Public Schools offers incentives to retain teachers by offering a Mentoring Program, Solid Union Benefits, Strong School and Community ties. Teachers rated effective or highly effective are placed in positions first. Teacher Leaders are allowed to submit their grade level choice based on certification. Teacher Leaders plan the Title I Professional Calendar for the upcoming school year based on student data and need, and teachers select their professional development using the approved protocol. Title II pays for the staff Professional Learning. Teacher Leaders also design professional learning in a "Trainer of Trainers" model. Our Teacher Leaders are offered leadership opportunities, decision making opportunities, and opportunities to collaborate with peers. Teachers who improve achievement are recognized at Board Meetings, in advertisements for our district, and are nominated for awards such as Teacher of the Year.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) 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

Part A:

(a) Used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups

Utilizing the Wellman and Lipton Data Dialogue protocols, Kelly staff members engaged in thoughtful analysis and dialogue of a variety of data points: MEAP, Demographics, NWEA, parent surveys, and the Interim Self Assessments. The analysis and dialogue of the data surfaced the following observations:

- MAP reading scores were below average, but consistent between grade levels - 84% overall scoring in the Low or Low Average bands for overall performance.
- In mathematics our students struggled with all math concepts. 70% scoring in the Low-to-Low Average band in all goal areas.
- English Language Arts showed weaknesses in comprehension, narrative text, and informational text. Compared to these categories, word recognition was a relative strength.
- Social studies showed relative strengths in the areas of Environment and Society as well as Values and Principles of American Government.
- The responses in science were so evenly distributed we believe most students guessed, which could be attributed to the lengthy written passages in science.

As a staff, we agreed that the following three Big Ideas would lead to increased student learning and achievement:

1. Balanced Literacy Instruction
2. Balanced Math Instruction
3. Creating a Culture of Success & Achievement

(c) Identified and prioritized underlying causes of low student performance

The data analysis helped to surface several causal factors as to why our students' scores were so low. We decided that the main factors were:

1. Insufficient time for staff collaboration
2. A lack of student reading comprehension in all core subject areas due to a lack of reading skills
3. Staff turnover and change in teaching assignments

4. A lack of a culture of success

- (d) Describe a three-year sequence for improving instruction in all content areas related to priority school designation.
- (e) Provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years
- (f) Describe a plan to track adult implementation of instructional program

A table has been created to document an implementation timeline. The table identifies how the initiatives will be monitored, who is responsible for the implementation and the professional learning necessary to make these initiatives successful. The table has been emailed to the reviewers. (Req 6 KMS 3 Year Matrix)

Part B:

- (a) Reflect the "Big Ideas" (b) include specific teaching and learning strategies (Tier I) 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)

After creating these big ideas we evaluated our instructional program and developed the following plan for success.

1. Balanced Literacy Instruction

- Tier I - utilize the district curriculum initiative by implementing MAISA ELA 1 units along with placing emphasis on the instructional strategies of Close and Critical Reading (CCR) and Classroom Instruction that Works (CITW). These strategies will be used across the core and elective content areas with a specific focus on reading. The writing fluency, focus, and form program Writing Tracker will be employed through the ELA and social studies classes.²
- Tier II - Read Naturally Live 3 & Adolescent Accelerated Reading Initiative (AARI).
- Tier III - Corrective Reading 4

Through the ILC process, staff will meet on a weekly basis to evaluate and monitor student progress, ensuring the alignment with college and career readiness standards.

1 "A Michigan ELA Model Curriculum K-12: MAISA." 2013. 29 Oct. 2014

<<http://www.oaisd.org/oaisd/departments/instructionalservices/contentresources/languagearts/a-michigan-ela-model-curriculum-k-12--maisa/>>

2 Writing Fluency - Michigan's Mission Possible." 2012. 29 Oct. 2014 <<http://www.missionliteracy.com/writing-fluency.html>>

3 Read Naturally: What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=407>

4 "Corrective Reading 2008 - MHEonline.com." 2010. 29 Oct. 2014 <<https://www.mheonline.com/programMHID/view/0076181804>>

Strategy 1: Close and Critical Reading (CCR)^{5,6} (Tier I)

Kelly Middle School teachers will provide direct and explicit instruction in CCR across the curriculum. All teachers will use modeling as a core strategy to illustrate to students how to read, restate, describe, interpret, comprehend, and apply text to everyday life. This will be accomplished initially through professional learning opportunities utilizing the strategy implementation guide for CCR and extended dialogue within PLC. Students will engage in CCR activities such as guided highlighting, making text-to-text, text-to-self, or text-to-world connections, summarization, craft, and the careful analysis of text structure, genre-specific elements, and author's craft.

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

6 Close and Critical Reading - Michigan's Mission Possible www.missionliteracy.com

Strategy 2: Classroom Instruction That Works (CITW) 7, 8, 9 (Tier I)

Teachers will embed CITW strategies into their classroom instruction to boost student achievement.

Teachers will embed CITW strategies into their classroom instruction to increase student engagement and ultimately boost student achievement. CITW implementation is broken into three phases. The three components will be implemented and integrated across 3 years in all classrooms as follows:

January 2015: Phase 1 non-negotiable Component 1 including Setting Objectives, Providing Feedback, Reinforcing Effort, Providing Recognition and Cooperative Learning

2015-2016: Phase 2 Component 2 including Cues and Questions, Advance Organizers, Nonlinguistic Representation, Summarizing, Note-Taking, Assigning Homework, and Providing Practice

2016-2017: Phase 3: Component 3 including Identifying Similarities and Differences, Generating & Testing Hypotheses

2017-2018: All phases of CITW fully implemented

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

8 Marzano, Pickering, Pollock, ASCD, 2001. The Nine Strategies - Classroom Instruction That Works.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom instruction that works. Alexandria, VA: ASCD.

9 Anderson, V., & Hidi, S. (1988/1989). Teaching students to summarize. Educational Leadership, 46, 26-28.

9 Kissner, Emily. (2006) Summarizing, Paraphrasing and Retelling: Skills for a Better Reading, Writing, and Test Taking

Strategy 3: Writing Fluency, Focus, and Form (Tier I)

Students will engage in the writing process through the use of the Writing Tracker (ELA & SS)/Thinking Tracker (SCI & Math) program from Mission Literacy.¹⁰

Research over the past decade from Columbia and Vanderbilt universities and the University of Utah, among many others, concludes that, when students improve the quantity and quality of their writing, as with the use of Writing Tracker, they improve in reading comprehension, math, science, and social studies.

Teachers will first require PL, provided by teacher leaders and/or ELA MISD consultants, to understand the critical components and Gold Standard of the program. Program implementation requires students to write then track their fluency until they reach the goal of 125-150 words in a five minute time period. After fluency is achieved, teachers direct students to include domain specific vocabulary as they write for focus. Once focus student on focus and form by using the writing process to revise their writing. Teachers will participate in data dialogues and analyze student writing samples in PLC.

¹⁰ Reeves, Douglas B. Accountability in action: A blueprint for learning organizations. Lead+ Learn Press, 2004.

Strategy 4: MTSS Reading Intervention (Tiers II and III)

Trained staff will provide a Multi-Tiered System of Support in explicit reading instruction. An additional 30 minutes will be added to our day in which trained specialists will provide struggling readers with intensive interventions. This will include Read Naturally Live/ Adolescent Accelerated Reading Initiative for Tier II students and Corrective Reading for Tier III students.

Redesign Plan

Kelly Middle School

Tier I: Utilize the district curriculum initiative by implementing MAISA ELA units and balanced common formative assessments. In addition, emphasis will be placed on the instructional strategies of Close and Critical Reading (CCR) and Classroom Instruction that Works (CITW). These strategies will be used across the curriculum with an emphasis on reading in the content area. The writing fluency program Writing Tracker/Thinking Tracker will be executed through the ELA/social studies classes and math/science classes.

Tier II:

Read Naturally Live¹¹

Read Naturally helps students become fluent readers and make solid gains in comprehension and vocabulary through fluency development. The Read Naturally Strategy combines three research-proven strategies--teacher modeling, repeated reading, and progress monitoring--in effective intervention programs that improve reading proficiency. Read Naturally's programs develop and support the five essential components of reading identified by the National Reading Panel--phonemic awareness, phonics, fluency, vocabulary, and comprehension. Data supports the reliability and validity of the passages in the two types of fluency assessments that Read Naturally offers--a benchmark assessment and a progress-monitoring assessment.

11 Hasbrouck, Jan E., Candyce Ichnot, and Ginger H. Rogers. "Read Naturally": A strategy to increase oral reading fluency." *Literacy Research and Instruction* 39.1 (1999): 27-37.

Reading fluency is a key skill of effective readers. The speed and effortlessness with which readers process text is highly correlated with comprehension. Optimal levels of oral reading fluency and typical rates of improvement in fluency have been determined. Research findings support instructional methods for increasing reading fluency: hearing fluent reading modeled, repeated readings, and progress monitoring. "Read Naturally" (RN) combines these three methods into a fourstep strategy that has been used with remedial and special education students at elementary and middle schools. A description of RN procedures are presented along with data collected from classroom implementations.

Adolescent Accelerated Reading Initiative (AARI)¹²

An initiative focused on academic literacy with two goals:

- Bring Middle and High School students to grade level quickly
 - Prevent students who are achieving well in elementary from experiencing content area literacy issues when they reach middle school
- AARI focuses on critical thinking with expository text to help students access content from texts. It emphasizes small group instruction that meets students where they are and accelerates their reading through instruction built around
- Community
 - Text-based inferencing and critical thinking
 - Text structure

12 Challenging Task in Appropriate Text: Designing Discourse Communities to Increase the Literacy Growth of Adolescent Struggling Readers (Russell, 2005) University of Maryland

Tier III:

The Corrective Reading intervention provides targeted intensive interventions for students who have been placed in Corrective Reading after setting cutoff scores for NWEA, a universal screener. Once placed, students are administered the Corrective Reading diagnostic to determine the content focus of fluency, decoding, or comprehension. Corrective Reading¹³ programs are successful with struggling readers because they provide the careful integration, practice, and management details that the struggling reader needs to succeed.

13 Biancarosa, G., & Snow, C. E. (2004). *Reading next-A vision for action and research in middle and high school literacy: A report from*

Redesign Plan

Kelly Middle School

Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.

Engelmann, S. Hanner, S., & Johnson, G. (1999). Corrective Reading-Series Guide. Columbus, OH, SRA/McGraw Hill.

2. Balanced Math Instruction

To create balanced math instruction the team has determined that several interventions were necessary. After careful consideration of the aforementioned data points, the team created the following solution ensuring the alignment with college and career readiness standards.

- Tier I - Math teachers will utilize the Success For All (SFA)14 math curriculum. The instruction will become focused to improve proficiency in mathematics. Technology will be integrated to enhance the math curriculum. Aspects of CITW will be implemented within the math department.

- Tier II - Number Worlds15 math intervention program

- Tier III - DreamBox16 Math

Through the ILC process staff will meet on a weekly basis to evaluate and monitor student progress, ensuring the alignment with career and readiness standards.

14 Madden, Nancy A. "Success for All." (1991).

15 "SRA Number Worlds - A Prevention/Intervention Program." 2006. 29 Oct. 2014 <<http://www.sranumberworlds.com/>>

16Wang, Haiwen, and Katrina Woodworth. "Evaluation of Rocketship Education's Use of DreamBox Learning's Online Mathematics Program." (2011).

Strategy 1: Integration of Technology in Mathematics classes

The implementation of technology will increase student engagement in mathematics classes. Kelly has been provided with a plethora of technology devices. Classroom Smartboards will be used to engage students in activities, games and computation. The recently updated computer labs and the 12 iPad carts will be utilized by teachers to guide students in many of the programs established on the internet.

These programs include but are not limited to: Khan Academy, Discovery Education, You Tube, Teacher Tube, DreamBox Math, Study Island, and Hooda Math.

Strategy 2: CITW - Tier I

Teachers will embed CITW strategies into their classroom instruction to boost student engagement in learning and achievement.

Teachers will utilize CITW strategies within their classroom. The CITW strategies are broken into three phases. These three phases will gradually be integrated into all classrooms. By 2017-18 all phases of CITW will be implemented. (Please refer to CITW implementation chart in Strategy 1)

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

8 Marzano, Pickering, Pollock, ASCD, 2001. The Nine Strategies - Classroom Instruction That Works.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom instruction that works. Alexandria, VA: ASCD.

9 Anderson, V., & Hidi, S. (1988/1989). Teaching students to summarize. Educational Leadership, 46, 26-28.

Kissner, Emily. (2006) Summarizing, Paraphrasing and Retelling: Skills for a Better Reading, Writing, and Test Taking

Strategy 3: MTSS Math Intervention (Tiers II and III)

Trained staff will provide a Multi-Tiered System of Support in math instruction. An additional 30 minutes will be added to our day in which

trained specialists will provide struggling students with intensive interventions. This will include Number Worlds for Tier II students and DreamBox Math for Tier III.

Number Worlds (Tier II) - Trained staff will implement Number Worlds in smaller classes. Diagnostic testing, NWEA and MEAP results will place students in the course. They will monitor the instruction of Number Worlds and student progress.

DreamBox Math (Tier III) - This web based program provides intensive support for students who have difficulty with mathematics. A placement test along with NWEA and MEAP scores will identify which students will be placed in DreamBox. Trained Staff will implement the use of DreamBox Math. Staff will meet on a regular basis to evaluate and monitor student progress and make any placement adjustments as needed.

3. Creating a Culture of Success & Achievement

- Utilize Positive Behaviors Interventions and Supports (PBIS) with fidelity
- Incorporate the Restorative Justice Program
- Recognitions and Celebrations

Strategy 1:

PBIS - Continue to utilize the Positive Behavior Intervention System program to decrease the time that students are out of the classroom for discipline issues. Professional Learning from MISD consultant, Dr. Jason Novetsky will occur to refresh veteran staff and for new staff. The PBIS strategy implementation guide will be used by staff to help them gain a common understanding about implementation with fidelity. Students are taught expected behaviors which will be reinforced throughout the school year on morning announcements and through student created videos. Teachers will recognize students who are "respectful, responsible, and ready." Students who are consistently displaying the proper attitude for success will participate in monthly reward activities.

To assess the validity of the program data will be collected and tracked using School Wide Information System (SWIS) Suite, a web-based information system. This data will be monitored by the Climate and Culture Committee on a monthly basis.

Research Cited:

www.pbis.org

"Students attending schools where PBIS is implemented with fidelity are 33% less likely to receive an office discipline referral."

Bradshaw, C. P., Koth, C. W., Bevans, K. B., Jalongo, N., & Leaf, P. J. (2008). The impact of School-Wide Positive Behavioral Interventions and Supports (PBIS) on the organizational health of elementary schools.

School Psychology Quarterly, 23, 462-473.

Strategy 2:

Restorative Justice - staff will receive professional learning in the Restorative Justice program. This is an intervention program designed to help students understand and correct any misbehaviors they may be exhibiting that inhibit student engagement in learning. Instead of suspension, students participating in Restorative Justice intervention will learn to take responsibility for their actions and strengthen relationships within the school community.

A Restorative Justice Officer is provided to train staff members.

Our data showed that we had over 1500 suspensions last school year. This program will help us to avoid this same outcome and keep our students in class.

The Restorative Justice Officer will keep data of student visitation and intervention throughout the year. After year two, staff will analyze behavioral data together with instructional implementation data gathered by the Walk Through process, and achievement data to begin to

Redesign Plan

Kelly Middle School

make connection between the data points.

Data will also be collected through SWIS and PowerSchool. Continual monitoring of discipline data will show the effectiveness of this program. This data will be monitored by the Climate and Culture Committee on a monthly basis.

Research Cited:

"Restorative disciplinary practices within schools are more supportive, inclusive, and educational than other approaches. In reaching the goals of restorative discipline, experts recommend:

- Creating caring climates to support healthy communities.
- Understanding the harm and developing empathy for both the harmed and the harmer.
- Listening and responding to the needs of the person harmed and the person who harmed.
- Encouraging accountability and responsibility through personal reflection within a collaborative environment.
- Reintegrating the harmer into the community as a valuable, contributing member of society.
- Changing the system when it contributes to harm."

22 Kohn, Alfie, "Beyond Discipline: From Compliance to Community," (1996). Alexandria: Association for Supervision and Curriculum Development: 121-129 www.Fix School Discipline.org

Strategy 3:

Recognitions and Celebrations - staff members will continue to recognize students with positive contributions to the school day. This strategy will assist in the shift to a better school culture and learning environment for students. In order to reinforce and recognize positive behavior and student achievements, Kelly Middle School staff members have put the following in place:

Activities:

- African American Young Men of Promise Initiative (AAYMPI) - staff members will continue to make positive phone calls home to recognize good behavior and positive accomplishments.
- Data Wall - A data wall will be constructed and maintained to display student growth
- Honor Roll - Students will continue to be honored at quarter and semester break through breakfasts, trips and assemblies.
- Awards Night - A ceremony is held each year honoring students for academic achievement and participation in sports and clubs.

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

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

Narrative:

Kelly Middle School will promote the continuous use of student data to inform and differentiate programming and instruction to meet the individual academic needs of students. Kelly Middle School will provide professional learning opportunities for staff on using data to inform instruction and programming. Professional Learning Communities will provide the venue for staff to examine formative, interim, and summative data. NWEA/MAP will be used as a universal screener and summative growth measure. In addition, on a weekly basis, we will analyze formative assessments. Initially, we will prioritize standards, unwrap them to targets, create common formative assessments, and develop units of study at the same depth of knowledge. These data will be collected, warehoused, and analyzed during teacher PLC time.

Redesign Plan

Kelly Middle School

We will post meeting outcomes and next steps on a server for all staff at all levels to access. During year two, teachers will use pre and post assessment data in Instructional Learning Cycles (ILC) to evaluate and differentiate instruction to meet individual student learning needs.

Kelly Middle School has identified three primary sources of standards-based student learning data: NWEA/MAP, State Spring Assessments, and teacher created pre and post common formative assessments, which are aligned with Common Core State Standards. Expectations for regular and ongoing schoolwide data use exist for each data source. These data are used to inform instruction and provide support for students. Our Data Coach will report data trends at monthly School Improvement meetings. School Improvement Team members will present data trends to staff members through PLC. Evidence of this will exist through meeting minutes and data walls.

- NWEA/MAP data will be used to identify students in need of differentiated instruction and proper placement for Tier II and Tier III intervention. These data dialogues will take place in weekly PLC.
- State Spring Assessment data will be reviewed for future curriculum planning and possible trends. These data will also inform the need for additional testing for appropriate Tier II and Tier III intervention placement and scheduling for fall. Data will be reviewed and revisited annually.
- Student pretest data will be reviewed through PLC/ILC. Staff will then identify student learning strengths and weaknesses to inform lesson planning and to differentiate instruction for all students. Teachers will provide instruction and test again. This post-test data will then be analyzed to identify students in need of additional interventions and aid in future planning. These data dialogues will occur throughout the school year during PLC.

The primary vehicle for teacher collaboration is Professional Learning Communities. A secondary structure will be the implementation of a school leadership team. East Detroit Public Schools has established a district-wide PLC implementation guide, created PLC protocols to help focus staff, organize outcomes, collect and analyze data, and identify next steps. Staff members will spend time studying the PLC implementation guide to gain a collective understanding of the non-negotiable standards for each PLC critical component. This will set the stage for staff to be held accountable to the standard.

Teachers will be supported in implementing differentiation practices to address student learning. Through PLC and other professional learning, the staff will collaboratively use data to make instructional decisions. Data analysis revealed a reading comprehension deficits which helped to drive our focus on our first Big Idea of Balanced Literacy Instruction. This focus on reading and writing strategies will help to improve student achievement in all core academic areas as they increase their skills when interacting with a variety of complex text. Kelly Middle School is actively working toward closing the achievement gap.

Another structure for teacher collaboration around the analysis of data is ILC. Teacher training in the MI Excel model of data dialogues will be provided before the instructional learning cycle begins. Each ILC will be approximately 3-5 weeks. ILC will include:

- A master calendar by core subject will be created, identifying skills that need to be addressed.
- Content area leads/curriculum coaches
- Weekly one hour PLC, where data will be analyzed and lesson plans formulated. Students will be regrouped as needed based on skill level and achievement.
- Creation of formative assessments to be administered at the beginning and the end of the cycle to assess acquisition of skills and monitor student progression

The instructional program (#6) outcomes are that students will be moving in the right direction for College and Career Readiness Standards. This will be tracked through minutes from PLC data dialogues.

Redesign Plan

Kelly Middle School

These various data points and processes of analysis are organized by Big Idea and summarized in the table below.

Big Idea: Balanced Literacy

In order to promote the use of student data to inform and differentiate instruction to meet individual student needs, the School Improvement Team (SIT) has developed a plan for regular and on-going school wide use of data. The SIT will meet monthly to analyze schoolwide data and monitor the effectiveness of the plan.

Kelly Middle School teachers will participate in weekly hour long PLC. During this time, teachers will review individual student data, review student work, give/receive feedback from instructional rounds, and share successful implementation of instructional strategies. In addition, the following data will be analyzed:

ILC Pre/Post test data (ELA, Science, and Social Studies)

NWEA/MAP data

State assessment data

Teacher Lesson Plans

Corrective Reading Screening Placement Test

Data Points: Teacher Lesson Plans, "Look Fors" Checklists, Student Samples

Staff Responsible: Administration, SIT

Structure for Analysis: Administrative Walkthrough, Evidence/Student Samples

Tier I Intervention: CCR, CITW, Writing Tracker

Tier II Intervention: n/a

Tier III Intervention: n/a

Data Points: NWEA/MAP Reading and Science scores

Staff Responsible: ELA teachers, Literacy Coach, Title I Paraprofessionals

Structure for Analysis: Student data will be evaluated by semester to determine placement by: *Literacy Coach, *Title I Paraprofessionals, *ELA teachers

Tier I Intervention: n/a

Tier II Intervention: Read Live (by Read Naturally) and AARI (Adolescent Accelerated Reading Initiative)

Tier III Intervention: n/a

Data Points: Corrective Reading Screening Placement Test, NWEA/MAP Reading, and State Assessment

Staff Responsible: ELA teachers, Title I Paras

Structure for Analysis: Student data will be evaluated with spring NWEA/MAP test, Literacy Coach, Title I Paraprofessionals, ELA teachers

Tier I Intervention: n/a

Tier II Intervention: n/a

Tier III Intervention: Corrective Reading

Big Idea: Balanced Math Instruction

Redesign Plan

Kelly Middle School

In order to promote the use of student data to inform and differentiate instruction to meet individual student needs, the School Improvement Team (SIT) has developed a plan for regular and on-going school wide use of data. The SIT will meet monthly to analyze schoolwide data and monitor the effectiveness of the plan.

Kelly Middle School staff will participate in weekly hour PLCs. During this time teachers will look at student work, analyze student data, share successful strategies and provide feedback of instructional rounds. The data we will be monitoring will consist of:

ILC Pre/Post unit data

NWEA/MAP

State assessments

Diagnostic Screening through Number Worlds

Data collected from DreamBox Math

Data collected from Study Island

Data Points: Data collected from Study Island

Staff Responsible: Title I Paras, Math teachers

Structure for Analysis: SIT meetings monthly, PLC meetings weekly

Tier I Intervention: Integration of Technology in Math Classrooms

Tier II Intervention: n/a

Tier III Intervention: n/a

Data Points: Math State Assessment, Diagnostic Screening through Number Worlds, NWEA/MAP Math scores

Staff Responsible: Data Coach, Administrators, Math teachers, Title I Paraprofessionals

Structure for Analysis: Student data will be evaluated by semester to determine placement by, Title I paras, Math teachers

Tier I Intervention: n/a

Tier II Intervention: Number Worlds

Tier III Intervention: n/a

Data Points: NWEA/MAP Math scores, Math State Assessment, Data collected from DreamBox

Staff Responsible: Data Coach, Administrator, Math teachers, Title I Paras

Structure for Analysis: Student data will be evaluated with spring NWEA/MAP test by Title I paras & Math teachers

Tier I Intervention: n/a

Tier II Intervention: n/a

Tier III Intervention: DreamBox Math

Big Idea: Culture of Success and Achievement

The Culture and Climate Committee (CCC) will meet monthly to analyze schoolwide data and monitor the effectiveness of the plan. This group will review School-wide Information System (SWIS) - a tool to warehouse discipline data, Restorative Justice Data, assign/refer Tier II and Tier III students, and review stakeholder surveys.

Kelly Middle School staff will participate in weekly hour PLCs. During this time teachers will look at student work, analyze student data, share

successful strategies and provide feedback of instructional rounds. The data we will be monitoring will consist of:

SWIS Suite

Recognition data

Perception data

Restorative Justice data

Data Points: SWIS Suite, Recognition data, Surveys

Staff Responsible: Data Coach, Culture and Climate Committee (CCC), Administrator

Structure for Analysis: CCC monthly meetings, PLC weekly meetings, SIT monthly meetings

Tier I Intervention: PBIS

Tier II Intervention: n/a

Tier III Intervention: n/a

Data Points: Restorative Justice

Staff Responsible: Restorative Justice Officer, Culture and Climate Committee (CCC), Administrator

Structure for Analysis: CCC monthly meetings, PLC weekly meetings, SIT monthly meetings

Tier I Intervention: n/a

Tier II Intervention: Restorative Justice - Tier II

Tier III Intervention: Restorative Justice - Tier III

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional 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 In order to achieve a climate of success and achievement, Kelly Middle School (KMS) will make changes in both the time and structure of the school day. Initially, KMS will reorganize the use of its instructional personnel and instructional time for students. Kelly Middle School will increase the time students spend in school each day by 30 minutes. This will increase instructional time and student learning time. The daily school structure has been redesigned to start and end the school day to better align with current research for middle school students. Personnel will be reorganized to increase consistency and quality of instruction in core content areas.

Kelly Middle School will increase the time allocated for each school day. An additional 30 minutes will be added to the current day to increase instructional time by 150 minutes/week. This additional instructional time and more effective PLC time will result in increased student achievement.

Kelly Middle School will change the structure of the school day to include a later start time (as opposed to the current 7:27). This change is supported by research indicating, "The vast majority of teenagers attending early starting schools meet the morning bell in a sleep-deprived state" (<http://schoolstarttime.org/endnotes/>). This later start time will improve the attendance, concentration and academic performance of our students.

Kelly Middle School will reorganize the use of its teaching staff in order to increase the consistency and quality of instruction delivered. In order to increase student achievement, the number of grade levels and subjects taught by individual teachers will be reduced. This reorganization of staff will allow teachers to focus on delivering quality instruction in fewer disciplines as well as increase consistency within each department by reducing the number of people delivering the same content. Finally, co-teaching, a collaborative effort consisting of one special education and one general education teaching a content area class jointly, will be implemented in social studies and science to ensure that our special education population is receiving instruction that is rigorous while still receiving the accommodations and modifications in material that they require.

8B Time for Enrichment

In order to support our Big Ideas of Balanced Literacy and Math, the student schedule will be re-designed to support a seven period day (as opposed to the current six-period day). This seven period day will allow Kelly Middle School to use a multi-tiered approach for early identification and support of students with learning needs. Struggling learners will be provided interventions at increasing levels of intensity to accelerate their rate of learning. All students will receive high quality, scientifically based instruction (Tier I: Writing/Thinking Tracker). ELA will be utilizing MAISA units and the Math Department will be working with Success for All as their Tier I instruction. Students identified as being "at-risk" through universal screener (NWEA) and/or state assessments will receive supplemental instruction. Those students who are 1-2 grade levels behind will receive a targeted intervention (Tier II: Read Live by Read Naturally and/or AARI: Adolescent Accelerated Reading Initiative) and Number Worlds by McGraw Hill -SRA. Students who are 3 or more grade levels behind will receive intensive intervention (Tier III: Corrective Reading/Dream Box Math). Students' progress will be closely monitored during this seventh period using assessments appropriate to the intervention. Students making no progress or significant progress will be placed in the appropriate tier or removed respectively. Students at or above grade level will receive an enrichment class during the seventh period. This class will teach students how to use technology to access, analyze and research articles related to their science and social studies classes as well as how to access digital magazines relating to these core subjects. This extra hour will be attended by all students for a full class period every day, and all instructional staff will receive additional training in teaching reading and math strategies before the classes are implemented.

8C Time for Professional Collaboration

Adding 60 minutes once a week will allow additional time for Professional Collaboration. Kelly Middle School staff will meet in PLC to achieve the following goals: clarifying curriculum to be taught and strategies to use, creating balanced assessments to measure learning, reviewing the data yielded by the assessments, and deciding how best to organize students to meet their needs based on the testing results. Once a month departments will share out successful strategies that have been used. Instructional Learning Cycles (ILC) will be incorporated into the PLC time, allowing teachers to answer the following questions: What do we want students to learn? How will we know when they have learned it? What will we do if they don't learn it? What will we do if they already know it? These sessions will be department-wide, and include general and special education teachers so that intervention strategies can be shared among members.

Professional learning will also be embedded within the confines of the traditional school day. Teacher leaders, instructional coaches and outside consultants will offer professional development throughout the school year. When teacher leaders and/or instructional coaches need to meet with teachers on an individual basis, substitutes will be provided.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

9A

Kelly Middle School will use several key strategies to engage the families of our students in the reform effort. Through greater communication, collaboration, and effort to involve parents as partners in increasing student academic achievement, we will increase parent participation at Kelly. Parent involvement in our school and productive collaboration with our staff is important in order to create an environment where students will meet their goals and strive for excellence.

Communication between school and parents is necessary to create a culture of success and achievement. This year Kelly will offer parents the opportunity to attend Parent University. This web-based program will provide parents with training on how to effectively monitor their child's attendance and academic progress. Additionally, parents will have the opportunity to express their opinions and provide feedback by completing surveys at Parent-Teacher conferences. Many teachers offer a free messaging service called "Remind.com". This program provides parents with the opportunity to receive text message reminders from teachers regarding important information about students and

classes. We will measure the success of these programs through data collected from a parent survey.

In order to foster positive relationships with our parents and students, Kelly Middle School is participating in the African American Young Men of Promise Initiative (AAYMPI). This initiative strives to help teachers facilitate the academic achievement of African American young men. In an effort to encourage our parents to feel comfortable with our teachers and positive about their children, this initiative requires all of our teachers to make at least 3-5 positive parent phone calls each week in which successes and accomplishments of students will be shared with their parents. This weekly contact will also give parents the opportunity to address their concerns. The ultimate goal of this strategy is to encourage collaboration that will result in a successful parent-teacher-student partnership. Teachers will complete a survey through AAYMPI indicating the increased number of the parent phone calls that were made.

Improving reading comprehension across the curriculum is essential and parents will be offered the opportunity to play an active role in this process. Our school will offer many Title I activities including science night sponsored by Cranbrook. Students, families, and staff will work together using various reading skills to complete the activities. In addition, we will have various guest speakers who will encourage parents to become active in practicing literacy skills. For example, Erik Thomas, a motivational speaker, will encourage staff and parent collaboration to foster development of literacy skills and academic achievement. Parents and students will be surveyed to determine the effectiveness of the events.

9B

Kelly Middle School will use several key strategies to allow for opportunities of community involvement to create a culture of success and achievement. When communities are involved in schools, all children benefit from this collaboration and partnership. These opportunities enhance the quality of the school and are great assets in supporting the achievements and the successes of students.

East Detroit Public Schools has recently fortified a partnership with New Breed Community Development Corporation (NBCDC). NBCDC is a non-profit organization dedicated to promoting the health and stability of the East Detroit Community. An active board composed of neighborhood residents, business owners, and local political and religious leaders operates them.

New Breed Community Development Corporation and its programs are prepared to address such issues as violence, gang activity, poor study habits, peer pressure, illiteracy, high dropout rate and many more issues among the East Detroit Public School students. In addition to sports, team play and recreational programming, the NBCDC offers comprehensive after-school programming for the youth of the community. The NBCDC has done statistical research and are aware of the various types of negative influences and social problems that have plagued the youth of our District. This partnership will allow us to address these negative influences and problems, by developing after-school mentoring programs.

East Detroit Public Schools will partner with NBCDC to offer students four programs that are specifically geared toward our students. Three of these programs will be specifically implemented at Kelly Middle School. These are: H.O.P.E. Project After School Program, Outside the Box In-School Program, and Extended Programs (for at-risk students). These programs are designed to give economically and academically struggling students in East Detroit Public Schools the privilege of a first class education and leisure programming.

H.O.P.E. Project After-School Program

The After School Program is composed of weekly group counseling sessions welcoming both students and parents. Self-esteem, communication, decision-making, peer pressure, career exploration and problem solving will be explored. Individual counseling will also be available to students, from professional volunteers, addressing the specific needs of the students, such as reading deficiencies, teen pregnancy, alcohol and drug abuse, and other issues. In the program, students are placed in empowering positions as they explore their

Redesign Plan

Kelly Middle School

personal situations. Many will be asked to design a plan of action on how to improve their attendance at school.

NBCDC will work with Kelly Middle School to provide an After School Tutorial Program. Students will be picked up from Kelly Middle School or dropped off by parents/guardians to Deerfield School. Students will attain a tutorial educational base that provides them with knowledge.

This knowledge will aid them in implementing alternative behaviors in problematic situations.

We will implement an Intervention strategy where at-risk East Detroit High school students tutor grade school aged children. It will be a win-win situation for both parties. Looked upon highly by the younger students, the high school students will feel important, thereby increasing their self-esteem. The younger children also benefited because they received the one-on-one attention from the high school tutors.

New Breed Community Development Corporation and partnering organizations will assist also in other areas such as:

- ACT, SAT preparation
- Preparation for higher education
- Time management skills
- Big Brother /Big Sister Mentoring Program
- How to develop a resume

Outside the Box In-School Program

This program provides thrilling, exciting school assemblies and workshops for the students of East Detroit Public Schools. A variety of positive messages will be delivered throughout the school year. In-school assembly programs and school workshops will offer a line-up of great motivational messages to educate our students. These year-round presentation will deliver any number of important memorable messages to the student population.

Success stories and motivational techniques will be used to:

- Increase academic success rates
- Decrease acts of violence
- Decrease dropout rates
- Improve attendance and grades
- Expose high-risk students to real life success stories
- Build students' self-esteem and confidence
- Motivate students to overcome obstacles

School Extended for At-risk Students

This program provides ongoing, year round, adult-supervised, safe activities that respond to the needs of at-risk youth. The Extended Program will follow general formats such as:

- Partnering with local colleges to help provide academic training and opportunities, including computer-assisted instruction for remediation, re-teaching, or acceleration; literacy programs; tutoring and homework assistance; cross-age reading; make-up courses for credit-deficient high school students; keyboarding, database, word processing, computer-accounting programs, using the Internet, or other similar computer-related programs identified by the community.
- Partnering with the US Armed Services to get youth "out of the hood" and build productive lives. Under the GI Bill, the armed services provide a cash education incentive to encourage young African American men to join and serve a tour of duty.
- Providing Employment Training to enhance youth education, encourage school completion through alternative educational programs, and provide exposure to the world of work through apprenticeship and career exploration.
- Provide life skills mentoring or other special interests identified as a need in our community.

Redesign Plan

Kelly Middle School

In addition, to partnering with New Breed Community Development Corporation, Kelly Middle School will reach out to local businesses to establish partnerships to further create a culture success and student achievement. Business owners and professionals will be invited to our school to share information about their professions. They will become mentors to our students and assist them in thinking about a potential career. To encourage reading comprehension, these mentors will help our students understand the importance of reading in their field of work. Additionally, meeting with business owners and professionals from the community will provide our students with the opportunity to meet and interact with positive role models and to explore a variety of careers as we prepare students to be college and career ready.

Businesses will also be asked to donate items to be used to recognize positive behavior and student achievement. We will know this strategy is successful through data collected from student and mentor surveys each semester.

Additionally, we will engage the community by establishing Community Volunteer Programs to continue creating a culture of success and achievement. Some of the opportunities may include the following:

- A staff member to coordinate with various mentors to interact with our students as positive role models.
- Volunteers to offer tutoring to struggling students in all subject areas.
- Recruit aging veterans and invite them into our school to become mentors to our students in various subject areas. The wisdom and experiences of these seniors will contribute to the overall achievement of our students.
- Create a Health Fair for students and their families
- Organize "Crusaders Who Care" to do community service such as visiting senior citizen homes and various clean-up efforts.
- Seek volunteers from local church groups and organizations such as Kiwanis to serve as mentors to our at-risk students both socially and academically.
- Give students opportunities to become volunteers as "Reading Buddies" with our elementary schools. This practice is mutually beneficial to the tutor and the younger reader to improve literacy skills.

Utilizing surveys taken by all parties involved will tell us if this strategy is successful. Surveys will be taken at the end of each event to assess the impact the presenters have on our students.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

East Detroit Public Schools will empower Kelly Middle School, its leaders and stakeholders to develop, implement, and evaluate the Title I budget, school calendar, professional learning plan, and staffing that is based upon specific needs of the school.

Budget

The Kelly Middle School Leadership Team along with the building principal will determine the school's Title I budget and other budgetary needs (Title II), subject to federal regulations. The stakeholders have determined the needs for the school as stated in the Reform/Redesign Plan and will have full autonomy over its Title I expenditures.

Professional Learning

Kelly Middle School looks at student achievement data by using MEAP, NWEA and other local assessments to determine the needs of students. The Kelly Middle School Professional Learning Plan is crafted based on the Comprehensive Needs Assessment of the student data. The Big Ideas and the proposed instructional program (see requirement #6) contained in this plan will drive the Professional Learning Plan. Kelly Middle School will determine what professional learning will be provided and what funds will be needed to implement the plan (see requirement #4)

Use of Time

The East Detroit Public Schools (EDPS) 2014-15 instructional calendar is 181 days providing for 1098.72 instructional hours. Kelly Middle School will add an additional 30 minutes a day/150 minutes a week to the instructional learning time beginning in the 2015-2016 school year. EDPS is allowing Kelly Middle School flexibility with these 30 minutes to best suit the needs of students per the big ideas (see requirement #8). In addition, Kelly Middle School will organize in a manner to embed common planning time for grade level teams throughout the week. Kelly Middle School teachers will engage in an additional 60 minute weekly PLCs. The PLC schedule will be determined by Kelly Middle School staff.

Staffing

Beginning with the 2015-16 school year, the principal will have full authority to staff current teachers who are highly effective or effective.

Any new staff needed, keeping in mind the needs of the students, will be interviewed and hired directly by the stakeholders and the building principal.

The district coordinates grant funding (Title I/31A) to hire additional staff to provide support to students identified as having Tier II/Tier III academic needs (per standard and local assessment data). The stakeholders/building principal will also have the authority to hire additional staff based on student needs.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

East Detroit Public Schools and Kelly Middle School are committed to receiving on-going, intensive external technical assistance from several partners that include the following:

Leadership Coaching

An MDE certified leadership coach (Joyce Spade) will meet with the middle school administrators to provide leadership professional learning weekly. Joyce, together with the ISD SIF, Lisa Asaro has identified learning outcomes to cover during year one. During year two, a coaching model will be used to extend the professional learning outcomes as job embedded coaching. The coach will shadow the administrators executing their leadership skills for 4 weeks in order to observe them as turnaround leader and then identify the leadership professional learning outcomes.

Instructional Coaching

Instructional coaches will be utilized to observe classrooms and coach teachers in effective instructional strategies outlined in the Reform Redesign Plan. Coaches will assist teachers in selecting instructional strategies that best align with the standards being instructed. In addition, the coaches will model strategies as embedded professional learning and debrief with teachers.

MSU/MISD Intervention Specialist

The MSU Intervention Specialist (Mike Bugenski) will facilitate data dialogues, participate in the development of processes for monitoring the implementation of the Instructional Learning Cycle from the School Improvement Plan, participate as a member of the SST, document systemic changes to identify areas for improvement and collect descriptive data that supports improved student achievement.

Macomb Intermediate School District (MISD)

East Detroit Public Schools will continue to receive technical assistance from the MISD. Administrators and lead teachers will attend Facilitators of School Improvement series provided by the MISD. They will also attend workshops through the MISD that will help Kelly Middle School create and implement the plan effectively. All teachers will be trained by the MISD in Classroom Instruction that Works (CITW). The MISD will conduct an on-site School Improvement Review on October 29-30, 2014. This review will provide descriptive data on instructional practices, school climate and programs. The Principal and 2 SI-Chairs will participate in Facilitators of School Improvement 5

days throughout the year.