



Redesign Plan

Cavanaugh School

Lansing Public School District

Ms. Angela Tarry
300 WEST CAVANAUGH RD
LANSING, MI 48910-5239

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Executive Summary

Introduction

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

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

Description of the School

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

Cavanaugh Elementary School is now a Pre-K-3 STEAM school with 191 K- 3rd grade students. Our demographics include 1% American Indian, 2.1% Asian, 31.9% African American, 36.6% Caucasian, 19.9% Hispanic and 8.4% Multi-Racial. Our staff consists of 11 classroom teachers, 1 resource room teacher, 1 STEAM focus Teacher, .5 Math intervention teacher, 3 instructional assistants, a cashier, assistant cashier, 3 lunch assistants, 2 custodians, a secretary and principal.

Our school sits on a 7.6 acre lot with a full playground, courtyard and ample space for gardening and special activities. Recycling and Environmentally friendly emphasis through the STEAM focus will become evident in our school. We enjoy multiple community partnerships including MSU. We have many volunteers that work in our school to support instruction and an active PTA. Our challenges are primarily based on high mobility (40%) and an increased free and reduced lunch count (78%).

School's Purpose

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

Vision, Mission and Beliefs

Vision Statement:

Cavanaugh Elementary staff will provide positive learning experiences in a STEAM focused environment which is safe, positive, and nurturing for all types of learners. Students will depart from Cavanaugh Elementary School with high academic proficiency, skills, and attitudes needed to become lifelong learners and responsible citizens. Unique hands on, real world experiences through Project Based Learning will give them an added advantage that will contribute to success later in life.

Mission Statement:

The mission of Cavanaugh Elementary staff is to promote and ensure a quality education so that each individual student may achieve educational excellence in a safe and nurturing environment. Cavanaugh's highly qualified teachers will utilize best practices to effectively educate all students by embedding a STEAM focus throughout the Common Core State Standards.

Beliefs Statement:

The Cavanaugh Elementary staff believe that our students are our most precious resource. We believe education is a responsibility shared by the staff and students with the support of parents and the community.

We believe that by providing students the opportunity and assistance needed to help them become socially responsible lifelong learners, problem solvers and thinkers all students can achieve their maximum potential.

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.

Cavanaugh continues to address achievement gaps effectively through identifying the gaps through data driven decision making. Areas that have been identified as needing improvement are reading, writing, math and culture and climate across all grade levels. Developing professional development plans keep teachers updated in current teaching methods and programs and identify students that need supplemental instruction to be successful. Students have increased reading scores, they are developing critical thinking skills and are improving their problem solving skills.

Cavanaugh has been recently awarded the CHILD Magnet grant. In 2014-15 we will have the magnet focus of Science, Technology, Engineering, Arts and Mathematics (STEAM). Through the STEAM focus all areas in need of improvement will be addressed.

Cavanaugh STEAM Elementary is a State of Michigan certified green school. We have strong community partnerships which include the Healthy Kids Club and Garden Club. Students work in the garden and learn ways to incorporate fresh foods in their diet.

Additional Information

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

Cavanaugh STEAM school is proud to be a Michigan Certified GREEN School. We have a garden and composting project through the Healthy Kids initiative that will continue and grow through the STEAM focus. We intend to promote environmental awareness through recycling projects, outdoor classrooms and animal exploration. We have multiple after school activities, professional development opportunities and classroom support through our vast community partnerships with MSU, Community Gardner, America Reads, Impression 5, Buck Institute of Education, Smithsonian Institute and ITEEA Engineering by Design.

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	See attached.	LSD.TeacherEvalRubric Cav.DRAFTDailySchedule Cav.DRAFTPDPPlan

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	See attached.	LSD.PrincipalEvalRubric

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	Please see Requirement #10 from our Transformation Plan for additional details.	

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes		Cav.SIGNATURE and MOU

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	On or before June of 2015.	

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

Transformation Redesign Diagnostic

Introduction

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

PART A: REFORM TEAM PERSONNEL

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

Angela Tarry, Principal, angela.tarry@lansingschools.net

Sarah Clarke, Focus Teacher, sarah.clarke@lansingschools.net

Rob Ellis, 3rd Grade Teacher, rob.ellis@lansingschools.net

Ryan Ward, K Teacher, ryan.ward@lansingschools.net

Kathy Morgan, 1st Grade Teacher, kathryn.morgan@lansingschools.net

Teri Bernero, Administrator on Special Assignment, teri.bernero@lansingschools.net

Ben Botwinski, Transformation Coordinator, ben.botwinski@lansingschools.net

Mark Coscarella, Assistant Superintendent of Student Learning, mark.coscarella@lansingschools.net

Mara Lud, Director of Elementary School, mara.lud@lansingschools.net

Sean Williams, School Improvement Facilitator, Ingham ISD, swilliams2@inghamisd.org

Dorothy Blackwell, School Improvement Facilitator, Ingham ISD, dblackwell@inghamisd.org

Laura Colligan, School Improvement Facilitator, Ingham ISD, lcolligan@inghamisd.org

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.

A comprehensive review of wide-ranging data from previous years demonstrates that Cavanaugh Elementary needs to focus on the areas of improving climate and culture, increasing academic excellence (in ELA and math), and integrating Science, Technology, Engineering, Arts, and Mathematics (STEAM) initiatives. These big ideas were identified through a series of facilitated data-based dialogues with the principal, teacher-leaders, district representatives, and ISD partners. These dialogues occurred throughout September and October of 2014.

Cavanaugh Elementary serves PreK-3 students and in the 2013-2014 school year, was converted to a STEAM magnet school with federal magnet grant funds. According to the data obtain from the MiSchoolData website Cavanaugh students continue to struggle in foundational academic areas including mathematics, reading, and writing. Given this information Cavanaugh is seeking academic excellence through all three of the big ideas identified above.

Based on a review of attendance, behavior, and perception data the principal and teacher-leaders at Cavanaugh have identified improving climate and culture as their first big idea. There was a change this year in enrollment boundaries. Cavanaugh transitioned from a neighborhood school to a magnet school which redesigned the busing map. There was also a new vendor for busing that changed the transportation schedule. Understanding these challenges we are working with families to not only to get students to school but to make sure they feel welcome and a part of our school community. Recent data from Sept. and Oct. 2014 indicate increased enrollment of about fifty students new to Cavanaugh in grades first through third. There was also an overall increase in class sizes and discipline data is revealing a negative impact on student education needs. Math MEAP 2012-13 and 2013-14 scores have remained flat at 19% proficient and reading MEAP scores have fallen from 49% proficient to 37% proficient. Our data dialogues attribute loss of instructional time due to chronic student absenteeism and tardiness as a significant factor in the steady decline of MEAP math and reading scores. Based on this data, leaders and staff will develop an understanding of how best to create learning environments that are conducive to the success of all students including intensive training and support related to relationship building, student engagement, and social-emotional health and well-being. Emphasis will also be placed on job-embedded training and on-going support related to PBIS implementation (i.e., CHAMPS).

Based on a review of state summative, locally adopted, and building generated assessments the principal and teacher-leaders at Cavanaugh have identified improving literacy skills across all content areas as their second big idea. Reading MEAP scores have fallen from 49% proficient (in 2012) to 37% proficient (in 2013). Using the Golden Package to analyze data, reading trended down from last year across the grade levels in Word Study 68%, Narrative Text 47%, Information text 44%, Comprehension 47%. In the subgroup narrative strand boys outperformed the girls by 10%. In reading, emphasis will be placed on comprehension (including compare and contrast, sequencing, identifying main ideas, etc.). There will also be a focus on fluency, vocabulary, and phonemic awareness in the early grades. Cavanaugh will also continue to move toward a balance of fiction and non-fiction text. Efforts will be made to ensure low-student to teacher ratios through the reduced class sizes. As funding becomes available a Literacy teacher will be added to the Cavanaugh staff. Leaders and staff will align resources and training to design and deliver innovative learning experiences for all students. Particular emphasis will be placed on literacy as teachers work to incorporate research-based instructional techniques to support the learning of all students including how to effectively use project-based learning, a high degree of student voice and choice, and other strategies proven to enhance the learning of all students. In addition, teachers will learn how to collect and interpret data that they will use to inform and differentiate instruction in order to better meet student needs. Teachers will progress monitor student learning using AIMSweb, DRA, and ACUITY to provide tiered supports when needed to address skills and content that may be lagging in comparison to the goals and objectives outlined within the Common Core State

Standards and district developed pacing guides. Collectively, this work will allow students to remain on target with, and exceed, grade level expectations. Teacher will collaborate to improve the use of the district curriculum and resources to enhance daily lessons and student learning experiences.

Cavanaugh opened as a STEAM magnet school in the fall of 2014. Based on the fact that Cavanaugh was recently (2013-2014) awarded a USDOE Magnet Grant the principal and teacher-leaders have identified integrating STEAM initiatives as their third big idea. Specifically, Cavanaugh will focus on implementing STEAM initiatives in math foundation skills to increase fluency and computation to build the students capacity in problem-solving skills and thinking. It should be noted the math MEAP scores have leveled off at 19% proficient (2013) and according to the Golden Package the scores for 2013-2014 for 3rd grade math: Base ten system 77%, computation is 56%, geometric shapes 66%, and math connections 57%. Specifically in math emphasis will be placed on number sense; addition, subtraction, multiplication, and division fluency, and working with geometric shapes. AIMSweb data from the fall of 2014 also indicates a need for additional focus on numeracy. Students in this building will be exposed to, and immersed in, several aspects of STEAM integration including the use of nationally recognized STEAM curriculums from the Smithsonian Institute and Engineering by Design. This work is part of a larger district-wide effort to enhance opportunities for Lansing youth by providing a host of world-class educational learning opportunities. Intensive implementation and training for the work begin in the winter and spring of 2014.

State what data were used to identify these ideas

As noted above, a comprehensive review of wide-ranging data from previous years demonstrates that Cavanaugh needs to focus on the areas of improving climate and culture, increasing academic excellence (in ELA and math), and integrating STEAM initiatives. Big ideas were identified through a series of facilitated data-based dialogues with the principal, teacher-leaders, district representatives, and ISD partners. These dialogues occurred throughout September and October of 2014.

Based on a review of attendance, behavior, and perception data the principal and teacher-leaders at Cavanaugh have identified improving climate and culture as their first big idea. The math MEAP scores 2012-13 and 2013-14 have remained flat at 19% proficient and reading MEAP scores have fallen from 49% proficient to 37% proficient. In addition, our data dialogues also attribute loss of instructional time due to chronic student absenteeism and tardiness as a significant factor in the steady decline of MEAP math and reading scores. Recent data from Sept. and Oct. 2014 indicate increased enrollment of about fifty students new to Cavanaugh in grades first through third. There was an overall increase in class sizes and discipline data is revealing a negative impact on student education needs.

Based on a review of state summative, locally adopted, and building generated assessments the principal and teacher-leaders at Cavanaugh have identified improving literacy across all content areas as their second big idea. As previously noted, the math MEAP scores have leveled off at 19% proficient (2013) and reading MEAP scores have fallen from 49% proficient (in 2012) to 37% proficient (in 2013). Using the Golden Package to analyze data the reading trended down from last year ELA across the grade levels Word Study 68%, Narrative Text 47%, Information text 44%, Comprehension 47%. The boys outperformed the girls by 10% under the narrative strand. In reading emphasis will be placed on comprehension (including compare and contrast, sequencing, identifying main ideas, etc.). Cavanaugh will also continue to move toward a balance of fiction and non-fiction text. Efforts will be made to ensure low-student to teacher ratios using reduced class size grants.

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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.

Indicator 1A:

Cavanaugh elementary serves PreK-3 students and, in the 2013-2014 school year, was awarded a USDOE Magnet Grant to convert to a STEAM Magnet School. As such, significant staffing changes (including a change in building leadership) were made in order to ensure that the current staff was committed to STEAM integration.

Cavanaugh's new principal is Ms. Angela Tarry. Ms. Tarry has been with the Lansing School District for 15 years. She has been an administrator 7 of those 15 years (6 as an assistant principal). Prior to becoming a building principal, Ms. Tarry served the Lansing School District as a special education teacher and special education teacher consultant. Ms. Tarry was the site coordinator for the Comprehensive School Reform Grant for two years. She also assisted in writing and winning the 21st Century Community Learning Center Grant in conjunction with Highfields and served as the site coordinator for the 21st Century Community Grant at Gardner Leadership, Law, and Government Academy. Ms. Tarry has strong experience in school improvement and leading staff through large scale change (including being an assistant principal in a school named persistently low achieving in 2009).

Ms. Tarry was selected as Cavanaugh's principal through a robust interview process during the spring of 2014. Although her position officially started in July 2014, she was actively engaged in professional development and planning for the reopening of Cavanaugh Elementary STEAM Magnet School. Throughout this transition Ms. Tarry relied on her ability to identify and focus on early wins and big payoffs. For example, Ms. Tarry was asked to integrate staff members that were assigned to the building from across the district and she began by immediately identifying core practices related to climate and culture, and instruction, that she felt would provide a comprehensive shared, approach to the work in the building. She began implementing Positive Behavior Intervention Supports (PBIS) and Multi-Tiered System Support (MTSS) in the building immediately. In addition to her work with staff integration, Ms. Tarry also focused early on drawing community members into the building with programs like magnet nights, parent education about STEAM, and expanding volunteer programs. Ms. Tarry has also demonstrated her ability to break organizational norms by enacting new routines and procedures for reporting behavioral incidents, something that was not a typically part of building culture. She has also pushed for creative scheduling to maximize push-in intervention support. As an instructional leader, Ms. Tarry has demonstrated her ability to act quickly by implementing a STEAM Lab in her building which provides students with dedicated time (weekly) to focus on STEAM skills and curriculum based on the Engineering by Design Curriculum. She has also worked quickly to align STEAM concepts with the School Improvement Plan in order to ensure efficient resource use and allocation. Through the use of item analysis, classroom-level data digs, and instructional process data (i.e., iCollaborate, Snapshot) Ms. Tarry was able to focus staff attention and efforts on identifying sound instructional strategies, focusing on power standards, and identifying the need for improvements in climate and culture (big idea #1). Although just recently identified as a priority school, Ms. Tarry has already been able to galvanize her staff around many of the rapid transformation strategies (big ideas) outlined in this document. These strategies include: moving toward a more consistent, shared, approach to improving climate and culture; using data to differentiate instruction, focusing on best practices (i.e., project-based learning) related to STEAM integration, and building in additional opportunities for

staff collaboration through Professional Learning Communities (PLCs).

Indicator 1B:

At Cavanaugh there are a variety of opportunities for growth in leadership (both for the principal and for teachers). Teachers that demonstrate the desire to increase their leadership capacity are invited to participate in school improvement initiatives, district-level curriculum steering committees, and to serve as teacher-in-charge. Grade-level PLCs provide yet another opportunity for individual staff members to assume leadership roles and directly affect the curriculum and instruction at Cavanaugh. Cavanaugh also has an iCollaborate team, School Improvement team, and Child Study team to spearhead the implementation of initiatives within the building. All staff are encouraged (by the principal and district leaders) to continue developing their leadership skills and expertise through ISD-based opportunities.

In addition to the building level efforts to increase leadership capacity, Central Administration supports efforts for leadership growth through programs like iCollaborate (the collection and analysis of instructional process data which is led by a district consultant). Teachers are also given opportunities to become leaders on district-wide steering committees, Reform/Redesign Leadership Teams, Professional Council, as well as the district's Instructional Council. These groups are organized by central office administrators and principals and they are essential to coordinating district-wide efforts to student achievement. The Superintendent also engages all administrators in monthly district-wide professional development, using "Shaping School Culture: Pitfalls, Paradoxes, and Promises" by Deal and Peterson during the 2014-15 school year, to improve climate and culture (big idea #1).

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.

Indicator 2A:

All teachers in the Lansing School District meet the definition of highly qualified. For the 2014-15 academic year the evaluation criteria have been raised substantially. Teachers in the Lansing School District will continue to be evaluated using the Charlotte Danielson model of teacher effectiveness and 34% of their teacher evaluation will be based on student achievement (i.e., student growth) scores from summative (i.e., MEAP) and formative assessments. While the teacher evaluation tools and processes are contractually "prohibited subjects", the Superintendent and central office administrators have collaborated with the teacher's union and gathered their input on the evaluation instrument. The Lansing School District is committed to maintaining a rigorous evaluation tool and process and as such will remain in compliance with all legislatively mandated evaluation requirements including requirements related to student growth as a significant factor in evaluation. In the 2015-16 school year the teacher evaluation rubric will reflect at least 50% based on student growth as legislatively mandated.

Indicator 2B:

Principals will be evaluated using an instrument collaboratively agreed upon with the administrators union and will adhere to the same robust student achievement standards outlined in the teacher evaluation tool. During the 2014-2015 school year, administrators will be evaluated using the School Advance Rubric which does include a robust student growth component. 34% of principal evaluation will also be based on student growth for the 2014-2015 school year. Please refer to assurances for teacher and principal evaluation instruments. In the 2015-16

school year the administrator evaluation rubric will reflect at least 50% based on student growth as legislatively mandated.

For Cavanaugh, the Danielson model holds great promise as it requires teachers and administrators to:

- examine individual student data to assess the effectiveness of their instruction
- develop and use assessment tools (folders, documentation, etc.)
- collaborate with other teachers to refine practices
- establish clear student achievement goals and objectives

These practices are known to support increased student achievement, in that a focus on student outcomes is a more targeted approach. It aligns perfectly with the needs identified by analysis of student and school process data particularly with the need to strengthen core instructional delivery. The collaborative thrust directly addresses the splintered approach previously in use at the building wherein teachers were essentially on their own relative to all curriculum, instruction, and assessment challenges.

The student growth data collected includes both formative and summative assessments. Formative assessments include (but are not limited to): Basal pretests, DRA2(as a reading level check and universal screener), and teacher-made assessments. Summative assessments include (but are not limited to): Acuity, Basal post-tests, MEAP, DRA2, end-of-year, and teacher-made assessments.

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

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

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

Indicator 3A:

School leaders, teachers, and staff will be rewarded for increased student growth and implementing the instructional improvements with fidelity through the Board of Education and district recognition processes (i.e., district newsletter, etc.) Teachers are also able to receive the Elsie Maile Award (\$10,000) for effective teaching and leadership. The Elsie A. Maile Award is given annually to honor a teacher who has achieved the highest standards of excellence in his/her profession. This award is created out of a conviction that quality public education is essential to our community and that encouraging excellence in education is the shared responsibility of teachers, administrators, parents, students and community members. Charlotte Danielson's Framework for Teaching serves as the cornerstone of the Elsie A. Maile Award nominating and scoring process. Award criteria includes (but is not limited to):

- Teacher's translation of instructional goals into meaningful learning experiences (i.e., adapting standards and benchmarks to their teaching, organizing and sequencing activities to engage students in learning and reflecting)
- Adjustment of instructional goals to accommodate the diversity represented by their students (i.e., knowledge of resources, varied approaches to learning, student interests and abilities)
- Use of assessment to inform the instructional process and plans for next steps (i.e., student feedback, reflecting on learning)
- The use of questioning and discussion techniques (i.e., elicits student reflection, framing questions of high cognitive challenge, use of questions to extend learning)
- Provision of high quality feedback

In addition, the district offers the (annual) Hinman Award which provides teachers with funds to complete their graduate school work. Both awards are based on teachers ability to demonstrate excellence in the classroom through increasing student achievement.

Cavanaugh staff members are recognized for their work increasing student achievement through principal-based recognition systems including regular shout outs, teacher appreciation, and monthly snacks. Teachers report that Ms. Tarry's ability to "take care of the little things" (e.g., secure a laminating machine, etc.) also signal her appreciation. Teacher recognition celebrations occurs at least quarterly throughout the year. Teachers who demonstrate excellence in the classroom (through increases in student achievement and implementation of instructional program) are invited by the building principal, to participate in school improvement initiatives, district-level curriculum steering committees, and to serve as teacher-in-charge. All staff members are provided the opportunity to serve as leaders on the school improvement team. Grade-level teams or PLCs provide yet another opportunity for individuals to directly affect the curriculum and instruction at Cavanaugh.

As noted above, the Lansing School District, in collaboration with the building leadership team could reward staff based on the following criterion: commitment to school vision, mission, and goals; previous teacher evaluation ratings (including previous successes in improving student achievement and learning gaps); relevant/specialized training; and demonstrated ability to work effectively in the classroom ... all of which speak to student needs.

One of the most important rewards will be the opportunity for teachers to continue to design and build the STEAM magnet program. Teacher will receive additional training opportunities and time to collaborate (we have increased to 90-minutes a week). We are also exploring our options related to "moving the needle" rewards such as classroom-based achievement incentives (i.e., technology, leveled readers, classroom materials, etc.).

These "moving the needle" incentives for teachers (i.e., annual membership to the local YMCA to promote health and well-being, technology, professional memberships - MRA, MACUL, etc., professional development opportunities such as conferences, and monetary incentives).

The criteria that could be used to determine the distribution of these rewards include:

- significant improvement (e.g., 25% increase in M-Step in achievement or two grade-level increase - DRA) in academic achievement on standardized assessments and screeners (e.g., M-Step, DRA, AIMSweb, ACUITY, quarterly local assessments etc.),
- teacher attendance and at PD and teacher collaboration sessions (by quarter).

Indicator 3B:

Removal of teachers who have not increased student achievement is based on the teacher evaluation tool and is a yearly process that has already been established by state legislation for priority schools. Removal of school leaders who have not improved practice or student achievement is subject to MCL1229 timelines and criteria. Notification for consideration of non-renewal of administrators must be done by the Board of Education 90 days prior to the termination of their contracts; final non-renewal consideration must be done 60 days prior to the termination of their contracts. Non-renewal decisions cannot be based on "capricious or arbitrary" reasons. Decisions about recognition and removal will only made after there is sufficient data (achievement and other) to make informed, non-arbitrary, assessments of school and district personnel. Teachers who are deemed ineffective are subject to the legal/contractual processes which direct the replacement procedures. However, prior to removal, teachers (and administrators) will be provided with multiple opportunities for learning and growth through individual improvement plans (part of the formal evaluation process), involvement in PLCs, and collegial support aimed at implementing positive instructional changes, ISD support through content coaching, mandatory PD, assign a master teacher mentor, utilize peer observation. The Superintendent retains "right of assignment".

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.

Indicator 4A:

During the 2012-2013 the Lansing School District launched a district-wide professional development initiative in the PK - 3rd grade and 4th - 6th grade schools. The district expanded those efforts into 7-12 schools during the 2013-2014 academic year. Two instructional process instruments are used, Snapshot and CLASS. The Snapshot (used at Cavanaugh) is a time interval instrument that codifies the students' classroom experience; percentage of time the student is in a particular activity setting, percentage of time in a particular content area; percentage of time a student is subjected to a particular teaching approach; percentage of time a student is not engaged in any kind of instruction.

The data from this instrument serve as the grist for collaborative inquiry (part of the professional learning taking place in the district) about how to improve instructional practices, increase learning time, and provide a seamless transition from one grade to the next. With this project, each school is responsible for identifying those areas of growth that are specific to their needs as demonstrated by their Snapshot and/or CLASS data. The district is providing an overall structure through these tools and will guide their work in a coherent and congruent way so that when students move from school to school, they are working in a similar district-wide environment.

Cavanaugh staff will address the big ideas of improving climate and culture, improving literacy across all content areas and integrating STEAM initiatives in a multiyear professional development plan (uploaded separately). The plan (which is aligned to our instructional program outlined in requirement #6) addresses issues that have surfaced based on a comprehensive review of the last few years of Golden Package, MEAP, AIMSweb, DRA, and SNAPSHOT data. Once opportunities for growth were identified in the areas of instruction and student learning, the leadership team developed causal theories and eventually the big ideas outlined in this plan.

The enormous challenges and the needs of our students have led the staff at Cavanaugh Elementary to pursue significant changes to the way we approach the education of our students and require comprehensive and systemic approach to enacting these changes in an orderly and meaningful way. With our focus on improving climate and culture, increasing academic excellence, and STEAM integration we will utilize three hour per month of focused collaboration (via PLCs) and early release once a week (60 to 90 minutes weekly). This time will be used to expand on high quality instructional strategies and teacher collaboration to develop the skills among all staff in meeting the needs of a unique student population.

During this time the staff at Cavanaugh, will utilize a closely monitored and facilitated PLC program focusing on developing skills and knowledge that will support the implementation of our three big ideas:

1. Improving climate and culture: Building positive behavior and academic expectations with a focus on strategies and structures that promote increased student engagement. Staff will develop an understanding of how best to create learning environments that are conducive to the success of all students including intensive training and support related to relationship building, student engagement, and social-emotional health and well-being. Emphasis will also be placed on common expectations for use, job-embedded training, and on-going support related

to PBIS implementation (i.e., CHAMPS).

- Training and support for galvanizing staff around the new mission, vision, and goals
- Training and support in the implementation of a building-wide PBIS matrix

2. Integrating Literacy across all content areas: Aligning resources and training to design and deliver innovative learning experiences for all students. Particular emphasis will be placed on numeracy and literacy as teachers work to incorporate research-based instructional techniques to support the learning of all students including how to effectively use project-based learning. Teachers will learn how to collect and interpret data that they will use to inform and differentiate instruction in order to better meet student needs. Teachers will progress monitor student learning using AIMSweb, DRA, and Acuity to provide tiered supports when needed to address skills and content that may be lagging in comparison of the goals and objectives outlined within the Common Core State Standards and district developed pacing guides. Collectively, this work will allow students to remain on target with, and exceed, grade level expectations. Teacher will collaborate to improve the use of the district curriculum, provide each other with feedback, and offer suggestions about resources to enhance daily lessons and student learning experiences.

- Training and support in project-based learning and cross curriculum integration
- Training and support in the use of data to differentiate instruction and provide tiered interventions.

3. Integrating STEAM concepts: Students will be exposed to, and immersed in, several projects which require them to integrate information across disciplines and produce robust artifacts of learning that are shared with authentic audiences. Cavanaugh will utilize strong partnerships (with Smithsonian Institute, Buck Institute, and Engineering by Design, Impression 5) to expand the experiences of students to include opportunities to produce exceptional learning artifacts. Teachers will engage in the development of skills and strategies to enhance these experiences for students, as well as have time to collaborate and coordinate the associated learning experiences and activities.

- Training and support in project-based learning

Please see PD calendar for additional details about the on-going, job-embedded professional development that we have planned.

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

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

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

Indicator 5A:

Building principals and school improvement teams are provided operational flexibility in regards to the use of building (and some district) set-aside funds. These funds can be used (if student need and data suggest appropriate) to provide additional support to buildings by recruiting individuals to serve as student assistant providers, behavior intervention monitors, content coaches in core academic areas, etc. In addition, funds such as 31a (at-risk) can be used to provide additional support to students based on their learning needs in core content areas. For example, at Cavanaugh we have a math specialist. This position was identified based on math achievement scores (from MEAP and AIMSweb). This specialist works with teachers and students in areas related to the "big ideas" (i.e., addition and subtraction fluency, geometric shapes, and numeral reasoning).

Specifically, at Cavanaugh the 2013-2014 z-scores were as follows ... Reading = -1.23, Math = -1.62, and Writing = -1.51. An example of a position created at Cavanaugh based on data-driven student needs would be the math specialist. As noted above, this specialist works with

students who have been identified as Tier II or Tier III. Support is provided to students in both push-in and pull-out formats depending on student need. Cavanaugh's principal plays an active role in recruiting personnel to meet the unique needs of students in the building. This happens through a paper screening of potential candidates for positions in the building and sitting on the interview committee. In addition, the principal at Cavanaugh has "right of assignment" within the building, therefore she has the ability to assign personnel within her building to meet the unique needs of the students.

As noted elsewhere in the plan, Cavanaugh was awarded a USDOE Magnet Grant and did undergo substantial staffing changes during the 2013-2014 school year. The Lansing School District, in collaboration with the building leadership, screened staff for placement in the building in the fall of 2014 based on the following criterion: commitment to school vision, mission, and goals; previous teacher evaluation ratings; relevant/specialized training; and demonstrated ability to work effectively in the classroom with all students based on their unique learning needs. Below is a thumbnail representation of the staffing process.

Step #1: The first step was to determine clear expectations for the teaching and learning environment in the building. These expectations which included mandates related to pedagogical approaches, commitment to teacher collaboration, commitment to communication with students and parents, and details related to the structure of the school day and year, etc. were drawn-up into a "teacher compact".

Step #2: Once the specifications were outlined in the compact, existing staff had the opportunity to sign the compact thus demonstrating their commitment and desire to remain in the building.

Step #3: For those that decide they would like to remain in the building, a robust screening process was developed which included an interview and a review of personal files and records. The screening committee consisted of building and district-level representatives.

Step #4: Vacant and new positions were filled using a similar screening process of external candidates.

Step #5: Displaced staff members were able to apply for open positions throughout the district.

The timing of this process was important as it helped ensure opportunities for the staff to complete relevant and specialized training over the summer of 2014.

Indicator 5B:

The district will focus its recruitment and retention efforts on providing opportunities for career growth (an incentive) through identifying teacher mentors, chairpersons of district-wide committees, internships as school leaders, teacher-in-charge, etc. Criteria for these opportunities would be based on, but not limited to, the teacher or school leader with few absences, those with demonstrated ability to increase student achievement, participation in ongoing school or district improvement initiatives, and participation in extended learning and enrichment opportunities, etc. The principal at Cavanaugh will continue to work (along with the district Human Resources Department) towards recruiting and retaining staff with specialized training in order to meet specific data-identified student needs.

For teachers at Cavanaugh, there are a number of opportunities for career growth (a significant factor in retention). Teachers who demonstrate competence and excellence are invited to participate in curriculum steering committees at the district level, to join Cavanaugh's leadership teams and to serve as teacher-in-charge. The previously-mentioned (above and in Question 3) opportunities for recognition undergird the opportunities for promotion and career growth at Cavanaugh. For example, one common path to the principalship in the Lansing School District is for a teacher to serve on a curriculum steering committee, then to be recognized and serve as one of six teachers on the Instructional Council (comprised of six teachers, six administrators, six parents, and six students). Individuals who have been successful in formulating district-wide curriculum, instruction, and assessment efforts in this way are much stronger principal candidates in

the eyes of selection committees.

As noted above, the Lansing School District, in collaboration with the building leadership team will retain staff based on the following criterion: commitment to school vision, mission, and goals; previous teacher evaluation ratings (including previous successes in improving student achievement and learning gaps); relevant/specialized training; and demonstrated ability to work effectively in the classroom with all students ... all of which speak to student needs. However, because Cavanaugh has recently undergone a significant transformation (to a magnet school), one of the most important retention incentives will be the opportunity for teachers to design and build this program from the ground up. In addition, district and building leadership team members are exploring retention incentives such as increased opportunities to collaborate, access to high-quality classroom technology, and annual membership to the local YMCA.

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

Indicator 6A:

Based on data from previous years, it is clear that the areas of literacy and numeracy (i.e., academic excellence) need to be essential components of the transformation plan and were essential in determining our priority status. 2013-14 MEAP data for Cavanaugh indicates that students were 19% proficient in math and 37% proficient in reading. Z-scores in both areas are also negative (-1.23 in math and -1.62 in reading) which represents negative movement. The causes of low student performance can be attributed to the lack of core math instructional materials that are aligned to Common Core, lack of consistent use of, and training around, core curriculum, and students not receiving sufficient, targeted or differentiated instruction based on their specific needs. We especially note this trend in males (i.e., sub-group data). While other factors may play a part in the achievement data, such as mobility, attendance, and behavior, our focus will be to screen, identify and intervene quickly with low-performing students using a multi-tiered system of support (MTSS). Using the Golden Package to analyze data the reading trended down from last year ELA across the grade levels Word Study 68%, Narrative Text 47%, Information text 44%, Comprehension 47%. It is also worth noting that math scores include: Base ten system 77%, computation is 56%, geometric shapes 66%, & math connections 57%.

Another data source that is used to provide information on classroom instruction is "Snapshot," a time interval instrument that codifies the students' classroom experience; percentage of time the student is in a particular activity setting, percentage of time in a particular content area; percentage of time a student is subjected to a particular teaching approach; percentage of time a student is not engaged in any kind of instruction. This data has been used to examine and modify student engagement and time involved in higher-yield learning experiences specific to our unique student population. Implementation of improvement efforts based on Snapshot data aid classroom teachers in increasing student learning time and using high-impact strategies.

In order to address concerns that arise from this data, Cavanaugh will implement a robust, data-driven, multi-tiered system of support (MTSS) that will begin being rolled out this year and will evolve (to include additional content areas, more nuanced changes in instruction, and more robust/systemic data collection) over the three years that Cavanaugh will remain in a priority school cohort. Utilizing current professional learning structures (i.e., PLCs, ILCs, etc.) and instructional programs, we will regularly connect current student data to overall school-wide performance indicators.

Specifically, to address our "big ideas" of improving literacy skills across all content areas and implementing STEAM initiatives in math

foundation skills to increase fluency and computation, Cavanaugh will begin intensive implementation of interventions such as RocketMath, KPALS, and iRead in December of 2014. Over the course of the following year (based on data and student need) efforts will be expanded to include additional literacy and math interventions. As noted above, the sequencing and pacing of intervention expansion will be driven by data and student needs. The Cavanaugh leadership team and staff will use data (i.e., Acuity, MEAP, DRA2, and AIMSweb) disaggregated by gender, English language proficiency, students with disabilities, and ethnicity to inform and differentiate instruction. We believe that using these in concert with STEAM integration will result in more focused, tailored, individualized supports, and will inform classroom instruction for teachers that result in increased student achievement.

Indicator 6B:

Based on a review of state summative, locally adopted, and building generated assessments the principal and teacher-leaders at Cavanaugh have identified improving literacy across all content areas and STEAM integrations as their second and third big ideas. As previously noted, the math MEAP scores have leveled off at 19% proficient (2013) and reading MEAP scores have fallen from 49% proficient (in 2012) to 37% proficient (in 2013) as a result we identified improving literacy across all content areas (big idea 2) and STEAM integrations (big idea 3). Specifically in math emphasis will be placed on number sense, addition, subtraction, multiplication, and division fluency, and working with geometric shapes. AIMSweb data from the fall of 2014 also indicates a need for additional focus on numeracy. Using the Golden Package to analyze data the reading scores decreased from last year ELA across the grade levels Word Study 68%, Narrative Text 47%, Information text 44%, Comprehension 47%. The boys outperformed the girls by 10% in the narrative strand. In reading emphasis will be placed on comprehension (including compare and contrast, sequencing, identifying main ideas, etc.). Cavanaugh will also continue to move toward a balance of fiction and non-fiction text. Efforts will be made to ensure low-student to teacher ratios with a reduced class size grant.

Leaders and staff will align resources and training (see PD calendar for training timeline) to design and deliver innovative learning experiences for all students. Particular emphasis will be placed on literacy as teachers work to incorporate research-based instructional techniques to support the learning of all students including how to effectively use project-based learning, a high degree of student voice and choice, and other strategies proven to enhance the learning of all students. In addition, teachers will learn how to collect and interpret data that they will use to inform and differentiate instruction in order to better meet student needs. Teachers will progress monitor student learning using AIMSweb, DRA, and ACUITY to provide tiered supports when needed to address skills and content that may be lagging in comparison to the goals and objectives outlined within the Common Core State Standards (college and career ready standards) and district developed pacing guides. Collectively, this work will allow students to remain on target with, and exceed, grade level expectations.

Teachers will collaborate to monitor adult implementation, improve the use of the district curriculum and suggest resources to enhance daily lessons and student learning experiences, which will enhance climate and culture (big idea 1). During monthly PLCs and teacher collaboration time, we will collect evidence such as sign-in sheets, agendas, and notes to support on-going implementation of MTSS, use of intervention programs, data analysis, reviewing student work samples, and planning grade-level activities.

Using school-wide screening data (AIMSweb, DRA, and ACUITY), the Cavanaugh Leadership Team will identify strengths and weaknesses in core instruction in order to develop targeted Tier 1 interventions that will be employed by all teachers. This data will also be used to identify students who need additional supports in Tier 2 instruction, including ability grouping and further diagnostic testing. Finally, students in need of Tier 3 interventions will be monitored monthly in order to measure progress and provide intensive supports.

Based on data and student need the following practices will be implemented beginning in December 2014 and will continue for the next three years with modifications as identified by student need.

- All students will receive Tier 1 core instruction from the classroom teacher. Classroom teacher will provided Tier 2 interventions in the classroom or Technology Lab using a leveled approach to instruction. Literacy - Treasures, Daily 5, Guided Reading, Study Island, iRead,

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Raz Kidz, Reading A-Z, Reading Eggs, Project Based Learning. Math - Harcourt, Guided Math, Math Centers, Math Word Walls, IXL, Reflex, Study Island, Rocket Math, Project Based Learning. Instructional Assistants and Intervention teachers will assist classroom teacher using a push in model of support.

- Teachers will identify those students needing Tier 3 supports using DRA, Aims Web, Acuity and Classroom data. Literacy - iRead, Fountas and Pinnel Math - Rocket Math. Social/Emotional Support. Instructional Assistants, Intervention Teachers, Student Assistant Provider, School Social Worker and Administration will pull out identified students 1-5 times a week to provide intensive interventions based on student need.

Intense focus will be put on Third grade and Second grade students in 2014-15. Depending on funding available increased supports will be put in place to support all grade levels K-3. Students should never be pulled out during Tier 1 or Tier 2 Literacy or Math Instruction.

Tier 1 practices (things that all teachers are expected to be using regularly):

- Direct instruction
- Guided math and reading
- Project-based learning
- Daily Five
- Common building-wide literacy and numeracy block
- Monthly progress monitoring with principal/teacher conferencing

Tier 2 practices:

- Push-in support from literacy and numeracy specialists
- Web-based supplemental instructional programs (i.e., iRead, Reading Eggs, Reading A to Z, Raz Kids, etc.)
- Guided reading groups (leveled)
- Targeted tutoring in the spring of 2015 after school for math and literacy support
- Instructional assistants providing push-in support for small groups and/or 1-on-1 based on student need

Tier 3 practices:

- Targeted pull-out support from resource room teachers for small group or 1-on-1 based on student need
- Web-based supplemental instructional programs (i.e., Study Island, Math Buddies, etc.)

The timeline for implementation of the instructional program described above will begin in December of 2014. Component pieces and training will occur in an on-going manner through the next several years (see PD for timeline through the end of the 2015-2016 school year). Implementation pacing will be based on outcome, process, and perception data. Student need will also play a role in determining the implementation roll out. Obviously the building principal will play a critical role in leading the implementation of the instructional program, but this work will be supported by district administrators (i.e., Associate Superintendent for Student Learning, Director of Elementary Schools, District Transformation Coordinator, etc) and ISD-based support.

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

Indicator 7A:

At Cavanaugh, ongoing student data analysis to measure the impact of interventions will occur at monthly grade-level planning meetings/PLCs and weekly collaboration time. Staff will use progress monitoring through AIMSweb and iRead to review and refine existing student data in order to examine individual student progress and overall grade-level success. Staff will determine whether instructional interventions are being successful. This data will be used as a basis for guiding differentiated instruction and will be discussed, at least monthly, at building-level staff meetings. We will also study and discuss the quality of our data and the accuracy of the assessments.

Data that will be used to measure impact and outcomes includes both formative and summative assessments.

- Formative include (but are not limited to): Basal pretests, DRA2(as a reading level check and Universal screener), teacher-made assessments

- Summative include (but are not limited to): Basal posttests, MEAP, DRA2, end-of-year, teacher-made assessments

Assessments and data currently in use ...

Reading assessments:

- Kindergarten - Acuity, DRA2, WIDA Screening & Basal

- First grade - Acuity, DRA2 & Basal

- Second grade - Acuity, DRA2 & Basal

- Third grade - Acuity, DRA2, WIDA, MEAP, & Basal

- Perception Data from teachers, parents, students

Math assessments:

- K - Acuity, Harcourt Basal, AIMSweb

- First grade - Acuity, Harcourt Basal, AIMSweb, end of year district assessment

- Second grade - Acuity, Harcourt Basal, AIMSweb, end of year district assessment

- Third grade - Acuity, Harcourt Basal, AIMSweb, end of year district assessment & MEAP

- Perception Data from teachers, parents, students

Tier 2 and Tier 3 students will be identified using the assessments noted above. Interventions are to be developed in concert with the data collected from the above assessments. In addition we will implement a universal screener to help identify student needs in math and reading. Identified students will receive interventions such as RocketMath, KPALS, iREAD, etc. Outcomes for these interventions include moving students in Tiers 2 and 3 towards Tier 1. Increasing proficiency rates to meet Annual Performance Targets on summative assessments such as M-Step.

Cavanaugh is using Acuity, DRA2 and AIMSweb (given multiple times throughout the year) as progress measures. Documentation of student progress will be created at grade-level meetings to monitor individual student achievement, achievement gaps, intervention effectiveness, and to establish grade-level alignment. Data will also be collected and analyzed (in a regular and ongoing manner) through instructional learning cycles that will be "piloted" in the building starting in December of 2014 and will be fully implemented (i.e., completed four times a year) in the fall of 2015.

The district is committed to creating relevant curricular Pacing Guides based on Core Standards and rolled out draft guides in the fall of 2014. This work will continue throughout the 2014-2015 school year as the district moves into phase II of the curriculum development process in

math and ELA (i.e., development of common supporting documents including quarterly assessments). Given the mobility rate of the district (40+%), it is imperative that all content is paced evenly across buildings. With the development of the GLCE's and HSCE's, the district abandoned the Pacing Guides. Now with Core Standards, there is an expressed need to return to some sort of sequence on content delivery so that the entire district is congruent and coherent. Different from previous iterations of Pacing Guides, the district will go beyond the "what" and begin outlining the "how."

The iCollaborate data (Snapshot) will give teachers and administrators a keen sense of ways to improve the "how" and increase meaningful instructional time. The district recognizes that one-time state assessment data does not provide enough meaningful information to identify and implement a valid and relevant instructional program. Our district has therefore, developed a school dashboard which displays a variety of data including, but not limited to, MEAP and MME, suspension, absenteeism, teacher/student ratio, parent participation in parent-teacher conferences, enrollment, etc. Cavanaugh uses the dashboard data to identify student needs and inform instruction to better meet the needs of their students.

Staff will disaggregate multiple data sources through a STEAM collaboration period during each quarter. They will look at MISchoolData site, Golden Package, Acuity, AIMSweb MATH, SNAPSHOT, Running Records, DRA, and building level assessments. This will include participation at the Ingham Intermediate School District Data Day to review systems level data, small group, to individual student data. Collaboration time will be utilized to create common assessments to be administered in math and ELA. The staff will continue the administration of the AIMSweb screener in math. The data collected will be reviewed and used to implement intervention groups for students during a collaboration period.

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.

Indicator 8A:

Cavanaugh teachers will increase student learning time in multiple ways. First through recapturing existing instructional minutes via the capture and analysis of Snapshot data. Specifically, we will use Snapshot data to identify how instructional time is currently being used. We will increase instructional time by increasing multiple modalities of instruction to allow for deep engagement in learning activities; minimize lesson transitions, use data-driven instruction, and implementing research-based MTSS interventions. A typical instructional day consisting of 5 hours 30 minutes will be observed using the Snapshot lens for a variety of instructional practices, one of which is transition time. So actual instructional time, while appearing to fill the entire 5:30, given the Snapshot observations, may only account for 5 hours 12 minutes or less. Elimination, or at least reduction, of time spent in transitions can then be used for instruction. In this way, we anticipate recapturing approximately 10 minutes of instruction per day. This will result in increased time on (learning) task, something we identified through our data dialogues as potentially helping increase student achievement.

We will recapture an additional 15 minutes of day for instruction Tuesday - Thursday of each week. This will be done by reducing teacher's by 25 minutes at the beginning and end of each day to 10 minutes at the beginning and end of each day. On Monday students will be dismissed from classroom teachers at 2:20 pm. Students will be provided with the opportunity to stay at school on Mondays from 2:20 - 3:30 with Fire Up! This after school program works with students on promoting positive behaviors. Fire Up is committed to helping Cavanaugh improve the climate and the culture of our school. Y-Care is also available after school for those parents with child care needs. In addition, Cavanaugh has an extensive connection with Michigan State University. MSU provides us with many of their students for tutoring support through America Reads, Service Learning and College of Education. We will work with the MSU to provide these supports after school, especially on Mondays to provide another educational opportunity for students.

On Mondays teachers will work in PLCs to analyze and use data to inform and guide instruction in Literacy and STEAM integration. Monthly in school collaboration time will also be provided.

A rationale to support this increase is that research shows that the increased learning time that is purposefully focused on essential skills has resulted in significant increases in student achievement (Mass 2020, National Center for Time and Learning).

Indication 8B:

Enrichment opportunities will be addressed via emphasis on enrichment activities in all core areas. For example, twice a week for a period of six weeks, teachers will specifically incorporate enrichment activities in two core areas, for at least ten minutes per activity. The next six weeks they will do so in two other core areas, etc. Enrichment will provide students at Cavanaugh with an opportunity to transfer learning in an interdisciplinary fashion. Monitoring this implementation will be accomplished through PLC discussion and reporting out structures. Increased enrichment is required for all students. The Cavanaugh school improvement team will continue to explore additional opportunities to provide enrichment through after school and summer school opportunities. The district will use the 20% set-aside for this effort.

A rationale to support this increase is that research shows that the increased learning time that is purposefully focused on essential skills has resulted in significant increases in student achievement (Mass 2020, National Center for Time and Learning).

Indicator 8C:

We will recapture an additional 15 minutes of day for instruction Tuesday - Thursday of each week. This will be done by reducing teacher's by 25 minutes at the beginning and end of each day to 10 minutes at the beginning and end of each day. On Monday students will be dismissed from classroom teachers at 2:20 pm. Students will be provided with the opportunity to stay at school on Mondays from 2:20 - 3:30 with Fire Up! This after school program works with students on promoting positive behaviors. Fire Up is committed to helping Cavanaugh improve the climate and the culture of our school. Y-Care is also available after school for those parents with child care needs. In addition, Cavanaugh has an extensive connection with Michigan State University. MSU provides us with many of their students for tutoring support through America Reads, Service Learning and College of Education. We will work with the MSU to provide these supports after school, especially on Mondays to provide another educational opportunity for students.

On Mondays teachers will work in PLCs (60 to 90 minutes) to analyze and use data to inform and guide instruction in Literacy and STEAM integration. Monthly in school collaboration time will also be provided. Increased teacher collaboration time will be provided by way of teacher professional learning communities (PLCs - see answer to number 6 above - three hours of grade level PLC collaboration time every month, for an additional 20 hours per school year to examine data and implement the big ideas outlined in this plan. This data analysis will be connected most strongly with but not limited to universal screeners AIMSweb. Through professional learning opportunities, the staff will gain a strong set of research-based interventions, and will ensure fidelity of implementation across classrooms through such practices as instructional learning walks, observation checklists, PLCs, looking at student work, and lesson plan review.

A rationale to support this increase is that research shows that the increased learning time that is purposefully focused on essential skills has resulted in significant increases in student achievement (Mass 2020, National Center for Time and Learning).

Please see uploaded daily schedule for additional details related to the early release and PLCs.

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.

Indicator 9A & 9B:

Schools in the district implement a wide variety of family and community engagement activities. Minimal evidence of this kind of outreach would be: monthly newsletters, Parent-Teacher Conference attendance; monthly PTO meetings; updated web pages; family nights; involvement of volunteer organizations; community mentoring programs, to name a few.

The Cavanaugh plan for parental involvement includes three emphases:

- Support for ongoing, existing parental involvement activities;
- Increasing structures and support for the PTO; and
- Reframing our parental engagement efforts to align with the big ideas outlined in this plan.

Research indicates there are some key areas to support increased parent/community involvement and identifies the following components of family participation: Random, Compliance-driven, and Student-Centered family engagement. Cavanaugh will focus on student-centered family engagement. This type of involvement is strategic, research-based, and data-driven, demonstrating a deep understanding of the community the school serves.

Parents are strongly encouraged to actively participate in their child's education. Cavanaugh uses a Parent/Teacher/Student Compact that all responsible parties must read and sign at the start of every academic year. This Compact describes in detail the importance of parent involvement at home and school. The Compact will be reviewed at Parent-Teacher conferences in order to cement the partnership between home and school. Preschool and Kindergarten teachers are required to make face to face contact with all parents of incoming students. This face to face meeting can be a home visit to the child's home or a scheduled conference time at school. This contact aids in forming a school/family partnership in the education of all students. Parents and the outside community are invited to work closely with the school in helping the school reform efforts. As a staff, we have chosen to focus on the following categories of parent and family involvement:

- Caring Relationships: The quality of relationships at the school is among the strongest known predictors of both student academic achievement and teachers; career satisfaction (Hattie, 2009; Grayson & Alvarez, 2008).
- Opportunities for Meaningful Participation: Meaningful participation at school helps cultivate students' autonomy; decision-making and leadership skills; and personal talents and strengths. In fact, teachers in high-performing schools tend to report that influence over decisions is shared among all groups, including students (Leithwood & Mascall, 2008).
- Perceptions of Safety: Schools are perceived as safe when they are free from harassment, bullying, violence, and substance use and are rich in positive supportive relationships and interesting and rigorous opportunities for learning (Hong & Eamon, 2011).
- School Connectedness: Despite challenges in their families and neighborhoods, connected youth look forward to seeing their friends and teachers at school because they feel valued, respected, and supported by them (Goodenow, 1993).
- Current Family/Community Involvement Initiatives: New Covenant Church/Fire Up! mentoring program, monthly PTO meetings, Fall and Spring Parent/Teacher Conferences, MSU Service Learning students, foster grandparent program through Retired Senior Volunteer Program, YMCA before and after school programs, parent volunteers in the building, classroom and field trips.

We will collect evidence that we are ensuring and building family and community engagement by collecting lists of parent volunteers and their roles, by creating flyers for specific events (including photos), collecting commitment letters from businesses and university partners, and begin a community bulletin board. We currently have an active PTO.

The STEAM integration nights will integrate ELA and math goal areas. This is a time to showcase Project Based Learning (PBL) work to parents and the community. The STEAM focus teacher will develop an activity based challenge competition for students and families to foster school and home connections. We will implement a student and family recognition event three to four times a year during the school day as an all school assembly. The areas of recognition will be in attendance, citizenship, and academics. A volunteer and partnership event used to celebrate the support we receive in resources and help throughout the school year, at the end of the year. A parent/teacher organization will meet monthly to assist the school leadership team with STEAM integration in the classrooms. We will invite community partners to promote parent engagement to increase student achievement. The parents who are involved in the PTO will have direct input into policies and practices within the school setting (including those outlined in the big ideas of this plan). We will continue to implement a yearly Hawk Island family fun day at the end of the year celebration. Parents sign a magnet compact committing to STEAM integration

efforts.

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.

Indicator 10A:

All of the district's schools have flexibility in the use of their budgets as long as those uses are within the legal parameters of allowable expenditures. Specifically, schools are given discretion over their general and categorical spending (including Title 1). This allows schools to put in place student and staff supports aligned to their improvement plans (as well as the big ideas described in this plan). In addition, principals are provided with operational flexibility in regards to the structure of the academic program and right of assignment within the building. Staff placement and assignment is still regulated by collective bargaining; however, building leaders are invited to sit on interviewing committees and do have discretion over instructional positions (such as Title 1 Literacy Teacher). In addition, building leaders have discretion over support personnel such as content coaches (an option provided through the ISD). Principals also have right of assignment within their buildings as long as teachers are being placed in classrooms in which they are highly-qualified.

The district and buildings share the responsibility for deciding upon professional learning topics. The district requires five days (or half days) of professional learning. That time is dedicated to implementing the district's iCollaborate initiative. However, our district also recognizes the importance of providing buildings with discretion (or operational flexibility) over their PD. As such, buildings are given time to provide support to their staff's around the instructional program and big ideas outlined in their transformation plans. In addition, buildings are provided time (i.e., staff, department, grade-level, or PLC meetings) to implement their plans initiatives.

Cavanaugh has flexibility in the development and implementation of our school operations given the above. How we spend our Title 1 allocation, our structures for supporting teaching and learning, our responses to assessment data all rely on the school improvement team and staff agreement. Professional development, teacher collaboration, and staff meetings do, in fact, allow for examination of methods to increase student achievement. For example, Cavanaugh does have flexibility to use the Snapshot data and change teacher scheduling to increase learning time and enrichment for all students.

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

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

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

Indicator 11A:

Redesign Plan

Cavanaugh School

For the elementary schools that have been identified as a Priority School, the district will support it through the iCollobrate (Snapshot) initiative already described herein. Ongoing technical assistance and related support will also be provided through a variety of external partners including Ingham Intermediate School District. Ingham ISD staff will provide support and assistance for the Transformation Plan, as outlined below:

- Assistance in planning, implementing and evaluating ongoing, high quality, job-embedded Professional Development:
- Professional development needed for Professional Learning Communities
- Multi-tier systems of support
- On-going universal screening
- On-going progress monitoring
- Data driven decision-making through the use of a problem solving process
- Collection, analysis and use of appropriate data
- Core curriculum and delivery modifications based on data
- Curriculum realignment to the Common Core State Standards
- Comprehensive Instructional Reform Strategies include:
 - Ongoing support (financial, resources, data collection, analysis and use, and related training) through MTSS and PBIS initiatives
 - Data-driven Decision Making Through the Use of a Problem Solving Process
 - Ingham ISD staff will support building staff in analyzing screening assessment data for students
 - Ingham ISD staff will provide training and support in the implementation and use of screeners and data analysis.
 - Ingham ISD staff will also provide training and support in data collection for progress monitoring of interventions and to assess implementation fidelity.

In addition to the support mentioned above, building and district-level personnel will also actively participate in conferences offered by the ISD, MDE, and other external partner organizations.

Indicator 11B:

The district persons responsible for monitoring and supporting Cavanaugh include (but are not limited to):

Yvonne Caamal Canul, Superintendent, Lansing School District

Mark Coscarella, Associate Superintendent for Student Learning, Lansing School District

Mara Lud, Director of Elementary Programs, Lansing School District

Sergio Keck, Director of Instructional Support, Lansing School District

Ben Botwinski, District Transformation Coordinator, Lansing School District

Teri Bernero, District Administrator, Lansing School District