



Reform Redesign Report

Riddle Elementary

Lansing Public School District

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Assurances Report

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Introduction

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

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?

Riddle is comprised of 245 students. It is a medium-sized urban pre-Kindergarten-3rd grade school. It is contained within the larger community of Lansing, which is a large, diverse, & urban area located in the central part of Michigan. The demographic makeup of the school includes a diversity of ethnic groups; a large community of special needs students, students of low to medium socioeconomic status, and many students with diverse learning needs. Please see the answer to section three of this document for specifics about the changes that are affecting Riddle. The diversity of the community paired with the challenges inherent in a low socioeconomic status area are combined at Riddle with the unique challenges of having both an early learning focus, and a large population of identified special education students.

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.

At Riddle School, we strive to provide a safe, positive, and goal driven learning environment. We believe that strong academic growth is driven by high expectations for student learning and excellence in behavior. We also believe that building and maintaining a strong school based community is essential to achieving excellence.

Vision:

Riddle's vision is to provide a safe and effective learning environment where all students will learn at their highest level.

Mission Statement:

The Mission of Riddle Elementary School, in partnership with home and community, is to provide various educational opportunities in a safe and nurturing environment that encourages and supports each student to become an active learner and problem solver who strives to achieve his or her highest potential as a respectful and responsible citizen in a diverse global setting.

Beliefs Statement:

At Riddle Elementary, we believe:

- ☐ Every student comes to school to learn
- ☐ Every child has the right to a quality education
- ☐ Learning is our highest priority
- ☐ All students can learn and achieve in a positive and respectful environment in which they feel supported and have a sense of belonging.
- ☐ Students learn best when they are actively involved in meaningful and challenging work, integrating technology when appropriate.
- ☐ Diversity is strength.
- ☐ Family and community involvement is essential for student learning.

Riddle school embodies its vision, mission, and beliefs by maintaining high learning expectations for all students. We maintain a safe learning environment by consistently applying our PBIS plan. We actively engage students in learning by using multiple modalities of teaching. Riddle teachers always incorporate hands-on activities when appropriate. We continue to integrate technology into our curriculum. Finally, we have a thriving relationship with the parents of our students, and our larger community.

Notable Achievements and Areas of Improvement

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

Riddle underwent drastic changes to its demographic makeup, and core instructional purpose beginning with the current school year. These large-scale changes were part of a larger restructuring plan that was carried out by the Lansing School District. This restructuring plan changed Riddle from a K-5 building with a very large contingent of ELL students to a pre-K-3rd grade building with a significant special education population. Administratively speaking, over a period of the last three years, Riddle went from having no administrator present, to having a half-time administrator, to having an assigned full time administrator. The previous lack of assigned administration had a serious impact on the success rate of Riddle Elementary.

Looking toward the next three years, it is our sincere hope that the currently enacted district level restructuring plan, along with our building specific transformation plan, and our new administrator will allow for excellent growth potential. As part of our restructuring plan, we will purchase and deploy a supplemental, computer-based reading and math intervention. This will provide a common experience for our struggling learners coupled with rapid feedback to teachers regarding student progress. We are supporting this intervention with training and deploying an in-house "expert" to help all staff members make good use of these tools.

Our plan depends on high levels of staff collaboration. Teachers learn best from one another, so we have included weekly opportunities for teachers to work with one another, and have included structures to support and direct that work.

Additional Information

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

At Riddle Elementary we take teaching and learning seriously. We would like the public and community to understand that we have a diverse group of learners, which present a unique set of teaching challenges. We believe that we can and will meet these challenges by implementing our transformation plan. Many of the institutional challenges that exist have already been addressed. The Lansing School District has been restructured, Riddle Elementary has a new demographic of students, administration improvements have been put in place, parent involvement has increased, and the overall school climate has drastically improved.

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 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.

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.

Marilyn Earley, Principal, Marilyn.Earley@lansingschools.net

Chris Bates, Resource Room, Christopher.Bates@lansingschools.net

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Steve Hecker, MSU MI Excel Intervention Specialist, heckers1@msu.edu

PART B: TEACHING AND LEARNING PRIORITIES

State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)

Riddle Elementary School underwent reconfiguration in 2012-13; previously a K-5 building, this school now serves pre-school through 3rd grade. In addition, the school now draws students from a wider attendance area, and as a result, only 40 of the 153 current Riddle students are returning students.

However, based on data from previous years, it is clear that the areas of literacy, numeracy and behavior are essential components of the Transformation plan. 2011-12 MEAP data for Riddle Elementary indicate that only 2% of students at the 3rd grade level were proficient in mathematics, while only 33% of 3rd grade students tested proficient in reading. Data for the third grade students in the schools that previously housed students now at Riddle indicate a similar pattern; proficiency in mathematics ranged from 22 percent to 30 percent, while reading proficiency ranged from 33 percent to 59 percent of students.

2011-12 DIBELS screening data for students currently attending Riddle elementary indicate that in spring 2012 testing, 42 percent of Riddle's current first grade students were at or above grade level benchmark for Kindergarten phoneme segmentation fluency, and 37 percent were at/above benchmark for nonsense word fluency. Twenty-one percent of Riddle's current second grade students were at benchmark in spring 2011 for first grade nonsense word fluency and 47 percent were at/above benchmark for oral reading fluency. Half of the current third grade students were at or above grade level benchmark in spring 2011 for second grade oral reading fluency.

Suspension and discipline referral data -

* Suspensions increase from kindergarten to 1st grade (by 6), 1st grade to 2nd grade (by 1), and then decrease (by 3) from 2nd grade to 3rd grade.

*Discipline referrals increase dramatically from kindergarten to 1st grade (from 0 to 29), and suspensions triple (from 3 to 9).

* Discipline referrals drop off slightly from 1st to 2nd grade (by 8), while suspensions increase slightly (by 1).

* Both discipline referrals and suspensions decrease from 2nd grade to 3rd grade (Discipline from 21-7 and suspensions from 10 to 7).

* Both discipline referrals and suspensions are concentrated amongst a few students in each grade.

* Since discipline referrals and suspensions are concentrated amongst a few students in each grade, it is logical to assume that tier II and tier III behavioral interventions for these students is appropriate.

A. Instructional program

☐ Data suggests significant deficiencies in numeracy and literacy (MEAP, DIBELS, DRA, basal and teacher-created assessments)

☐ School process data indicates uneven delivery of instruction across teachers in terms of both content and instructional practices

Therefore, we need to:

☐ Increase frequency/scope of assessments, align curriculum, instruction and assessment, and support greater coherence across staff in terms of delivery of the Common Core State Standards (CCSS).

☐ Look at materials we currently have, how they currently address CCSS, and assess what gaps might exist

☐ Provide consistent, relevant, well-planned professional learning for staff regarding the alignment referenced above (not a series of one-shot, disconnected meetings)

☐ Create true professional learning communities that are centered on student learning, engagement, and results (e.g., weekly @ grade level, SY 2012-2013

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every other week as whole staff, focus on common assessments)

- ☒ Continue expansion of MTSS practices
- ☒ Participate in the district-wide Snapshot initiative to provide information on classroom engagement
- ☒ Participate in the Superintendent's Dropout Challenge

B. Behavior

☒ SWIS implementation survey data, suspension rate, and teacher observation data reveal a high rate of absenteeism (often related to SES), higher suspension and discipline referral rates at higher grades (except at 3rd grade), a high percentage of classroom discipline referrals for a specific group of students, and a 59% implementation of the overall PBIS Plan.

Therefore we need to:

- ☒ Continue to implement existing school-wide PBIS strategies
- ☒ Re-establish a PBIS Team
- ☒ Collect and analyze data (SWIS) to monitor status
- ☒ Ensure that teachers attending professional learning experiences (past and future) bring the learning back and are allowed an opportunity to present it to the whole staff
- ☒ Establish and follow the specific timeline for implementation of PBIS
- ☒ Attend appropriate PBIS Academy training (staff)
- ☒ Revisit school-wide expectations, use lesson plans/videos showing good/inappropriate behavior

State what data were used to identify these ideas.

MEAP: This assessment allows us how to measure how our students and school are doing compared to others in the State of Michigan. The MEAP is used as a measure of accountability for all Michigan schools. Our results on the MEAP test serve as a measure of the strengths and weaknesses of our curriculum, interventions, and teaching practices. MEAP data allows us to disaggregate information by minority status, gender, SES, and students with disabilities.

DIBELS: This assessment will function as a universal screener to identify students who need Tier Two support in literacy and provide an opportunity to progress monitor student success and achievement throughout the school year.

SWIS: This data is collected for each building within the district. It tracks discipline referrals, their antecedents and/or causes, suspensions, time of day, and individual student information. SWIS data will allow us to track all of the proceeding information, and correlate it with achievement and attendance data.

DRA: This assessment will function as a universal screener to identify students who need Tier Two support in literacy and provide information/strategies to differentiate instruction in the classroom during Guided Reading Blocks.

Basal "chapter" tests: This data is an integral part of our district basal reading series. Chapter tests are aligned with core standards, DOLCH common sight words, vocabulary development, spelling benchmarks, narrative and informational text structure, genres, etc., and are used as summative chapter and unit evaluations.

Study Island: Technology-based instructional programs, such as Study Island, although inherently motivating (Relan, 1992, February), have a unique capacity to incorporate such motivational strategies concurrently within their instructional environments. In particular, computer programs can easily include both the flexibility and modifiability of instructional sequences. Such open architecture can provide students with a sense of autonomy and ownership in the instructional tasks. Research has shown that presenting students with choices during instruction, especially choices that enhance or affirm autonomy, augments intrinsic motivation, increases effort, improves task performance,²⁸ and contributes to growth in perceived confidence (Patall et al., 2008).

Research:

☿ Patall, E. A., Cooper, H., & Robinson, J. C. (2008). The effects of choice on intrinsic motivation and related outcomes: A meta-analysis of research findings. *Psychological Bulletin*, 134, 270-300.

☿ Relan, A. (1992, February). Motivational strategies in computer-based instruction: Some lessons from theories and models of motivation. In proceedings of selected research and development presentations at the Convention of the Association for Educational Communications and Technology (ERIC Document Reproduction Service No. ED 348)

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal.

In March of 2012 the Lansing School District Board of Education approved a bold initiative to reconfigure the entire district around three grade span cohorts: PreK - 3rd grades; 4th - 6th grades; and 7th - 12th grades. This reconfiguration was based on research that supports appropriate child development principles, focuses on a solid early learning foundation, targets the "reading to learn" ages with multiple student support structures, and moves students into a career and college ready program before the 9th grade. Because of this reconfiguration coupled with the need to redefine the role of the principal in light of declining student performance and graduation rates, the district identified approximately 27 administrative positions that would be considered for non-renewal by the Board of Education as is required by MCL 1229 of the school code. All of the administrative positions in the high schools and several of the elementary schools were posted for both internal and external candidates. Interviews were held in April and all of the available school leadership positions were filled by the end of April when, according to MCL 1229 the Board of Education must give final notice for non-renewal to administrative contracts. While not yet identified as Priority Schools, administrative teams for both Everett and Sexton were completely replaced and Eastern acquired 2 new Assistant Principals.

The district is bound to adhering to a bargaining agreement with district administrators as well as with MCL 1229 which states that non-renewals cannot be determined based on "capricious or arbitrary" decisions. In addition to seniority and union contract language, placement decisions were made based on: administrative certification and successful educational experience; responses to the interview questions; engagement beyond the school day; and, references.

Riddle's principal is Marilyn Earley. She has been a highly successful third grade teacher in Lansing for 30 years, five years as a second grade teacher, and two years as a first grade teacher, and the balance in grade 3. All her experience involves working with a student population very similar to Riddle's. She has been teacher-in-charge for over ten years. Her students have been proficient in math (her specialty) at the 100% level for the past three years (MEAP). She was nominated for Teacher of the Year honors last year. She earned her M.A. from MSU in 1978, B.A in 1969. Her career trajectory included 2 years of Dept. of Defense School teaching in Panama. She has strong experience in curriculum, instruction, and assessment. Her steering committee and Instructional Council involvement gave her district-level insight. Also as a part of her experiences she has learned the key role a leader plays in influencing teacher behaviors relative to classroom performance and also in impacting overall school climate. Although she is fresh from the classroom in her first principalship, her staff has noted significantly improved conditions at the building in her first nine weeks of work at Riddle.

Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor.

All teachers in the Lansing School District meet the definition of Highly Qualified. For the 2012-13 academic year the evaluation criteria have been raised substantially. Beginning this school year teachers in the Lansing School District will continue to be evaluated using the Charlotte Danielson model of teacher effectiveness and will be expected to demonstrate a 5% increase in student achievement as agreed to through collective bargaining for 2012-13. For the 2013-14 academic year, the student achievement rate climbs to 25% statewide. Principals will be evaluated using an instrument agreed upon through collective bargaining and will adhere to the same student achievement percentages as for teachers. Please refer to assurances for teacher and principal evaluation instruments.

For Riddle, the Danielson model holds great promise. The process for teachers requires them to:

- ☐ examine individual student data to assess the effectiveness of their instruction
- ☐ develop and use assessment tools (folders, documentation)
- ☐ collaborate with other teachers to refine practices

These practices are known to support increased student achievement, in that a focus on student outcomes (rather than on teacher behaviors) 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.

Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, 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.

School leaders, teachers, and staff will be rewarded for increased student growth through Board of Education and district recognition ceremonies. Removal of teachers who have not yet increased student achievement is a 2-year process that has already been established by state legislation. 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. Achievement data for the 2012-13 school, presumably data that would provide non-arbitrary criteria, will not be available until after the MCL 1229 timelines for non-renewal. Therefore, there will not be a non-renewal issued to any administrators of Priority Schools until there are sufficient student achievement data to support a non-renewal decision, perhaps in years two or three.

For Riddle, opportunities for teacher recognition include a variety of optional opportunities. Teachers who demonstrate competence and excellence are invited to participate in curriculum steering committees at the district level, to join Riddle leadership teams, and to serve as teacher-in-charge. Every staff member is provided the opportunity to serve as leader on the school improvement team. Grade level planning teams provide the opportunity for individual staff members to directly affect the curriculum and instruction at every grade level. Thus, opportunities for recognition, resume-building, and leadership experience abound.

Teachers who are deemed ineffective are subject to the legal/contractual processes which direct the replacement procedures. They will be provided with opportunities for learning and growth, and involvement in PLC work provides collegial support aimed at implementing positive behavior changes.

Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

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The Lansing School District is launching a wide-scale professional development initiative in the 21 PreK - 3rd grade and 4th - 6th grade school classrooms. Two instructional process instruments will be used, Snapshot and CLASS. The Snapshot 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. CLASS is a rubric-based classroom observation instrument that determines the extent to which there is positive/negative climate; development of content; productivity; language modeling. The data from these two instruments will serve as the grist for collaborative inquiry about how to improve instructional practices, increase learning time, and provide a seamless transition from one grade to the next for each student.

Each Priority School is responsible for identifying those initiatives that are specific to their needs as dictated by their data. The district is providing an overall structure through the Snapshot, CLASS, and PBIS that will guide their work in a coherent and congruent way so that when students move from school to school, they are working within similar district-wide environmental frameworks and expectations.

In addition to the elements noted above, Riddle will follow a 3 yr plan for professional learning to support our efforts. Please refer to PDF page numbers 5 and 6, or document page numbers 3 and 4 above, for the data used to select these elements.

Professional Learning Calendar

PBIS - Current year - Nov.'12, Jan./Apr.'13 - Plan Year 1 - 3 Fall and Spring (as available)

Snapshot - Current year - Sept.'12 & Dec. 6, 2012 - Plan Year 1 - 3 Fall and Spring (as available)

MTSS reading - Current year - Nov. '12, Mar. '13 - Plan Year 1 - 3 Fall and Spring (as available)

MTSS math - Current year - Spring '13 - Plan Year 1 - Fall

CCSS - Current year - Oct.'12, Feb./May'13

PLC - Current year - Plan year 3 - Weekly

Renaissance - Current year - plan year 3 - quarterly

The outline (above) reflects specific days for the current (planning) year. We will encourage staff to take advantage of these opportunities to "jump start" our transformation initiatives. Specific dates for years 1,2, and 3 of the Plan year (implementation phase) follow the current year schedule but specific dates are not yet available. Additionally, some adjustments may have to be made as we are negotiating a new contract this year, so we may have to adjust this schedule once the new contract is adopted.

Target Outcomes for Calendar Activities

- ☐ Look at materials we currently have, how they currently address CCSS, and assess what gaps might exist
- ☐ Provide consistent, relevant, well-planned professional learning for staff regarding the alignment referenced above (not a series of one-shot, disconnected meetings)
- ☐ Create true professional learning communities that are centered on student learning, engagement, and results (e.g., weekly @ grade level, every other week as whole staff, focus on common assessments)
- ☐ Continue expansion of Multi-tiered System of Support (MTSS) practices
- ☐ Participate in the district-wide Snapshot initiative
- ☐ Continue to implement existing school-wide PBIS strategies
- ☐ Collect and analyze data (SWIS) to monitor status
- ☐ Ensure that teachers attending professional learning experiences (past and future) bring the learning back to the whole staff
- ☐ Establish a specific timeline for implementation of both PBIS and MTSS
- ☐ Attend appropriate PBIS Academy training (staff)

☞ Purchase and implement Renaissance Learning as a supplemental learning and assessment program in both math and reading

Research supporting Riddle's Professional Development Action Plan -

Reducing Behavior Problems in the Elementary School Classroom

<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=4>

Assisting Students Struggling with Reading: Response to Intervention (Rtl) and Multi-Tier Intervention in the Primary Grades

<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=3>

Using Student Achievement Data to Support Instructional Decision Making

<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12>

Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.

The district will focus efforts on providing opportunities for career growth through identifying teacher mentors, chairpersonship 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, increasing student achievement beyond contract limits, current participation in school improvement initiatives, extended learning, etc. The district is committed to succession planning and building a cadre of school leaders - both administrators and teachers - is essential to building capacity within a district. The district is currently applying for a Race to the Top - District grant in consortium with Everett and Bremerton school districts in the state of Washington in collaboration with the University of North Carolina, Chapel Hill and the University of Washington. One of the key elements in this grant is the development of a leadership program that brings teachers and administrators together to create cadres of school leadership around instructional process data. Every effort will be made to identify and involved teachers and administrators from our Priority Schools in this initiative.

For Riddle, opportunities for teacher recognition include a variety of opportunities. Teachers who demonstrate competence and excellence are invited to participate in curriculum steering committees at the district level, to join Riddle 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 Riddle. 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.

Relative to communication of this Plan's impact on staff and the building, the first element of note is the participation of all staff in the writing of the plan. As plan writing became more technical and fewer staff were directly involved, progress of the writing team was communicated to all staff via regular email updates.

Teachers are alerted to the need for them to commonly adopt and implement Plan strategies. They are signing up for the professional learning called for by the Plan, and they are discussing implementation in their PLC meetings. Additionally, staff meetings include a

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permanent "Plan progress" agenda item.

The district demonstrates its support of this Plan through Board and central office approval. The district and building set-asides from Title I funds receive technical support from the office of State and Federal Programs. Periodic meetings with MSU staff and central office staff, and district responsiveness to Priority School principal-surfaced needs, are other ways the district supports the Plan.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Specify how the school will use data to identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.

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. In development is a School Dashboard which would include 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. Priority Schools can use the Dashboard to help design programs that meet the needs of their students as well as use specific school or classroom-level data that can inform their decisions.

Riddle School will implement a robust, data-driven, multi-tiered system of support. This system will include universal screening of all students in literacy (DIBELS and DRA), numeracy (Renaissance Learning which may include small-scale, teacher-by-teacher or grade level screening - e.g., use existing end-of-yr and/or chapter tests), ongoing progress monitoring, and research-based interventions for students not achieving at grade-level benchmark.

Another data source that will be 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. The data will be used to examine and modify student engagement and time involved in higher-yield learning experiences. Implementation of Snapshot will also result in the primary source of increased student learning time.

The multi-tiered system of support will also ensure implementation of strong core (Tier 1) instruction. Teachers will receive training in research-based instructional strategies based on student level data in two key areas; core classroom (Tier 1) instructional strategies and Tier 2 intervention strategies. During the current school year, staff will be attending 2 days of training in Tier 2 Literacy strategies (November 2012 and March 2013).

Screening and progress monitoring data will be used to identify students in need of intervention. Staff will research literacy and math intervention programs that align most strongly with our core work, being careful to identify and serve the lowest achieving students in order to supplement not supplant core instruction. These programs will be researched and selected for full implementation in 2013-14. Currently being investigated are the following programs:

Tier 2 Interventions:

☐ Renaissance Learning

Research:

☐ Nunnery, J. A., & Ross, S. M.(2007).The Effect of the School Renaissance Program on Reading and Math. Research in the Schools, 14(1), 40-59.

Literacy Interventions -

☐ Read 180

☐ Citation - What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education, WWC Intervention Report - October 2009 - Read 180.

☐ Renaissance Learning (reading component, Accelerated Reader)

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☺ Citation - What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education, WWC Intervention Report - October 2008 - Accelerated Reader.

☺ Read Naturally

☺ Citation - What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education, WWC Intervention Report - July 16, 2007 - Read Naturally.

☺ Fast ForWord

☺ Citation - What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education, WWC Intervention Report - July 9, 2007 - Fast Forward

Another significant issue involves student (and teacher) mobility. We will work with the district to identify strategies to decrease movement of students to the extent possible, and to explore and adopt practices shown to be rapidly effective with new transfers-in. Additionally we will support district-association dialogue regarding staff placement and length of assignment especially as it impacts priority school work. We believe that the current district restructuring plan has already positively impacted our building mobility levels. We also understand that state law changes will take us to a district right-of-assignment environment.

Describe how the school promotes the continuous use of individual student data (such as formative, interim and summative) to inform and differentiate instruction to meet individual student needs.

The district is committed to creating relevant curricular Pacing Guides based on Core Standards. Given the mobility rate of the district (50%), it is imperative that all content is paced evenly across the district. Beginning this year, the district is spearheading an initiative to return to Pacing Guides. In school year 1999-2000 fifty-six teams of approximately 500 teachers met to design and develop Pacing Guides that reflected content expectations. They also built formative assessments that were given every quarter. Professional development was provided with data feedback so that schools could monitor and adjust before the MEAP. 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.

At Riddle, ongoing student data analysis will occur at grade level planning meetings/PLCs. Staff will review and refine existing student data sheets in order to examine individual student progress and get a sense of overall grade level success and identify whether our interventions are working. This information will be discussed at building-level meetings as well. We will also study and discuss the quality of our data and our sense of the accuracy of our assessments.

The data sheets include both formative and summative assessments.

Formative include (but are not limited to): Basal pre tests, DRA (as a reading level check), teacher-made assessments

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

Assessments Currently in Use

Reading assessments -

Reform Redesign Report

Riddle Elementary

Kindergarten - DRA, DIBELS, ELPA Screening, MLPP, & Basal

First grade - DRA, DIBELS, MLPP, & Basal

Second grade - DRA, DIBELS, & Basal

Third grade - DRA, DIBELS, ELPA, MEAP, & Basal

Math assessments -

K-third grade - Harcourt Basal & MEAP

Tier 2 and Tier 3 students will be identified using the assessments noted above. Interventions are to be developed in concert with the information above.

In addition we plan to identify and implement a universal screener to help identify student needs in math and reading. There are such interim options as BASIS math, DIBELS, Renaissance, etc. but we need to find a high-quality screener. Charts and graphs of students will be created at grade level meetings monthly to monitor individual student progress, intervention effectiveness, and to establish grade level alignment. Minutes will be taken at all PLC meetings as evidence of data analysis and curriculum/instructional alignment.

Assessments Currently in Use

Reading assessments -

Kindergarten - DRA, DIBELS, ELPA Screening, MLPP, & Basal

First grade - DRA, DIBELS, MLPP, & Basal

Second grade - DRA, DIBELS, & Basal

Third grade - DRA, DIBELS, ELPA, MEAP, & Basal

Math assessments -

K-third grade - Harcourt Basal & MEAP

Tier 2 and Tier 3 students will be identified using the assessments noted above. Interventions are to be developed in concert with the table above.

In addition we plan to identify and implement a universal screener in math such as BASIS math, DIBELS, Renaissance, etc. Charts and graphs of students will be created at grade level meetings monthly to monitor individual student progress, intervention effectiveness, and to establish grade level alignment. Minutes will be taken at all PLC meetings as evidence of data analysis and curriculum/instructional alignment.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year (specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers.

Given the complexity of transportation in a district of our size, we will approve increased instructional time only before the beginning of the school year (JumpStart) or at the end of the school year. Teachers will be compensated according to the bargaining agreement and only those classes that are directly related to the core curriculum and the MME or MEAP will be approved. The district will use the 20% set-aside for this effort.

The district has embedded 5 half-days for collaborative professional learning time within the parameters of the scheduled work year for teachers. The district will approve plans that outline teacher collaboration and/or professional development after the work day, before or after the school year, and/or days on which students are not present and it is not a scheduled work day (i.e., weekend). The district will not approve the accumulation of instructional time in order to have half-days for professional learning or teacher collaboration.

At Riddle, teachers will maximize increased student learning time via adoption of Snapshot as described previously. Increased teacher collaboration time will be provided by way of teacher professional learning communities (PLCs - see answer to number 6 above - one hour of grade level PLC planning time per week will equal three hours per month, for an additional twenty-four hours per school year to examine data and implement research - based interventions). This data analysis will be connected most strongly with but not limited to Renaissance Learning.

Specifically, we will use Snapshot data to identify to identify how instructional time is currently being used. We will increase instructional time by reducing or eliminating transitions; forming core curriculum instructional blocks including literacy and math; increasing multiple modalities of instruction to allow for deep engagement in learning activities; using data driven instructional practices; and implementing research based interventions. As noted earlier, reductions in transition time daily result in an increase of time available for instruction.

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. This is required for all students.

Enrichment opportunities will be addressed via emphasis on enrichment 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. Monitoring this implementation will be accomplished through PLC discussion and reporting out structures. Increased enrichment is required for all students.

We have increased the instructional day by adding one hour twice a week at the end of the day with the Read-to-Succeed tutoring program. It is available to all students. We are in the process of adding 30-60 minutes per day to math and literacy instructional blocks. We are also considering team- or co-teaching to expand learning time for all academic areas. The latter two elements will required for all students.

Intermediate School District, staff will connect with other schools within the ISD region to learn what intervention strategies have been implemented with strong results for students similar to our student population.

Riddle staff are also committed to consistent instruction both within and across classrooms. 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, Professional Learning Communities (PLCs), looking at student work, and lesson plan review.

Our professional learning communities will be built around grade level planning teams. These teams will meet for a minimum of one hour per week. Members of the grade level planning teams will examine data generated from STAR Math, STAR reading, DIBELS, & DRA. One hour of new, additional grade level (PLC) planning time once per week will equal three hours per month, for an additional twenty-four hours per school year to examine data and implement research driven interventions. We will continuously monitor the effectiveness of delivery of the core curriculum through data analysis. Alignment to state standards will be ensured through use of district generated pacing guides. Monthly cross-grade level meetings will be established for the purpose of monitoring alignment between grades.

We will integrate instructional supports into our PLCs by ensuring that grade level meetings include an analysis of lesson studies, classroom observations, school policy review, and curriculum alignment. We also will provide structures and processes for monitoring and sharing PLC work within the school via Dropbox, Google drive (or something similar) for sharing updates and using dedicated scheduling and principal attendance at PLC meetings.

The overall goal of the PLC structure is to align curriculum, assessment, and instruction, to review student data to monitor progress and determine changes needed to core instruction, and/or interventions required. The structure supports fidelity of the adoption of innovations throughout the building.

Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement.

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 exceeding 50%; monthly PTA meetings; updated web pages; family nights; involvement of volunteer organizations; community mentoring programs, to name a few.

The Riddle plan for parental involvement includes three emphases:

- ☒ Support for ongoing, existing parental involvement activities
- ☒ Increasing structures and support for the PTA
- ☒ Reframing our efforts to align with the categories noted below

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. The Riddle Transformation Plan will focus on student-centered family engagement. This type of involvement is strategic, researched-based, and data-driven, demonstrating a deep understanding of the community the school serves.

As a Riddle staff we have chosen to focus on the following categories of parent and family involvement: Caring Relationships and High

Expectations, Opportunities for Meaningful Participation, Perceptions of Safety, and School Connectedness.

☞ Caring Relationships and High Expectations: 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 & Mascal, 2008).

☞ Perceptions of Safety: Schools are perceived as safe when they are both 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: Read to Succeed, Grace Lutheran tutors, ACEs Program, monthly PTA meetings, Project Unify, Northwest Initiative, Girl/Boy Scouts of Michigan, Fall and Spring Parent/Teacher Conferences, MSU Service Learning students, Letts Community Center after school programs, parent volunteers, Foster Grandparent program, Parent Volunteers in the classroom/field trips, and Love and Logic, Lansing Christian partnership

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 continuing our community bulletin board. We currently have a very active PTA with over 35 parents who have agreed to be actively involved. We currently have at least 12 active community organizations involving students, parents, teachers, administration, and community members.

New Initiatives: MSU Project Green, Project Unify, Parent and Family Literacy/Math Nights, Rise and Read (Dr. Stone), Literacy and Art, Junior Achievement, School Web Page, Parent Surveys, explore the Parent Leadership Institute Network of Michigan

Citations: Paredes, M., O'Malley, M., & Amarillas, A. (2012) What Works Brief #9: Family Engagement. San Francisco: WestEd.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

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. Staffing, calendars, and time are all negotiable and cannot be altered without prior union and district approval.

For Riddle, we have significant flexibility in the development and implementation of our school operations given the above. How we spend our allocation, our structures for supporting teaching and learning, our responses to assessment data, all depend upon the district parameters but also rely on 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 within district boundaries. For example, we have the flexibility to use Snapshot and changes in teacher scheduling to increase learning time and enrichment for all students.

Describe how the 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.

For the sole elementary school that has been identified as a Priority School (Riddle), the district will support it through the iCollaborate (Snapshot) initiative already described herein.

Ongoing technical assistance and related support will also be provided through 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
- ☐ Positive Behavioral Interventions and Supports
- ☐ 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:

- ☐ 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

- ☐ IISD staff will support building staff in analyzing AIMSweb, Early Warning Sign and other screening assessment data for students, and staff will be trained in the implementation and use of screeners and data analysis.

☐ IISD staff will also provide training and support in data collection for progress monitoring of interventions and to assess implementation

fidelity.

Additional support is provided via an Intervention Specialist. This resource is provided by a grant from the MDE to MSU, and supports 40 days of work at the district and school levels directly relating to this Transformation Plan. Technical assistance regarding leadership coaching, selection of initiatives, structuring PLC work, and monitoring progress are among the resources provided. District-level work includes work with the central office to remove barriers and increase flexibility and support for Priority Schools via the use of the ERS survey and related discussion.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	Teacher.Leaderevaltools_LSD.docx
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	Riddle Professional Development Plan Assurance.pdf
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	Riddle Student Teacher School Collab Schedule.pdf
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	Riddle Increased Time Summary with A and B.pdf
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	Riddle Teacher Collaboration Schedule.pdf
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	No changes or additions to the current teacher contract are being made at this time with regards to implementing school reform/redesign plans.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	<u>Teacher.Leader Evaluation Framework.pdf</u>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	<u>3 Riddle Professional Development Calendar.pdf</u>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	<u>4 Riddle Increased Learning Time and Enrichment Opportunities.pdf</u>
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	<u>4 Riddle Increased Learning Time and Enrichment Opportunities.pdf</u>
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	<u>5 Riddle Teacher Collaboration.pdf</u>
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	<u>Memorandum of Understanding LSEA 1-25-13.pdf</u>

<p style="text-align: center;">Lansing School District Administrative Performance Review</p>
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Employees' Name _____

Title _____

Evaluator _____

School Year _____

Timelines	Due Date	Date Completed
Agreement on Goals	September 30	
Year-end Evaluation	March 31 March 1 for Administrators who may be non-renewed for performance	

Lansing School District

The Administrative Performance Review instrument is designed to focus on job responsibilities, leadership qualities and individual performance objectives. It is intended to provide a mechanism for feedback and communication between individual employees and their supervisors to encourage personal growth and skill development. The Administrative Performance Review will also be used to determine annual administrator effectiveness ratings.

Part One: Job Responsibilities

The employee will satisfactorily meet the responsibilities summary and will be assessed by the evaluator at the end of the evaluation period.

Part Two: Objectives

Using information from a variety of sources, the employee and the evaluator will mutually develop objectives for the employee at the initial evaluation meeting. These objectives will be aligned with the district and school building improvement plans. An objective is required in each of these areas for all administrators:

- Student Growth
- School Improvement
- Professional Growth

Part Three: Year-End Evaluation

Individual performance shall be the majority factor in making the decision about administrator effectiveness and shall consist of, but is not limited to evidence of student growth, which shall be used in assessing an administrator's individual performance in a year-end evaluation as shown in the chart below.

Job responsibilities, leadership qualities, and performance on school improvement and professional growth objectives are additional factors that will be used to determine administrator effectiveness.

School Year	% of Student Growth in Year-end Evaluation
2012-2013	5%
2013-2014	25%
2014-2015	40%
2015-2016	50%

Part One: Job Responsibilities (85 % of total evaluation)

The employee’s performance of the following job responsibilities will be rated by the evaluator on a scale of 0-3 as follows:

- 0** – Ineffective < 70%
- 1** – Minimally Effective 61% - 75%
- 2** – Effective 76% - 89%
- 3** – Highly Effective > 90%

		0	1	2	3
1.	Supervises the instructional programs of the school, evaluating lesson design and observing classes on a regular basis to assure instructional strategies and materials are consistent with student learning needs.				
2.	Leads development and implementation of the building’s School Improvement Plan. Uses student achievement data to establish SIP goals and monitors progress.				
3.	Manages, evaluates and supervises effective and clear procedures for the safe and orderly operation of the school.				
4.	Ensures compliance with all laws, board policies, and state and federal regulations.				
5.	Administers school budget and maintains system to account for all student activity funds, fund raising activities, extra curricular and athletic funds.				
6.	Maintains positive, collaborative and mutually supportive relationships with parents and staff.				
7.	Communicates effectively and regularly with parents, staff and district administration.				
8.	Maintains current, complete student records. Has established procedures for maintaining confidentiality of student information as required by law.				
9.	Supervises and evaluates teachers and staff in accordance with collective bargaining agreements and legal requirements in a timely manner.				
10.	Maintains high standards for student behavior and applies consistent disciplinary measures in accordance with Board policy and administrative guidelines.				
11.	Completes reports thoroughly and promptly and responds to requests promptly and efficiently.				
12.	Is present in the building, attends meetings and participates in school and community activities.				

This section to be completed by the Evaluator

Assessment of Employee’s Performance of Job Responsibilities	
<input type="checkbox"/> Ineffective	<input type="checkbox"/> Minimally Effective
<input type="checkbox"/> Effective	<input type="checkbox"/> Highly Effective
Comments:	

Part Two: Objectives (15% of the total evaluation)

Date of Initial Goal Setting Meeting: _____

An annual objective will be developed in each of the three areas: Student Growth, School Improvement and Professional Growth. Administrators will provide multiple measures from relevant data sources to demonstrate progress or completion of an annual objective.

Performance Areas	Performance Objectives (Includes Statement of Measurable Outcome) <ul style="list-style-type: none"> • MEAP Data is required 	Evidence you will provide to demonstrate successful completion of objective
Student Growth 5%		
School Improvement 5%		
Professional Growth 5%		

This section to be completed by the Evaluator

Assessment of Employee’s Performance of Job Responsibilities			
<input type="checkbox"/> Ineffective	<input type="checkbox"/> Minimally Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Highly Effective
Comments:			

***Attach additional documentation to this tool to demonstrate successful completion of objectives.**

Part Three: Year-End Evaluation
Overall Performance Rating and Evaluator's Summary/Recommendations

This section to be completed by the Evaluator before March 31

Assessment of Employee's Performance of Job Responsibilities							
<input type="checkbox"/>	Ineffective < 60%	<input type="checkbox"/>	Minimally Effective 61% - 75%	<input type="checkbox"/>	Effective 76% - 89%	<input type="checkbox"/>	Highly Effective > 90%
Comments:							

Evaluator's Signature: _____ **Date:** _____

This section to be completed by the employee

Employee's Comments (Optional)

- I have reviewed this Performance Review with my immediate supervisor and I agree with the performance rating.
- I have reviewed this Performance Review with my immediate supervisor and I disagree with the performance rating. (A summary including the reason(s) for your differing viewpoint must be submitted to your immediate supervisor within two weeks of your review meeting. This summary should be attached to the Performance Review and submitted to Human Resources for inclusion in your personnel file.

Employee's Signature: _____ **Date:** _____

Riddle Professional Development Plan 2012-13

<i>Element</i>	<i>Current Year</i>	<i>Plan Year 1</i>	<i>Plan Year 2</i>	<i>Plan Year 3</i>
PBIS	Sept. 18th, '12, Nov. 12th, '12, Dec. 13, '12, Jan. 24th, '13, Feb. 26, '13, & March 21, '13	Fall and Spring*	Fall and Spring*	Fall and Spring*
Snapshot	Sept '12,	Fall and Spring*	Fall and Spring*	Fall and Spring*
MTSS reading	Nov. 14th & 16th, '12, Mar. 7th, 15th, & 22nd, '13	Fall and Spring*	Fall and Spring*	Fall and Spring*
MTSS math	1/09/13, 2/13/13, 3/7/13, 4/11/13, 5/7/13 & 2/7/13, 3/6/13, 4/9/13	Fall and Spring*	Fall and Spring*	Fall and Spring*
CCSS	Oct 25th, '12, Feb. 20, '13, May '13	Fall and Spring*	Fall and Spring*	Fall and Spring*
PLC	Monthly	Monthly*	Monthly*	Monthly*

* NOTE: the calendar above details each of the elements of our Plan requiring Professional Learning. Since detailed calendars have not been set for Plan Year 1 (2013-2014) and beyond, we assume that dates similar to Current Year (2012-2013) will be available. Specific dates depend on intermediate district support and Lansing's negotiated contract. The PLC work will be weekly if supported by Title I funds, but no less than monthly.

Increased Time for Instruction, Enrichment, and Teacher Collaboration

Riddle School is committed to increasing instructional time for all students in core subjects, increasing enrichment opportunities for all students, and increasing teacher collaboration time. Our Transformation Plan details each of these efforts. This Assurance provides supportive detail in tables and other formats to provide greater clarity to our Plan narrative.

The accompanying sample teacher schedules show our implementation plan relative to how instructional time is increased via the Snapshot initiative – reducing transition time, for example, to increase instructional time. Also shown is the manner in which enrichment activities can be featured in a deliberate way. Increased quality of instruction is a key feature of the Snapshot work also.

Relative to teacher collaboration time, we have received MEGs approval for our set aside Title I funds to support the additional pay for teachers.

All activities and work hereunder will be monitored by joint principal-school improvement team effort.

Increased Time Summary

Increased Instructional Time for Students	Increased Enrichment Opportunities	Increased Collaboration Time for Educators
Increased quality of instructional time via Snapshot analyses and discussions (i.e., increasing multiple modalities of instruction)	Targeted schedule for enrichment on rotating schedule (i.e., minimum 20 min. weekly for six week within two curricular areas, then another two, etc.) (see Teacher A and Teacher B sample schedules)	24 hours per school year dedicated to PLC work in addition to currently embedded 5 half-days
Reduction of transition and other non-instructional time within the school day (Teacher A sample schedule, 9 minutes a day, Teacher B sample schedule, 13 minutes a day)	Field trips would be an alternative to in-school experiences	
Addition of one hour twice a week after school for Read-to-Succeed tutoring		

Riddle Elementary Typical Teacher Schedule

(blue font shows additional instructional and enrichment time)

Morning Schedule -

Monday 8:22 Arrival 8:27 Tardy Breakfast Attendance/Lunch count Independent Reading 8:50 Morning Group Calendar/Poem Songs 9:10 Read to Self	9:30-10:30 Workstations Guided reading groups + six minutes from better transitions	10:30-11:30 Shared Reading/word work + six minutes from better transitions	 11:30-12:00 Lunch	
Tuesday 8:22 Arrival 8:27 Tardy Breakfast Attendance/Lunch count Independent Reading 8:50 Morning Group Calendar/Poem Songs 9:10 Read To Self	9:30-9:45 Read with a buddy + six minutes from better transitions Include 20 min enrichment time	Library 9:45-10:55	10:55-11:30 Shared reading 11:30-12:00 Lunch	
Wednesday 8:22 Arrival 8:27 Tardy Breakfast Attendance/Lunch count Independent Reading 8:50 Morning Group Calendar/Poem Songs 9:10 Read to self	9:30-10:30 Workstations Guided reading groups + six minutes from better transitions	10:30-11:30 Shared Reading/word work + six minutes from better transitions	 11:30-12:00 Lunch	
Thursday 8:22 Arrival 8:27 Tardy Breakfast Attendance/Lunch	9:30-10:30 Workstations Guided reading groups	10:30-11:30 Shared Read/word work		

count Independent Reading 8:50 Morning Group Calendar/Poem Songs 9:10 Read to self	+ six minutes from better transitions	+ six minutes from better transitions	11:30-12:00 Lunch	
Friday 8:22 Arrival 8:27 Tardy Breakfast Attendance/Lunch count Independent Reading 8:50 Morning Group Calendar/Poem Songs 9:10 Read to self Spelling test	9:30-10:30 Workstations Guided reading groups + six minutes from better transitions Include 20 min enrichment time	10:30-11:30 Shared read/word work + six minutes from better transitions	11:30-12:00 Lunch	
Afternoon Schedule -				
Monday 12:00-12:20 Recess 12:20 Read TO 12:35 Writing-Mini- lesson 12:45-1:20 Writing	1:20-2:00 Math + four minutes from better transitions	2:00-2:40 Computers	2:40-3:05 Social Studies/Science + three minutes from better transitions Include 20 min enrichment time 3wks Sci then 3 wks SS	3:05 Read To 3:13 Prepare for dismissal 3:18 Dismissal
Tuesday 12:00-12:20 Recess 12:20 Read TO 12:35 Writing-Mini- lesson 12:45-1:20 Writing	1:20-2:20 Math + four minutes from better transitions Include 20 min	2:20-2:40 Recess	2:40-3:05 Social Studies/Science + three minutes from better transitions	3:05 Read To 3:13 Prepare for dismissal 3:18 Dismissal

	enrichment time			
Wednesday 12:00-12:20 Recess 12:20 Read TO 12:35 Writing-Mini-lesson 12:45-1:20 Writing	1:20-2:00 Math + four minutes from better transitions 	1:45-2:25 computers	2:40-3:05 Social Studies/Science + three minutes from better transitions Include 20 min enrichment time 3wks Sci then 3 wks SS	3:05 Read To 3:13 Prepare for dismissal 3:18 Dismissal
Thursday 12:00-12:20 Recess 12:20 Read TO 12:35 Writing-Mini-lesson 12:45-1:20 Writing	1:20-2:00 Math + four minutes from better transitions Include 20 min enrichment time	2:00-2:20 Recess	2:20-2:45 Finish Math + three minutes from better transitions Music 2:45-3:15	3:15 Prepare for dismissal 3:18 Dismissal
Friday 12:00-12:20 Read To Music 12:20-12:50	12:50-1:05 Math + four minutes from better transitions 1:05-2:05 Art	PE 2:10-3:10		3:10 Prepare for dismissal 3:18 Dismissal

Riddle Elementary Typical School/Student Schedule with Increased Instruction and Enrichment Time

<p>Monday Blue font indicates add'l minutes, enrichment</p> <p>+ 4 minutes from better transitions, Literacy Block</p>	<p>8:22-9:35</p> <p><u>OPENING</u> Pledge/ Weather Chart</p> <p>MUSIC</p>	<p>9:35-10:05</p> <p>Breakfast</p> <p><u>OPENING</u> (Calendar Routine**Math**)</p>	<p>10:05-12:00</p> <p><u>LITERACY BLOCK</u> (Reading, Writing, Spelling, Phonics, Reading Skills & Reading Groups)</p> <p>Include 20 min enrichment time</p>	<p>12:00-12:05</p> <p>Prep for D.E.A.R. & Lunch</p> <p>12:05-12:35 <u>LUNCH</u></p>	<p>12:35-1:00</p> <p><u>D.E.A.R</u> (Drop Everything And Read) <u>LITERATURE</u> (Chapter Book)</p>	<p>1:00-1:55</p> <p><u>MATH</u></p> <p>+ 5 min from better transitions</p>	<p>1:55-2:10</p> <p><u>RECESS/ ROOM BREAK</u></p>	<p>2:10-2:40</p> <p><u>SCIENCE/ SOCIAL STUDIES</u></p>	<p>2:40-3:13</p> <p><u>SCIENCE/ SOCIAL STUDIES</u></p> <p>2:13-3:18 Prep To Dismiss</p>
<p>Tuesday</p> <p>+ 4 minutes from better transitions, Literacy Block</p>	<p>8:22-8:42</p> <p>Breakfast/ Bell Work</p>	<p>8:42-9:00</p> <p><u>OPENING</u> (Pledge, Calendar Routine**Math**, Weather Chart)</p>	<p>9:00-12:00</p> <p><u>LITERACY BLOCK</u> (Reading, Writing, Spelling, Phonics, Reading Skills & Reading Groups)</p>	<p>12:00-12:05</p> <p>Prep for D.E.A.R. & Lunch</p> <p>12:05-12:35 <u>LUNCH</u></p>	<p>12:35-1:00</p> <p><u>D.E.A.R</u> (Drop Everything And Read) <u>LITERATURE</u> (Chapter Book)</p>	<p>1:00-2:05</p> <p><u>MATH</u></p> <p>+ 5 min from better transitions</p>	<p>2:05-2:50</p> <p>LIBRARY</p>	<p>2:50-3:13</p> <p><u>SCIENCE/ SOCIAL STUDIES</u></p> <p>Include 20 min enrichment time</p>	<p>3:13-3:18</p> <p>Prep To Dismiss</p>
<p>Wednesday</p> <p>+ 4 minutes from better transitions, Literacy Block</p>	<p>8:22-8:42</p> <p>Breakfast/ Bell Work</p>	<p>8:42-9:00</p> <p><u>OPENING</u> (Pledge, Calendar Routine**Math**, Weather Chart)</p>	<p>9:00-12:00</p> <p><u>LITERACY BLOCK</u> (Reading, Writing, Spelling, Phonics, Reading Skills & Reading Groups)</p> <p>Include 20 min</p>	<p>12:00-12:05</p> <p>Prep for D.E.A.R. & Lunch</p> <p>12:05-12:35</p>	<p>12:35-1:00</p> <p><u>D.E.A.R</u> (Drop Everything And Read) <u>LITERATURE</u> (Chapter Book)</p>	<p>1:00-2:00</p> <p><u>MATH</u></p> <p>2:00-2:15</p> <p><u>RECESS/ ROOM BREAK</u></p>	<p>2:15-2:30</p> <p><u>LITERATURE</u> (Various Subjects)</p>	<p>2:30-3:13</p> <p>COMPUTER LAB</p>	<p>3:13-3:18</p> <p>Prep To Dismiss</p>

			enrichment time	<u>LUNCH</u>					
Thursday + 4 minutes from better transitions, Literacy Block	8:22-8:42 Breakfast/ Bell Work	8:42-9:00 <u>OPENING</u> (Pledge, Calendar Routine**Math**, Weather Chart)	9:00-12:00 <u>LITERACY BLOCK</u> (Reading, Writing, Spelling, Phonics, Reading Skills & Reading Groups)	12:00-12:05 Prep for D.E.A.R. & Lunch 12:05-12:35 <u>LUNCH</u>	12:35-1:00 <u>D.E.A.R</u> (Drop Everything And Read) <u>LITERATURE</u> (Chapter Book)	1:00-2:00 <u>P.E.</u>	2:00-2:40 <u>MATH</u> + 5 min from better transitions	2:40-3:13 <u>SCIENCE/ SOCIAL STUDIES</u> Include 20 min enrichment time	3:13-3:18 Prep To Dismiss
Friday + 4 minutes from better transitions, Literacy Block	8:22-8:42 Breakfast/ Bell Work 8:42-9:00 (Pledge, Calendar Routine**Math**, Weather Chart)	9:00-9:40 <u>LITERACY</u> (Spelling, Phonics)	9:40-10:40 <u>ART</u> 10:40-12:00 <u>LITERACY</u> (Reading, Writing, Spelling, Phonics, Reading Groups)	12:00-12:05 Prep for D.E.A.R. & Lunch 12:05-12:35 <u>LUNCH</u>	12:35-1:00 <u>D.E.A.R</u> (Drop Everything And Read) <u>LITERATURE</u> (Chapter Book)	1:00-1:50 <u>MATH</u> + 5 min from better transitions	1:50-2:20 <u>SCIENCE/ SOCIAL STUDIES</u>	2:20-2:30 <u>RECESS/ ROOM BREAK</u>	2:30-3:13 <u>COMPUTER LAB</u> 3:13-3:18 Prep To Dismiss

DISMISS DAILY @ 3:18

Riddle Teacher Collaboration Schedule

Ruonavarra /McCormick	1:05-2:00
Reid/Croley/Daniels	2:10 – 3:10
Croley/Ungerman	2:10 – 3:10
Daniels/Ungerman	2:45 – 3:10

Thursday

Teachers:

Meeting Times:

Riddle Teacher Collaboration Schedule

Friday

Teachers:

Meeting Times:

Ojerio/Croley	8:30 – 9:00
Ojerio/Ruonavarra	9:40 – 10:20
Croley/ Reid	10:20 – 10:50
Ojerio/Daniels	12:20 – 12:50
McCormick/Daniels	1:05 – 2:00
Reid/Daniels/Ungerman	2:10 – 3:10

Memorandum of Understanding

Priority Schools and Transformation Plans

The Lansing School District and the Lansing Schools Education Association

As required by state law, The State Reform Office has the responsibility of identifying Priority Schools that fall within the lowest 5% in the state based on student achievement measures and formulas. These schools are then placed on a four-year reform and redesign plan within which the district has the option of selecting one of four turn-around models:

- Closure – close the school
- Restart – reopen as a charter
- Turnaround – replace principal and 50% of the staff
- Transformation – replace principal, increase learning time, provide PD for improved leader and teacher effectiveness

The Lansing School District believes that from both an organizational and pedagogical perspective, the preferred option is Transformation.

In order to comply with the requirements of a Transformation Plan that will garner approval from the State Reform Office and the Michigan Department of Education, it may be necessary to deviate from either current or future contract language.

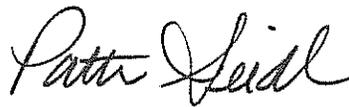
The current bargaining agreement expires on June 30, 2013. This Memorandum of Understanding serves as proof that as a new contract is negotiated both the Lansing School District's Board of Education and the Lansing Schools Education Association will work in collaboration to assure implementation of the required elements of the Transformation Plans, including extended learning time, an educator evaluation that includes a student growth component, operational flexibility, and additional hours for enrichment and teacher collaboration, as submitted by the district's Priority Schools.



Yvonne Caamal Canul

Superintendent

Lansing School District



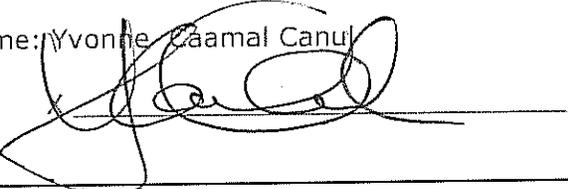
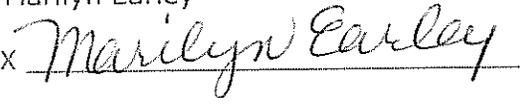
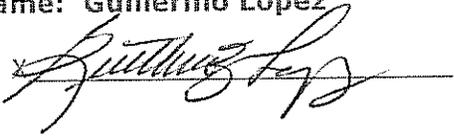
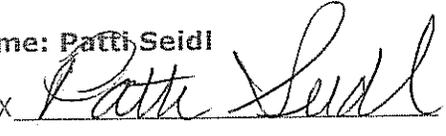
Patti Seidl

President

Lansing Schools Education Association

January 25, 2013

Redesign Plan Signature Page

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Lansing School District School Name: Riddle Elementary Address: 221 Huron St., Lansing MI 48915 School Code: 01865	Name: Steve Hecker Position and Office: Academic Outreach Specialist-- MSU Office of K-12 Outreach Telephone: (517) 252-4862 Fax: (517) 669-4325 Email: heckers1@msu.edu
LEA SUPERINTENDENT/PSA ADMINISTRATOR Printed Name: Yvonne Camaal Canul Signature:  Date:	Telephone: (517) 755-1010 Fax: (517) 755-1019 Email: yvonne.camaalcanul@lansingschools.net
SCHOOL PRINCIPAL Printed Name: Marilyn Earley Signature:  Date:	Telephone: (517) 755-1721 Fax: (517) 755-1729 Email: marilyn.earley@lansingschools.net
LEA/PSA SCHOOL BOARD PRESIDENT Printed Name: Guillermo Lopez Signature:  Date:	Telephone: (517) 755-1005 Fax: (517) 755-1007 Email: Guillermo.lopez@lansingschools.net
PRESIDENT OF LOCAL TEACHER UNION Printed Name: Patti Seidl Signature:  Date:	Telephone: (517) 337-5455 or 5475 Fax: (517) 337-5485 Email: pseidl1@lsea.org

The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the school into the State School Reform/Redesign School District, imposing for the school one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.