



Redesign Plan

Albert Schweitzer Elementary School

Wayne-Westland Community School District

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TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	6
Notable Achievements and Areas of Improvement.....	12
Additional Information	17

Priority School Assurances

Introduction.....	19
Priority School Assurances.....	20

Operational Flexibility Assurance

Introduction.....	22
Assurance of Operational Flexibility.....	23

Transformation Redesign Diagnostic

Introduction.....	26
PART A: REFORM TEAM PERSONNEL.....	27
PART B: TEACHING AND LEARNING PRIORITIES.....	28
PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	36

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES..... 50

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT..... 78

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT..... 83

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?

During the 2012-2013 school year, our enrollment was approximately 411 students. We had 14 classes, 5 special teachers, 5 support staff, and 3 paraprofessionals. 11 of our 14 classes were in an overload situation for the majority of the school year. Overload aides were provided for all 11 classes. At the start of the end of the 2013-2014 school year, we will have two more classes (an added 1st grade and an added 2nd grade) and a 3rd grade class will become a 3rd/4th combination class. There will be one staff member to retire, but no other teachers left our building for any reason. Approximately, eighty percent (80%) of our students are bussed from the local neighborhood. Sixty-five (65%) of our students qualify for federally funded free and reduced lunch. 11% of our students qualify for Special Education Services.

ETHNICITY #%

AFRICAN AMERICAN 78 19%

ASIAN 4 1%

CAUCASIAN 296 72%

HISPANIC 29 7%

NATIVE AMERICAN 4 1%

TOTAL 411

In our school there are 55% boys and 45% girls.

100 % of our teachers are highly-qualified in accordance with the No Child Left Behind Act (NCLB), including the long-term substitute we employed in first grade during the 2012-2013 school year. We did have a long term substitute assignment in one second grade class for the majority of the school year. Every effort was made to provide a highly-qualified substitute for this position. All teaching staff members possess at least a Bachelor's degree and full state certification, and show evidence of meeting at least one of the following:

Michigan Test for Teacher Certification (MTTC)

A Graduate Degree

Coursework that is equivalent to an undergraduate major in any subject area directly related to elementary teaching

Achieved National Board Certification

All three of our paraprofessionals are highly qualified with accordance with NCLB criteria as documented with Workkeys Assessment proficiency in reading, writing, and math or have 60 hours of college credit.

Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools:

Schweitzer Elementary has a total of 21 teachers. Of those teachers, 2 teachers have been teaching 4-8 years, 8 teachers have been teaching 9-15 years, and 11 teachers have been teaching 15+ years.

Wayne-Westland Community Schools is an equal opportunity employer and abides by the No Child Left Behind legislation in the hiring of all staff. The district continues to work on improving the curriculum and providing relevant professional development in academic areas and technology.

Redesign Plan

Albert Schweitzer Elementary School

of Michigan's ELMAC program. This relationship has helped our school and district to attract highly qualified teachers. In addition, Human Resource, and other Central Office personnel, attend job fairs to promote our district and to obtain applications of professionals that may be hired.

The district seeks the most Highly Qualified teacher candidates through a screening process that includes:

1. Proactively interviewing candidates recommended by professional staff, both administrators and teachers
2. Attending university job fairs in order to interview interested candidates
3. Interviewing a large pool of candidates with a "team" of principals and other district administrators.
4. The team pre-interviews then recommends a select group of teachers in which others can interview and consider for hiring.

New teachers hired to the district are required to attend New Teacher Orientation, and are scheduled for professional development throughout the year. New teachers are assigned a mentor. After completion of the first year, they are invited to participate in an annual celebration at the end of the school year.

Teachers that are non-tenured, are assigned a mentor teacher for a period of three years. The mentor teacher is available to provide support and guidance. The mentor teacher answers questions about curriculum and concerns that a new teacher may have.

The Wayne-Westland Community School District (WWCSD) offers a safe and secure working environment for all staff members. In addition, WWCSD offers competitive salaries and benefits, which help attract and keep highly qualified teachers.

At Schweitzer Elementary, we offer a great deal of professional development in order to attract teachers. In addition to the professional development offered at Schweitzer, the district offers many opportunities throughout the year for teachers. At Schweitzer, we have a great community and an excellent parent support system. There are a number of parent volunteers for aiding in the classrooms. This keeps and attracts highly qualified teachers to Schweitzer.

Before the 2011-2012 school year, Schweitzer has seen less than a 5% turnover rate of teachers. At the end of the 2011-2012 school year we had two of the seventeen classroom teachers leave Schweitzer. We lost 3 classes due to lower enrollment and none of our teachers left by choice. In addition, our Intervention Specialist position was filled by a new highly-qualified staff member.

At the end of the 2012-2013 school year we retained 13 of our 14 teachers. The only change in staff is due to a retirement

Strategies to Increase Parental Involvement:

The School Parental Involvement Policy is reviewed and refined each year by staff and parents to make sure it encompasses all of the activities required.

There is an annual Policy Involvement meeting in the Fall of each school year to review the School Improvement Plan in its entirety, including the parent/student/school compact, the Goals Details, the Parent Involvement Plan and the budget. Throughout the year we have monthly SWBA (our Parent Group) meetings. During these scheduled meetings, we review pieces of the School Improvement Plan. This may be monthly curriculum focuses, assessment data, or instructional programming. During these meetings parents can openly share their comments and suggestions. These meetings are held in the evenings. During monthly scheduled "Coffee with the Principal," parents and community members are also welcome to come and offer suggestions to improve the school. These meetings are held during the school day. Our monthly school newsletter (attached to the school website) provides timely information related to curriculum, instruction, and assessment. Perception data is also shared via these school newsletters.

Redesign Plan

Albert Schweitzer Elementary School

During the 2012-2013 school year, additional parent informational meetings were scheduled to address specific areas of concern repeatedly brought up by parents. These meetings were scheduled during evening hours and members of the school board and district administration attended. A large majority of staff members also attended the meetings.

A School/Parent/Student Compact was created by teachers, students, and parents. This is reviewed and revised each year as needed. Most recently, this was revised so each are aligned between each group of stakeholders. This is shared at the Fall Conferences with parents.

In September, we have an annual "Curriculum Night" where teachers provide information to parents to help them understand the standards and assessments throughout the year. Parent Connect (a system to help parents monitor their child's progress) is also explained at this time.

Training for staff regarding students in poverty is an ongoing professional development at Schweitzer. We have increased our parent involvement activities for the 2012-2013 school year to add science and social studies events. We partnered with the Ann Arbor Hands-On Museum for our Family Science Night. We continue to partner with the Family Resource Center for our Math and Literacy Family Nights. For the 2012-2013 school year, we opened up our Reading Clinic to include all grade levels. Parents were invited to attend based on needs of students. At each of our nightly events we had our IMC open and staffed so we could train parents on the multiple websites that we have accessibility available for our students. We also hosted a Young Author's Celebration where parents were invited to share their child's non-fiction writing during the school day.

During the 2012-2013 school year, we have implemented recognition assemblies to invite parents to celebrate students success and achievement.

In addition, staff will inform parents about curriculum and instruction through:

- school newsletters
- classroom newsletters
- school website
- classroom websites
- Parent/Teacher Conferences
- technology that can be accessed at home
(razkids.com, everydaymathonline.com, Compass Learning)
- Book Fair
- Parent Book Studies
- Reading Logs (with information about comprehension): under parent supervision, students will be expected to read nightly and to record their reading on a school-provided reading log. These reading logs will help track the number of hours students are reading at home. These logs will include opportunities for parents to engage with their students about reading goals, how to choose "just right" books, comprehension strategies, etc.
- PBIS Logs: parents will be informed of their students behavior choices daily

We also partner with Wayne County RESA, as needed, to utilize interpreters for parent meetings.

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.

For the 2013-2014 Academic School Year (and the foreseeable future), we have adopted the Franklin Covey Leader in Me Process. Therefore, as part of the Leader in Me Visioning Day, we worked collaboratively to change our vision, values, and beliefs to reflect this. Our new vision statement is "BEE a Leader: Love, Encourage, Achieve, Dream." The staff (including custodians, paraprofessionals, classroom teachers, and support staff) worked individually, then in partnerships, then in small groups to draft a new vision. After our initial meeting, each person chose the drafted vision that best spoke to them about what they envisioned for Schweitzer. We came back together a few weeks later and revisited the drafted visions, had dialogue about them, and created the above vision.

One reason we chose to adopt the Leader in Me process was because of our Focus School status. We knew there were gaps in our student achievement and declining achievement scores. One large component of Leader in Me is constant review of achievement data, both by staff and students. Our vision embodies each student being a leader of their learning. Each student will do this through the use of a "Data Notebook" where data will be kept on all subject areas, as well as behavior. Our interventions focus on the lowest 30%, but all students will be accountable for their learning. Below are the overall scores, and those scores where there are gaps.

Achievements:

Reading has the highest levels of achievement. 3rd grade had 51% of students proficient. 4th Grade had 47% of students proficient. 5th Grade had 58% of students proficient.

The following content area(s) show a positive trend in performance: 3rd grade reading had 47% of students proficient in 2011-2012 and 51% of students' proficient in 2012-2013, an increase of 4%. 5th Grade reading had 54% of students proficient in 2011-2012 and 58% of students' proficient in 2012-2013, an increase of 4%.

In addition, the following content area(s) have student achievement above the state targets of performance: 5th Grade reading was slightly above the Annual Measurable Objective for proficiency by 2022. 3rd grade reading was right on target for proficiency by 2022.

Math, Science, and Writing have the lowest levels of achievement. 3rd grade Math had 17% of students proficient. 4th grade math had 34% of students proficient. 5th grade math had 32% of students proficient. 4th Grade writing had 32% of students proficient. 5th Grade science had 8% of students proficient.

The following content area(s) show a negative trend in achievement: 4th grade reading had 56% of students proficient in 2011-2012 and 47% of students proficient in 2012-2013, a decrease of 9%. 3rd grade math had 30% of students proficient in 2011-2012 and 17% of students proficient in 2012-2013, a decrease of 13%. 4th grade writing had 44% of students proficient in 2011-2012 and 32% of students proficient in 2012-2013, a decrease of 12%.

Lastly, student achievement was below the Annual Measurable Objective in 4th grade Reading, 5th grade Reading, 3rd grade Math, 4th Grade Math, 5th Grade Math, 4th Grade Writing, and 5th Grade Science

African-American Achievement:

3rd Grade Reading had an increase of 17%. The percent proficient in 2011-2012 was 33% and in 2012-2013 50% proficient. 4th grade math had an increase of 27%. The percent proficient in 2011-2012 was 0% and in 2012-2013 27% proficient. 5th Grade Math had an increase of 13%. The percent proficient in 2011-2012 was 0% and in 2012-2013 13% proficient.

3rd Grade Reading saw the gap close. African American and white students both perform at a 50% proficiency level.

4th Grade Reading saw a decline in proficiency of 26%. The percent proficient in 2011-2012 was 71%. The percent proficient in 2012-2013 SY 2013-2014

Redesign Plan

Albert Schweitzer Elementary School

was 45%. 3rd Grade Math (8 students) saw a decline in proficiency of 18%. The percent proficient in 2011-2012 was 18%. The percent proficient in 2012-2013 was 0%.

Students with Disabilities Achievement:

4th Grade Math had an increase of 9%. The percent proficient in 2011-2012 was 31% and in 2012-2013 40%. 5th Grade Math had an increase of 14%. The percent proficient in 2011-2012 was 0% and in 2012-2013 was 14% proficient. 4th Grade Writing saw the gap close to 13%. The gap in 2011-2012 was 26%. The gap in 2012-2013 was 13%. 5th Grade Math saw the gap close to 20%. The gap in 2011-2012 was 33%. The gap in 2012-2013 was 20%. 3rd Grade Math (9 students) saw a decline in proficiency of 40%. The percent proficient in 2011-2012 was 40%. The percent proficient in 2012-2013 was 0%.

Extended Learning Opportunities:

An after-school MEAP prep program will be provided to 3rd and 4th grade students ranking in the bottom 30% in math and reading. The program lasted for 3 weeks, students attended twice weekly for 1 hour. Instruction was provided by highly-qualified teachers.

Perception Data/Parent and Community Involvement:

Staff will strengthen the home/school connection, supporting a parent partnership for increased student achievement in the core curriculum.

Staff will inform parents about curriculum and instruction through:

- curriculum nights
- school newsletters
- classroom newsletters -school website
- classroom websites or other technology (wiki, blog, podcast, etc.) Staff will engage parents through:
- Parent/Teacher Conferences
- including technology "how to" at various Parent Nights
- being present at school-wide student events
- technology that can be accessed at home (everydaymathonline.com, Compass Learning)
- Family Math Night
- Home Links
- technology that can be accessed at home (razkids.com, everydaymathonline.com, Compass Learning)
- Young Author's Celebration
- Family Literacy Night
- Reading Clinic
- Book Fair
- Parent Book Studies
- Reading Logs (with information about comprehension)

School-wide Reform Model:

Scientific research, the premise of NCA/AdvancED guidelines, guides our action plan and is the basis of our school-wide reform strategies. All strategies selected were evaluated and reviewed based upon quantitative and qualitative data analysis and are designed to improve student performance. Our strategies address not only timely additional direct service to students, but also improvement of the quality instruction through professional development opportunities. Our School Improvement plan includes goals across the content areas of math, reading, writing, science and social studies.

Schweitzer Elementary Instructional Strategies are:

1. Professional Learning Communities
2. Stakeholder Involvement

3. Interventions/Enrichment

Curriculum Alignment that Corresponds to the Goals:

The district content committees meet monthly. During these meetings they review curriculum. Part of this process includes making sure the Core Content State Standards (CCSS) and/or Grade Level Content Expectations (GLCE) are addressed in the programs provided by the district. The Elementary English Language Arts committee has aligned the CCSS to a "Year-at-a-Glance" to provide a schedule for teachers to begin implementation. The Math committee worked through this process during the 2012-2013 school year and will be recommending a new curriculum to the staff in 2013. The science and social studies district committees have just begun the process. The Social Studies committee has reviewed the CCSS and the current district curriculum, and has recommended the MC3 units as the district provided curriculum for the 2013-2014 academic year. As the district becomes aware of gaps, we collaborate to provide supplemental materials, professional development, and support. Building administrators serve on each of these committees. For the 2012-13 school year I was a member of the district Social Studies committee. Schweitzer had representation on all four content committees with administration, the Intervention Specialist and classroom teachers.

Each August, grade level teams meet district-wide to review and share out the curriculum for the year.

In math, the district is examining a new curriculum and will be recommending it to the Board of Education in the fall for approval. It will provide opportunities for differentiated instruction, hands-on learning, and practice. For science, the district recommends hands-on learning. The integration of reading and writing is incorporated through supplemental texts. For social studies, core instruction is provided through the MC3 units. Supplemental technology resources are also provided. The district encourages the use of Best Practice strategies for ELA, such as the reading and writing workshop. The district has provided a document as a framework for instruction and professional development at both the district and building level.

Schweitzer Staff meets every week in grade level or content teams Professional Learning Communities to review current curriculum. The goals are then revised to reflect this. Evidence that is included at Schweitzer to review the curriculum: MEAP data, Fountas and Pinnell Benchmark Assessments, MLPP data, writing prompts, district reading assessments, math end of unit assessments, science assessments, and social studies assessments.

Timely and Additional Assistance:

There are a plethora of ways support is offered at Schweitzer. All of our students who are in the lowest 30% across all five grade levels (K-4), receive at least one of the following assistance. Most often, students in the lowest 30% receive support in multiple areas from multiple staff members.

Response to Intervention Team: At Schweitzer Elementary we have a Response to Intervention (RtI) Team. Students having extreme difficulty meeting grade level expectations and standards are referred to our RtI Team. This team, consisting of the classroom teacher, principal, social worker, psychologist, speech pathologist, special education teacher (TC/RR) teacher, and Interventionist, meet to discuss the student's progress and design a student intervention plan. Together as a team, we look at the needs of the student. The parent is also present at the meeting (and all meetings there after) offering suggestions and writing the intervention plan with the team. Collaboratively, we list interventions to make the student more successful at school. After a specific time line is set for each intervention (based on the intervention), we reconvene and review the success of the plan with the student. If the plan is successful for the student, the team monitors the student's progress over the next two years. If the interventions are unsuccessful, we move to an additional tier of more intensive interventions. If a third tier of interventions does not prove to be successful for the child, we move forward with special education testing and more interventions until the child is successful.

The following are used to identify students and refer them to the RtI Team:

- Staff referral: students struggling in classroom and/or receiving grades below grade level according to the MEAP data, (Students in third and fourth grade) DRA, Benchmark Assessment System, MLPP (Kindergarten through third grade) and/or local assessments.
- Parent referral- A parent may suggest assistance or specialized help for their student at any time. The school meets to decide appropriate

Redesign Plan

Albert Schweitzer Elementary School

strategies for interventions. (Kindergarten through fourth grade)

•Observation/suggestion by auxiliary staff- Often times, social workers or psychologists observe issues with a student when working on problem solving and mental health areas. A suggestion by a paraprofessional is also reviewed and considered a factor for timely additional assistance. (Kindergarten through fourth grade)

•Student asks for help: Students often volunteer to attend tutoring or in-school programming for extra help. (Kindergarten through fourth grade)

•Multiple discipline referrals: If a student has more than five (5) referrals to the office through our positive behavior support system, students are assigned a caseworker to help identify their needs and give them appropriate support. (Kindergarten through fourth grade)

We provide the following timely-additional assistance for those students who require much additional assistance: •

•Schweitzer provides timely additional assistance to K-4 students at-risk of not meeting the academic achievement standards. Our most at-risk students (the bottom 30%) are placed in Response to Intervention (Rtl) groups and meet daily for 30 minutes with a highly qualified paraprofessional or the Intervention Specialist. These groups are flexible and changes are made as needed and through grade level meetings. Students are identified by Benchmark Common Assessment (BAS) reading levels, common assessments, and MEAP. Schweitzer has an Rtl Intervention schedule so that no new instruction is occurring during each grade level's Rtl time. In addition, a math interventionist was also hired to provide math interventions to those students who are most at risk for not meeting the state standards in math. Students who are not at-risk of meeting the academic achievement standards are involved in enrichment activities. In addition, Schweitzer has provided after school tutoring in Math, Reading, and Writing to 3-4 graders at-risk of not meeting state standards.

•Highly Qualified Paraprofessional support: Schweitzer has two (2) paraprofessionals. The paraprofessionals assist students who qualify for additional assistance. At any given time, paraprofessionals will have students from multiple grade levels working on a particular skill. They rotate students according to the needs of the students. The students they assist are continually changing because their assistance is based on students with the highest needs. Teachers determine which students may need additional assistance. Our paraprofessionals work in small-group, or one-to-one settings. At times, the paraprofessional will sit with a small group and go over skills taught by the teacher earlier, that the child does not understand yet. The paraprofessional may read a student a test or provide one-on-one services as needed and directed by the classroom teacher. The paraprofessionals are working with the lowest 30% of students in each grade level.

•School wide Interventionist: Schweitzer has an Interventionist that provides intensive reading support to all students. The students are selected by using reading assessment data. These students selected, receive intensive academic support through the use of push-in instruction. The Interventionist meets with small groups using the research based Fountas and Pinnell Level Literacy Intervention Kit. She also provides additional academic support to strategies to classroom teachers. Her services are available to parents as well.

•Special Education Services: Schweitzer has a Resource Room/Teacher Consultant that provides service to students in all grades. She co-teaches with general education classroom teachers and assists all students. A speech therapist is on staff to service students who have been identified as having articulation and/or language issues. In addition to servicing special education students she teaches lessons in our kindergarten rooms.

•Title I Summer School (S.M.A.R.T.): is available to all students who are identified as being 'at-risk'. Specific students are selected for this program. Students selected for the program are typically one academic year behind and always fall within the bottom 30% in their grade level. These students must have good attendance and a desire to attend the summer school program.

•Extended Day Programs: Schweitzer runs an extended day program for the students in the area of reading, writing, and math in the fall. Students are selected for the program based on MEAP scores (the bottom 30% in each area) and classroom writing progress, third and fourth grade students that need support in reading, writing, and math are selected to attend a three (3)-week extended day program. Three (3) teachers run the program, which meets for one hour before school approximately seven (7) to eight (8) sessions. Funding for the program is through school wide Title I. The program focuses on restating the question, using the 8 Thinking Maps to organizing their writing and adding more details. This will be an expectation for the lowest 30% in all of K-4.

•Check In/Check Out room: This program is designed to help students who need assistance staying organized or extra encouragement to do their best. We have staff volunteer to check in with each student and give them a daily checklist at the start of the school day and check out with them at the end of each school day. A parent's signature is required each night to reinforce the program and it indicates to us that the

Redesign Plan

Albert Schweitzer Elementary School

student shared all pertinent notes and homework with their parent. Any student may utilize this program. Parents and teachers sign students up who need the additional assistance. The school social worker also hosts a parent meeting and sends home a letter to inform parents about the Check In/Check Out system.

All students in the bottom 30% for reading and math will be required to participate in at least one of the following sessions for one of the subject areas. Parents will be given a "menu of options" from which to choose Extended Learning Opportunities for their child in the Spring of each year beginning with Spring 2013. The school team will make the final decision on which session(s) the child will attend, but will try as much as possible to follow the parent request to meet scheduling needs.

-Attend an after-school core content tutoring session in the Fall (totaling no less than 5 hours of support)

-Attend an after-school core content tutoring session in the Winter (totaling no less than 5 hours of support)

-Receive additional Response to Intervention (RtI) time of approximately 30 minutes per day, 4-5 days per week for 8-10 weeks (totaling approximately 25 hours)

-Receive additional core instruction during the school day with a highly-qualified interventionist of 50 minutes per week for no less than 8-10 weeks during 1 identified special area time (totaling up to 500 minutes/approximately 8-8.5 hours)

-Attend core content session during the summer (totaling 60 hours): Summer school for 4 days a week for 4 weeks. Monday of each week will be a field trip for students to gain experiences and background knowledge. In the summer of 2014, we will target 2nd and 3rd graders. In the summer of 2015, we will target 1st through 3rd grades.

Effective Use of Technology:

Staff will embed technology into their daily instruction to motivate and facilitate higher levels of student learning and engagement. Students will have the opportunity to interact with technology on a daily basis in the classroom.

All instructional staff will also differentiate reading, writing, math, science, and social studies instruction through the use of instructional technology. Staff will be trained on best/effective software and online resources to support students' development as identified through the curriculum units of study, Common Core State Standards, and classroom assessments.

Instructional technologies could include calculators, SMARTboards, Thinking Maps software, document cameras, computer workstations, MOBI, iPads, CPS units, and Compass Learning.

Evaluation of the School Improvement Plan:

Our programs funded by Title One are evaluated in the same way as our school sponsored events surveys. We ask for participant feedback and suggestions.

Throughout the year we send school wide parent surveys for general feedback. This is also true for the teaching and support staff. Their opinion about the programs is just as important. We ask for anonymous feedback on our programs and then have a staff discussion to find out what is working and what we have to abandon.

We also use the "State Program Evaluation Tool" for specific programs funded by 31a and Title I. This tool allowed us the opportunity to evaluate a new program starting at its development. The guiding questions helped to drive the programs.

Redesign Plan

Albert Schweitzer Elementary School

Building Level Decision-Making:

During the 2012-2013 school year, teachers were provided with an overview of the strategies and activities in the School Improvement Plan. As the year progressed, we were in constant communication about areas to revise in the plan. Ongoing notes were collected and compiled through Professional Learning Community feedback sheets. In the Winter of 2013, the staff took the Survey of Enacted Curriculum. Then, each grade level team reviewed the results in order to improve instruction. First, we gathered as a whole group and reviewed the current plan (with revisions that had already been made throughout the year) and analyzed both local and state assessment data. Then, each goal committee met as a team to analyze data and review Best Practice research for their content area. They made recommendations for Goals, Objectives, Strategies, and Activities. Then we met back as a whole for all to review. During Coffee with the Principal meetings throughout the year, parents reviewed MEAP data and perception data. We used this as we looked at the entire School Improvement Plan, focusing especially on the "Parent Engagement" section. Parents also revised the Home-School Compact and Schweitzer's vision and mission statement during these meetings. During the 2012-2013 school year, the School Improvement Team met monthly. At times we met with representatives from Wayne County RESA, district consultants, and members of the district School Improvement Team. We wanted our plan to be more consistent across content areas and grades. We also wanted to make sure the plan was clear and easy to implement for the staff. Continual examination of the plan has led the School Improvement Team to create easy to follow "how to" guidelines for each component of the plan. Also, at the start of the 2012-2013 school year when we review the plan, there will be a self assessment for each staff member to use to evaluate their understanding of the plan and an opportunity to clarify all parts.

As a Focus School, we have had constant support from our Executive Director of School Improvement and Innovation in the district and from the District Improvement Facilitator from the state. Our Executive Director of School Improvement and Innovation arranged meetings at the district level and attended and provided support for many meetings at the school. She attended the SEC meetings and guided us through the development of the Focus School plan.

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.

Schweitzer Elementary is a Focus School so we are continually reviewing data to provide support for the bottom 30% in all areas across all grade levels. We use multiple data points, such as the MEAP, the BAS, and the district common assessments.

Data trends in the last 3 years:

3rd grade reading had 47% of students proficient in 2011-2012 and 51% of students proficient in 2012-2013, an increase of 4%. 5th Grade reading had 54% of students proficient in 2011-2012 and 58% of students proficient in 2012-2013, an increase of 4%.

Sub-Group Achievement

Male - 3rd Grade Reading had an increase of 10%. The percent proficient in 2011-2012 was 48% and in 2012-2013 58% proficient. 5th grade Math had an increase of 8%. The percent proficient in 2011-2012 was 27% and 2012-2013 was 35%.

Female - 4th Grade Math had an increase of 7%. The percent proficient in 2011-2012 was 29% and in 2012-2013 37% proficient

African-American - 3rd Grade Reading had an increase of 17%. The percent proficient in 2011-2012 was 33% and in 2012-2013 50% proficient. 4th grade math had an increase of 27%. The percent proficient in 2011-2012 was 0% and in 2012-2013 27% proficient. 5th

Grade Math had an increase of 13%. The percent proficient in 2011-2012 was 0% and in 2012-2013 13% proficient.

3rd Grade Reading saw the gap close. African American and white students both perform at a 50% proficiency level.

Students with Disabilities - 4th Grade Math had an increase of 9%. The percent proficient in 2011-2012 was 31% and in 2012-2013 40%.

5th Grade Math had an increase of 14%. The percent proficient in 2011-2012 was 0% and in 2012-2013 was 14% proficient.

Economically Disadvantaged - 3rd Grade reading saw the gap close. Economically Disadvantaged out-perform Non-Economically Disadvantaged. ED has a 53% proficiency level, and Non-ED has a 48% proficiency level. 3rd Grade Math saw the gap close from 13% in 2011-2012 to 4% in 2012-2013. 4th Grade Reading saw the gap close by 17% so they are performing equally. The gap in 2011-2012 was 18%. The gap in 2012-2013 was 1%. This can be explained by a slight decrease in proficiency of Non-Economically Disadvantaged students. 4th Grade Math saw the gap close 10%. The gap in 2011-2012 was 36%. The gap in 2012-2013 was 26%. 5th Grade Math saw the gap close 39%. The gap in 2011-2012 was 47%. The gap in 2012-2013 was 8%. This can be explained by a significant decline in Non-Economically disadvantaged proficiency.

We saw a decrease in proficiency in the following areas:

Sub Group Achievement

Males - 4th Grade Writing saw a decline in proficiency of 17%. The 2011-2012 percent proficient was 57%. The 2012-2013 percent proficient was 40%. 3rd Grade Math saw a decline in proficiency of 11%. The percent proficient in 2011-2012 was 32%. The percent proficient in 2012-2013 was 21%. 4th Grade Math saw a decline in proficiency of 10%. The percent proficient in 2011-2012 was 40%. The percent proficient in 2012-2013 was 30%.

Female - 4th Grade Reading saw a decline in proficiency of 15%. The percent proficient in 2011-2012 was 66%. The percent proficient in 2012-2013 was 51%. 4th Grade Writing saw a decline in proficiency of 9%. The 2011-2012 percent proficient was 31%. The 2012-2013 percent proficient was 22%. 3rd Grade Math saw a decline in proficiency of 17%. The percent proficient in 2011-2012 was 29%. The percent proficient in 2012-2013 was 12%.

African-American - 4th Grade Reading saw a decline in proficiency of 26%. The percent proficient in 2011-2012 was 71%. The percent proficient in 2012-2013 was 45%. 3rd Grade Math (8 students) saw a decline in proficiency of 18%. The percent proficiency in 2011-2012 was 18%. The percent proficient in 2012-2013 was 0%.

Economically Disadvantaged - 4th Grade Writing saw a decline in proficiency of 16%. The percent proficient in 2011-2012 was 40%. The
SY 2013-2014

Redesign Plan

Albert Schweitzer Elementary School

percent proficient in 2012-2013 was 24%.

Things we will do to address the needs listed above:

The School Improvement Team/Reform Team and the Staff determined our three "Big Ideas" are:

1) Professional Learning Communities; 2) Best Practice Differentiated Instruction Based on Formative Assessment (Doug Reeves, Carol Tomlinson) and; 3) School/ Classroom Culture & Relationships.

1) Professional Learning Communities (PLC)

Based on the data you will find in question #2 of the Focus Diagnostic and research-based best practice, it is evident that staff needs to align curriculum and best practice instruction in order to provide consistency in core instruction and provide research-based differentiation for each student. Overall "Z" scores are low in addition to the Achievement Gap scores. The following steps will be taken in order to make this happen:

- All efforts will be made to provide common plan for grade level teams every day of the week (grade level teams will have at least one common grade level plan per week).
- Staff will utilize common plan time at least one time a week for a PLC, in addition to the scheduled contract staff meeting/PLC time, in order to increase collaboration and move towards a more aligned curriculum, instruction, and assessment. This increased frequency of PLC time will provide for greater fidelity across all grade levels.
- (This time could be used to create formative assessment, analyze data from the SEC, local data, common assessment data, etc. to drive instruction and move towards implementation of the CCSS, plan instruction based on assessments, etc.)
- The Teacher Consultant/Resource Room Teacher and Intervention Specialist will be in attendance at least one time a month at each grade level meeting.
- The majority of staff meetings will be dedicated to allowing grade levels to meet; specifically, 80% or more of staff meetings every year will be dedicated to Professional Learning Communities grade level or cross-grade level work.
- Instructional coaches and substitutes/ stipends will be provided multiple times per year per grade level to assist in creating effective PLCs at every grade level/ cross grade levels that are reflected by marked increases in student achievement data and staff collaboration.
- The feedback from each PLC, both during staff meetings and plan time, will focus on the targeted academic and affective areas of this Focus Plan. More specifically, the grade-level teams will provide feedback and specific, targeted artifacts on the following:
 - a) Formative, benchmark and summative assessment data connected to our academic areas of focus (based on the data in question #2 and listed, again, below) for all students and more specifically targeted to the students in the bottom 30% at all K-4 grade levels.

Reading

Comprehension, Critical Reasoning, and Vocabulary

Math

Addition and Subtraction Fluency (K-2), Multiplication and Division Fluency (3 & 4), Numeration, Vocabulary, and daily reflection writing (which connects to the need for more informational writing)

Writing

Writing Process, Language Study, and an increase of informational writing

Science

Process skills, science vocabulary, and daily reflection writing in science (this also connects to the need for more informational writing).

- b) PBI data and trends will be shared monthly with each grade level PLC team in order to determine Second Step lessons and target strategies to be used for generalization of those skills during the following month(s)

2) Best Practice Differentiated Instruction Based on Formative Assessment

Based on the data found in question #2 of the Focus Diagnostic and knowledge of research-based best practice, all students, especially those in the bottom 30%, need to have differentiated instruction followed by quality formative assessment daily. In addition, data from the formative assessments must be utilized daily to guide the following day's instruction. The following steps will be taken and will provide

Redesign Plan

Albert Schweitzer Elementary School

significant focus on the Reading, Writing, Math and Science areas defined above:

- Initiating formative assessment in every lesson, every content, in every grade level. For writing it will be based on an analysis of writing in relation to narrative and informational writing rubrics.
- Writing Workshop- students will have access to differentiated writing materials during the writing workshop, which will occur 4-5 times per week. Differentiated instruction will be provided daily, as well, during a conferring session with each student weekly (this may be one-on-one or small group).
- Reading Workshop- students will use differentiated reading materials 4-5 times per week during "read to self" and "read to someone" portions of reading workshop, with increased levels of informational/ non-fiction topics (at least 40% of books in student book boxes). Book levels/ choices will be based on formative assessment and student choice. Teachers will provide students with non-fiction text for independent reading such as informational magazines and familiar books from small group instruction.
- Daily (4-5 times per week) small group lessons will differentiate reading instruction by focusing on the needs of the students as identified during formative and summative assessments. Leveled books with science topics will be available at all reading levels for use in small group lessons.
- Comprehension mini-lessons 2-3 times/ week for K & 1st; 4-5 times/ week for 2nd- 4th grades will teach comprehension strategies that students apply when reading science text at their reading level during reading workshop (Making Meaning can be used as a resource for this).
- Daily (4-5 times per week) Guided Math groups will differentiate math instruction by focusing on the needs of the students as identified during formative and summative assessments.
- Whole class differentiation will be applied daily through the following strategies- Cold Call, Wait Time, No Opt Out and Stretch It techniques (Teach Like a Champion, 2010)
- Provide a significant increase in differentiated instruction using computers such as Compass Learning and Smarter Balanced assessment exemplars in order to help students prepare for computer-based assessments
- Instructional Coaches will be provided multiple times throughout the year to each grade level for help in planning and supporting the above expectations, modeling in the classroom and providing job-embedded professional development. Part of this job-embedded professional development may also include observations classrooms of teachers whose instruction in a particular area is of high caliber and effectiveness as determined by the building administrator and Executive Director of School Improvement & Innovation.

Differentiated Instruction will also be directed towards our lowest 30% of students through Extended Learning Opportunities. All students in the bottom 30% for reading and math will be required to participate in at least one of the following sessions for one of the subject areas. Parents will be given a "menu of options" from which to choose Extended Learning Opportunities for their child in spring of each year, beginning with spring of 2013. The school team will make the final decision on which session(s) the child will attend, but will try as much as possible to follow the parent request to meet scheduling needs.

- Attend an after school core content Tutoring Session in the Fall (Totaling no less than five hours of support)
- Attend an after school core content Tutoring Session in the Winter (Totaling no less than five hours of support)
- Receive additional Response to Intervention (RtI) time of approximately 30 minutes per day, 4-5 days per week for 8-10 weeks (Totaling approximately 25 hours)
- Receive additional core instruction during the school day with a Highly Qualified Interventionist of 50 minutes per week for no less than 8-10 weeks during one identified special area time (Totaling up to 500 minutes/ approximately 8-8.5 hours.)
- Attend core content session during the Summer (Totaling 60 hours): Summer School for 4 days a week for 4 weeks. Monday of each week will be a field trip for students to gain experiences and background knowledge. We will target 2nd grade during the 2013 summer, 2nd and 3rd grade during the 2014 summer, and 1st -3rd grades during the 2015 summer.

Parent support will be offered to the parents of students who are in the lowest 30% in the following ways:

- Parent training by the Intervention Specialist and instructional coach during the school day in the Fall
- Weekly parent meetings in the summer for those students attending Summer School (the lowest 30%)

Redesign Plan

Albert Schweitzer Elementary School

Professional Development will be provided for the staff (not to exceed six days total each school year) in the following areas:

- Formative assessment training to learn strategies to assess students in order to inform daily instruction.
- Math workshop
- Small group math instruction (Guided Math)
- PLC

RESEARCH: Teach Like a Champion, 2010; District Best Practices documents based in research.

3) The area of School/ Classroom Culture & Relationships was determined as another area in need of great focus for our students, staff and families.

Positive Behavior Intervention Support (PBIS) data showed there were 322 Office Discipline Referrals (ODRs) in the 2011-2012 school year. Those ODRs represented 25% of our students. During the 2012-2013 school year there have been 182 ODRs so far. Those ODRs represent 17% of our students. Additionally, students, parents and teachers have expressed concerns about the culture and respect levels within and across all stakeholder groups.

Based on the data from question #2 of the Focus Diagnostic, the Reform Team worked together to set the following goals:

- a) Improve school and classroom culture by teaching behaviors to students, parents, and staff that will help improve school climate
- b) Schweitzer Elementary will be awarded the Lighthouse Award based on The Leader in Me initiative through Covey on or before September of 2016 (following the 2015-2016 Year 4 of the Focus Plan).

To meet the above goals in the School/ Classroom Culture & Relationships, the following steps will be taken:

- Second Step - Every teacher will have a Second Step kit. Grade levels will focus on at least one lesson every two weeks monitored by the building principal that will assist students with self-regulation to take advantage of their instruction and apply themselves to their work. The lesson choices will be based on student PBIS data and the social-emotional needs of the students.
- Positive Behavior Intervention & Support (PBIS) - Staff will continue to consistently implement the PBIS system. PBIS materials will be differentiated for Kindergarten through Second Grade and Third through Fourth Grade. The PBIS team, some of whom are part of the Reform and Lighthouse teams, will analyze students' performance and behavioral data on a monthly basis.
- Behavior Coach - This person will lead intervention groups, meet with teachers, and model effective behavior management techniques for teachers from The Leader in Me, Teach Like a Champion, PBIS and Second Step in order to increase staff's ability to prevent and calmly handle behavior issues that are resulting in ODRs and improve staff/student relationships.
- Learning Partners- Teachers will observe in other teachers' classrooms for Teach Like a Champion techniques in the areas of Creating a Strong Classroom Culture and Building Character and Trust in order to see how these techniques work so they can apply these ideas in their own classrooms. Teaching Routines, 100 Percent, What to Do, Sweat the Details and Precise Praise will also be added over the course of the 4-year plan.
- Scheduling - Specials will be scheduled as much as possible so that teachers have a consistent schedule daily in order to provide predictable and consistent expectations for all students, especially the most at-risk.
- OPTIMUM program - We have an Occupational Therapist in our building to help with brain and motor development which impacts student ability to focus and maintain personal space.
- Summer Institute- A Summer Institute for all staff will take place over multiple years to provide The Leader in Me training, PLC time and opportunity to adapt processes based on PBIS data.
- The Leader in Me- This process will be implemented with all staff, students, and parents over the course of three years to improve student achievement in core academic subjects, prepare students with 21st century life skills and create a friendly learning culture where students and adults feel safe and engaged. Student efficacy, respect for others and ownership in the school community will be additional benefits. The Visioning Day for all staff will be April 25, 2013. There will be a 3-day all staff training on August 5-7, 2013.
- Parent Involvement Program- A parent liaison will develop programs for parents, based on surveys of parents to determine their needs, to

Redesign Plan

Albert Schweitzer Elementary School

build stronger relationships with the school community and develop parent communication and coaching

-Breaking the Poverty Barrier book study- This book study will be held to increase the staff's ability to work with transient students and students in poverty, which represents a high percentage of Schweitzer's population and the area of greatest gap is with our students who are ED.

-Recognizing our Students - Author of the Month, Student Council, Service Squad and Safety, Perfect Attendance (by quarter), Honor Roll (for 3rd and 4th grades), students who met the behavior goal each month

-Behavior Coaches will be provided (through RESA, Franklin Cover, and the district) multiple times throughout the year to each grade level for help in planning and supporting the climate/culture strategies, modeling in the classroom and providing job-embedded professional development. Part of this job-embedded professional development may also include observations classrooms of teachers whose techniques in this area of high caliber and effectiveness as determined by the building administrator and Executive Director of School Improvement & Innovation. Effective behavior management techniques may come from The Leader in Me, Teach Like a Champion, PBIS and Second Step. This coaching will also increase the fidelity of strategies, decrease ODRs, increase ownership recognize leadership skills in all students and improve staff/student relationships.

- Summer Program with parents and students of incoming Kindergarten students to build community, provide learning tips for parents, and assess the students.

RESEARCH: Covey; Marzano; Sornson; Jensen

Additional Information

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

N/A

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	Please see attached.	Teacher Evaluation Rubric and Growth Model

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	Please see attached.	Building Administrator Rubric & Growth Model

Operational Flexibility Assurance

Introduction

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

Assurance of Operational Flexibility

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

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

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

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	The meeting to discuss and sign the Memorandum/Letter of Understanding was September 17, 2013. Please see attached.	Signed Letter of Understanding

Redesign Plan

Albert Schweitzer Elementary School

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

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.

Jennifer Munson, District Contact- Executive Director/ School Improvement & Innovation, munsonj@wwcs.k12.mi.us

Jennifer Chambers, Principal of Schweitzer Elementary, chambersj@wwcs.k12.mi.us

Jenna Mullins, Intervention Specialist, mullinsj@wwcsd.net

Jennifer Sulfridge, Teacher, sulfridgej@wwcsd.net

Maureen VanHulle, Teacher, vanhullem@wwcsd.net

Dennise Mazurek, Teacher, mazurekd@wwcsd.net

Elizabeth Burgess, Social Worker, burgesse@wwcsd.net

Camille Elkins, School Improvement Facilitator/ RESA, camilelk@comcast.net

Karen White, Lead/ MSU, whitekar@msu.net

Alyn Eastin, School Achievement Facilitator/ RESA eastina@resa.net

PART B: TEACHING AND LEARNING PRIORITIES

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

BIG IDEAS

The staff and Reform Team determined our three "Big Ideas" for the reform/redesign plan based on data referenced in question #2 of the plan. These big ideas are: 1) Extended Learning Time; 2) Best Practices; 3) Professional Learning Communities. These areas were determined through research on strategies that have the highest effect, rapid turnaround improvement indicators, data from perception surveys, the Self-Assessment survey, Golden Package, Class A, Surveys of Enacted Curriculum (SEC), State Priority School website (z-scores), Positive Behavior Intervention & Supports (PBIS) and research from the Center for Innovation and Improvement. The areas of Extended Learning Time for Students and Staff will focus on reading, math and science.

1. Extended Learning Time

Extended Learning Time will be implemented to further and maintain skills of students with fidelity, using the specific standards and strategies identified by the Reform Team through the "data dig" done as a staff and in conjunction with the Priority Schools Intervention Specialist (IS)/MDE, School Improvement Facilitator (SIF)/RESA, District Executive Director/ School Improvement & Innovation and Lead Facilitator/ MDE. All Extended Learning Time will focus on the strategies chosen based on the above data.

-Extended Learning/ Extended School Year Programs and transportation will be offered to all students and will be held during the summer four (4) days per week, three (3) hours per day, and will include parent components with a focus on specific best practice strategies in two different programs for the areas of Reading, Math and Science (Teaching with Poverty in Mind, 2009). The programs are as follows:

- A 5-6-week summer school program at Hamilton Elementary for incoming 1st-4th grade students running mid-June through the end of July each year.

-A 4-week Incoming Kindergarten Jump Start Camp running from the end of July to the end of August each year

- Schweitzer High Tech Language Arts and Science Academy will be offered to all students in grades K-4 and held either before or after school with transportation provided for after school sessions. Academies for each grade level will run three times per year as early as possible in the Fall, Winter and Spring, four weeks at a time, 3 days per week, 1 hour per day. In order to offer transportation effectively and allow for families with more than one student attending Schweitzer who may participate, sessions will be held during the same timeframe each year.

Approximate timelines for the programs are as follows for K-4:

-1st session: September 30- October 25th, 2014 and following years

-2nd session: January 13- February 7, 2015 and following years

-3rd session: March 3- March 28, 2015 and following years

- In order to Extend Learning Time for students, all incoming Kindergarteners and newly registered 1st through 4th grade students will be offered several days prior to school to have their reading and other assessments completed by a qualified staff member. This will allow for placement of students in enrichment or intervention groups or Academy sessions much more quickly and lessen the amount of time taken from core classroom instruction.

-Students K-4 will be offered the opportunity to be involved in a Summer Reading Program in order to prevent the "summer slide" in reading fluency. During the summer, books will be mailed home to students at regular intervals, so they can continue reading during the summer. Students will choose books before the end of school in June, since student choice of reading materials is a strong motivator for reading. This is a research-based process (Allington).

Redesign Plan

Albert Schweitzer Elementary School

2. Best Practices

Based on the data and knowledge of research-based best practice and that included in question #2, all students need to have differentiated instruction followed by quality formative assessment daily. In addition, data from the formative assessments needs to be recorded in order to utilize daily and to guide the following days' instruction. The following steps will be taken and will provide significant focus on the Reading, Math and Science areas defined above (Doug Reeves, Carol Tomlinson):

ALL SUBJECTS:

- Initiating formative assessment in every lesson, every content, in every grade level. -
- Whole class differentiation will be applied daily through the following strategies- Cold Call, Wait Time, No Opt Out and Stretch It techniques (Teach Like a Champion, 2010).
- Provide a significant increase in differentiated instruction using technology such as Compass Learning and Smarter Balanced assessment exemplars, in order to help students prepare for computer-based assessments.
- Academic Vocabulary in all content areas using Marzano's six-step process.
- Instructional Coaches will be provided multiple times throughout the year to each grade level for help in planning and supporting the above expectations, modeling in the classroom and providing job-embedded professional development. Part of this job-embedded professional development may also include observations in classrooms of teachers whose instruction in a particular area is of high caliber and effectiveness as determined by the building administrator and Executive Director of School Improvement & Innovation.
- Professional development will be provided for teachers in Best Practice instruction, specifically in the areas of guided math groups, Science and Reading Workshop and formative assessment.

- READING:

- o READING Workshop- students will use differentiated reading materials 4-5 times per week during "read to self" and "read to someone" portions of reading workshop, with increased levels of informational/ non-fiction topics (at least 40% of books in student book boxes). Book levels/ choices will be based on formative assessment and student choice. Teachers will provide students with non-fiction text for independent reading such as informational magazines and familiar books from small group instruction.
- o Daily (4-5 times per week) small group lessons will differentiate reading instruction by focusing on the needs of the students as identified during formative and summative assessments. Leveled books with science topics will be available at all reading levels for use in small group lessons.
- o Comprehension mini-lessons 2-3 times/ week for K & 1st; 4-5 times/ week for 2nd- 4th grades will teach comprehension strategies that students apply when reading science text at their reading level during reading workshop (Making Meaning can be used as a resource for this).

- MATH:

- o By year two of the plan (2014-2015), teachers will daily (3-5 times per week) implement Guided Math groups will differentiate math instruction by focusing on the needs of the students as identified during formative and summative assessments. Teachers will begin 2013-2014 year learning the Engage NY Units.

Additionally, data showed the need to use best practices in school culture and relationships. In order in to meet this need we will:

- Positive Behavior Intervention & Support (PBIS) - Staff will continue to consistently implement the PBIS system. PBIS materials will be differentiated for Kindergarten through Second Grade and Third through Fourth Grade. The PBIS team, some of whom are part of the Reform and Lighthouse teams, will analyze students' performance and behavioral data on a monthly basis.
- Behavior Coach - This person will lead intervention groups, meet with teachers, and model effective behavior management techniques for teachers from The Leader in Me, Teach Like a Champion, PBIS and Second Step in order to increase staff's ability to prevent and calmly handle behavior issues that are resulting in ODRs and improve staff/student relationships.
- Learning Partners- Teachers will observe in other teachers' classrooms for Teach Like a Champion techniques in the areas of Creating a Strong Classroom Culture and Building Character and Trust in order to see how these techniques work so they can apply these ideas in their own classrooms. Teaching Routines, 100 Percent, What to Do, Sweat the Details and Precise Praise will also be added over the course of

Redesign Plan

Albert Schweitzer Elementary School

the 4-year plan.

- OPTIMUM program - We have an Occupational Therapist in our building to help with brain and motor development which impacts student ability to focus and maintain personal space.
- Summer Institute- A Summer Institute for all staff will take place over multiple years to provide The Leader in Me training, PLC time and opportunity to adapt processes based on PBIS and achievement data.
- The Leader in Me- This process will be implemented with all staff, students, and parents over the course of three years to improve student achievement in core academic subjects, prepare students with 21st century life skills and create a friendly learning culture where students and adults feel safe and engaged. Student efficacy, respect for others and ownership in the school community will be additional benefits.
- Parent Involvement Program- A parent liaison will develop programs for parents based on a parent need survey and academic needs in order to build stronger relationships with the school community and develop parent communication and coaching.
- Breaking the Poverty Barrier book study- This book study will be held to increase the staff's ability to work with transient students and students in poverty, which represents a high percentage of Schweitzer's population.
- Recognizing our Students - Author of the Month, Service Squad and Safety, Perfect Attendance (by quarter), Honor Roll (for 3rd and 4th grades), students who stayed in the white zone all month, Synergy classroom celebrations, Whole School Positive Behavior Support Celebrations.
- Summer Program with parents and students of incoming Kindergarten students to build community, provide learning tips for parents, and assess the students.

RESEARCH: Covey; Marzano; Sornson; Jensen, Teach Like a Champion, 2010; District Best Practices documents based in research.

3) Professional Learning Communities (PLC)

Based on the data and research-based best practice, along with the analyzed data in question #2, it is evident that staff needs to align curriculum and best practice instruction in order to provide consistency in core instruction and provide research-based differentiation for each student. Overall "Z scores" are low as well as the Achievement Gap scores. Additional research shows the need to focus on school/classroom culture and relationships. The following steps will be taken in order to make this happen:

- All efforts will be made to provide common plan for grade level teams every day of the week (grade level teams will have at least one common grade level plan per week).
- Staff will utilize common plan time at least one time a week for a PLC, in addition to the scheduled contract staff meeting/PLC time, in order to increase collaboration and move towards a more aligned curriculum, instruction, and assessment. This increased frequency of PLC time will provide for greater fidelity across all grade levels. This time could be used to create formative assessment, analyze data from the SEC, local data, common assessment data, etc. to drive instruction and move towards implementation of the CCSS, plan instruction based on assessments, etc.
- The Teacher Consultant/Resource Room Teacher and Intervention Specialist will be in attendance at least one time a month at each grade level meeting.
- The majority of staff meetings will be dedicated to allowing grade levels to meet; specifically, 50% or more of staff meetings every year will be dedicated to Professional Learning Communities grade level or cross-grade level work.
- Instructional coaches and substitutes/ stipends will be provided multiple times per year per grade level to assist in creating effective PLCs at every grade level/ cross grade levels that are reflected by marked increases in student achievement data and staff collaboration.
- At least one professional learning community each month will focus on school/classroom culture and relationships. Specifically, focus on teaching behaviors to students, parents, and staff that will help them improve school climate.
- The feedback from each PLC, both during staff meetings and plan time, will focus on the targeted academic and affective areas. More specifically, the grade-level teams will provide feedback and specific, targeted artifacts on the following:
 - a) Formative, benchmark and summative assessment data connected to our academic areas of focus for all students and ore specifically targeted to the students in the bottom 30% at all K-4 grade levels.

Redesign Plan

Albert Schweitzer Elementary School

Reading: Comprehension, Critical Reasoning, and Vocabulary

Math: Numeracy, Vocabulary, and daily application and performance tasks (K-4)(which connects to the need for more informational writing)

Writing: Writing Process, Language Study, and an increase of informational writing

Science: Process skills, science vocabulary, and daily reflection writing in science (this also connects to the need for more informational writing).

The following steps will be taken to improve best practices in school/classroom culture and relationships.

-Positive Behavior Intervention & Support (PBIS) - Staff will continue to consistently implement the PBIS system. PBIS materials will be differentiated for Kindergarten through Second Grade and Third through Fourth Grade. The PBIS team, some of whom are part of the Reform and Lighthouse teams, will analyze students' performance and behavioral data on a monthly basis.

-Behavior Coach - This person will lead intervention groups, meet with teachers, and model effective behavior management techniques for teachers from The Leader in Me, Teach Like a Champion, PBIS and Second Step in order to increase staff's ability to prevent and calmly handle behavior issues that are resulting in ODRs and improve staff/student relationships.

-Learning Partners- Teachers will observe in other teachers' classrooms for Teach Like a Champion techniques in the areas of Creating a Strong Classroom Culture and Building Character and Trust in order to see how these techniques work so they can apply these ideas in their own classrooms. Teaching Routines, 100 Percent, What to Do, Sweat the Details and Precise Praise will also be added over the course of the 4-year plan.

-OPTIMUM program - We have an Occupational Therapist in our building to help with brain and motor development which impacts student ability to focus and maintain personal space.

-Summer Institute- A Summer Institute for all staff will take place over multiple years to provide The Leader in Me training, PLC time and opportunity to adapt processes based on PBIS data.

-The Leader in Me- This process will be implemented with all staff, students, and parents over the course of three years to improve student achievement in core academic subjects, prepare students with 21st century life skills and create a friendly learning culture where students and adults feel safe and engaged. Student efficacy, respect for others and ownership in the school community will be additional benefits.

-Parent Involvement Program- A parent liaison will develop programs for parents, based on surveys of parents to determine their needs, to build stronger relationships with the school community and develop parent communication and coaching

-Breaking the Poverty Barrier book study- This book study will be held to increase the staff's ability to work with transient students and students in poverty, which represents a high percentage of Schweitzer's population and the area of greatest gap is with our students who are ED.

-Recognizing our Students - Author of the Month, Service Squad and Safety, Perfect Attendance (by quarter), Honor Roll (for 3rd and 4th grades), students who stayed in the white zone all month, Synergy classroom celebrations, Whole School Positive Behavior Support Celebrations.

-Behavior Coaches will be provided multiple times throughout the year, as appropriate, to each grade level for help in planning and supporting the climate/culture strategies, modeling in the classroom and providing job-embedded professional development. Part of this job-embedded professional development may also include observations classrooms of teachers whose techniques in this area of high caliber and effectiveness as determined by the building administrator and Executive Director of School Improvement & Innovation. Effective behavior management techniques may come from The Leader in Me, Teach Like a Champion, PBIS and Second Step. This coaching will also increase the fidelity of strategies, decrease ODRs, increase ownership recognize leadership skills in all students and improve staff/student relationships.

- Summer Program with parents and students of incoming Kindergarten students to build community, provide learning tips for parents, and assess the students.

Redesign Plan

Albert Schweitzer Elementary School

RESEARCH: Covey; Marzano; Sornson; Jensen

State what data were used to identify these ideas

BIG IDEAS

The staff and Reform Team determined our three "Big Ideas" for the reform/redesign plan. These big ideas are: 1) Extended Learning Time; 2) Best Practices in Reading, Math, Science, Climate/Culture; 3) Professional Learning Communities. These areas were determined through research on strategies that have the highest effect, rapid turnaround improvement indicators, data from perception surveys, the Self-Assessment survey, Golden Package, Class A, Surveys of Enacted Curriculum (SEC), State Priority School website (z-scores), Positive Behavior Intervention & Supports (PBIS) and research from the Center for Innovation and Improvement. The areas of Extended Learning Time for Students and Staff will focus on reading, math and science.

OVERALL MEAP DATA PICTURE

This was noted through Priority data and MEAP Golden Package data that indicates a 2-year trend for:

-Science, where the achievement gap is -1.4549 with a decrease in improvement of -1.2930 and an overall Z score of -1.9684. Through the Golden Package, 5th grade students who took the MEAP test were 8% proficient. This is 5% lower than the State average proficiency of 13%. Economically Disadvantaged students were 8% proficient and students who are non-economically disadvantaged were 9% proficient. Students with disabilities were 5% proficient and students without disabilities were 9% proficient. Males were 11% proficient and females 6% proficient.

-Reading across the curriculum, where the achievement gap is -1.2377 with a decrease in improvement of -0.6763 and an overall Z score of -1.4460. Through the Golden Package, MEAP data indicated Schweitzer students ranged from 12%-21% lower than the State average proficiency in grades 3, 4 and 5. In 3rd grade, the aggregate proficiency was 51%, while in 4th grade it was 47% and in 5th grade 58% were proficient. Students with disabilities at the 3rd grade level in MEAP were 22% proficient and students without disabilities were 56% proficient. Female students were 40% proficient and males were 58% proficient. Furthermore, economically disadvantaged students (53% proficient) scored 5% higher than students who are non-economically disadvantaged students (48% proficient). In 4th grade, students with disabilities were 20% proficient and students without disabilities were 49% proficient. Males (41% proficient) were 10% below females (51% proficient). Economically disadvantaged students (46% proficient) scored 1% lower than students who are non-economically disadvantaged students (47% proficient). At 5th grade, students with disabilities were 14% proficient and students without disabilities were 63% proficient. Males (57% proficient) were 2% below females (59% proficient). Economically disadvantaged students (58% proficient) scored 1% higher than students who are non-economically disadvantaged students (57% proficient).

-Math, where the achievement gap is -1.8234 with decrease in improvement of 0.2233 and an overall Z score of -1.3820. Through the Golden Package, MEAP data indicated Schweitzer students ranged from 11%-24% lower than the State average proficiency in grades 3, 4 and 5. In 3rd grade, the aggregate proficiency was 17% while in 4th grade it was 34% and in 5th grade 32% were proficient. Students with disabilities at the 3rd grade level in MEAP were 0% proficient (7 students with disabilities took the test) and students without disabilities were 20% proficient. Female students were 12% proficient and males were 21% proficient. Furthermore, economically disadvantaged students (16% proficient) scored 4% lower than students who are non-economically disadvantaged students (20% proficient). In 4th grade, students with disabilities were 40% proficient while students without disabilities were 33% proficient. Males (30% proficient) were 7% lower than females (37% proficient). Economically disadvantaged students (24% proficient) scored 26% lower than students who are non-economically disadvantaged students (50% proficient). At 5th grade, students with disabilities were 14% proficient while students without disabilities were 34% proficient. Males (35% proficient) were 6% above females (29% proficient). Economically disadvantaged students (30% proficient)

Redesign Plan

Albert Schweitzer Elementary School

scored 8% lower than students who are non-economically disadvantaged students (38% proficient).

-Writing across the curriculum, where the achievement gap is -1.6551 with improvement of .03858 and an overall Z score of -.8542. Through the Golden Package, our MEAP data indicates 4th grade students (32% proficient) were 15% below the State average proficiency of 47%. Our 4th grade students with disabilities were 20% proficient (5 students took the test) while students without disabilities were 33% proficient. Economically disadvantaged students were 24% proficient while students who are non-economically disadvantaged were 46% proficient. Males were 22% proficient and females were 40% proficient.

All subgroup data in each subject area indicates a need for aligned curriculum, consistent best-practice instruction which then leads into differentiated and extended instruction, as the overall scores are low and there are significant gaps between subgroups. There is a need for key focus on the area of Students with Disabilities, even though it is a small number of students; the gaps are significant. As noted above, Science has the lowest Z score of any subject, which is why Science will be addressed through all aspects of the plan. The Reform Team did not feel it would be appropriate to focus only on a couple of content areas, but rather on skill areas that would benefit all contents for the students.

"DRILLED DOWN" MEAP DATA

Additionally, in looking at the data in each of these areas and drilling down during the data dig, as well as being mindful of the necessity to maintain a highly focused approach, we recognized that the following strands are those of highest difficulty for our students.

Reading: Through data analysis, the data indicated that students struggled with deeper meaning comprehension, retelling main idea(s) and relevant details of text, and compare/contrast relationships within/across texts. After further data analysis, standards that showed the lowest number of proficient students were compared to the Common Core State Standards (CCSS). The determined areas of focus are: R.L.1 and R.IT.1 (asking questions and making inferences), R.L.2 and R.IT.2 (retelling main ideas and details), and R.L.9 and R.IT.9 (compare/contrast).

Math: Through data analysis, the data indicated that students struggle with basic math facts and numeration. After further data analysis, standards that showed the lowest number of proficient students were compared to the Common Core State Standards (CCSS). The determined area of focus is Operations and Algebraic Thinking.

Writing: Through data analysis, the data indicated our students struggle with peer editing, the writing process, and informational writing. After further data analysis, standards that showed the lowest number of proficient students were compared to the CCSS. The determined areas of focus are W.5 (strengthen writing by planning, revising, editing & rewriting) and W.2 (write informative/explanatory texts to examine a topic and convey ideas and information clearly).

Science: Through data analysis, the data indicated that the area of science process skills and vocabulary was low.

SEC DATA

Finally, each staff member in the building who teaches ELA and Math on a daily basis (including General and Special Education teachers and the Intervention Specialist), were offered the opportunity and stipends for their time in order to complete the Survey of Enacted Curriculum (SEC) in spring 2013. All those who participated (which was 15 out of 16 persons) were provided with an overview (1.5 hours) of the process from the Executive Director of School Improvement and Innovation prior to taking the survey and were asked to start with the ELA survey. Those same staff members were also given the option of taking the Math SEC.

Following the survey completion, the Executive Director of School Improvement and Innovation returned and supported the staff in learning how to obtain data from the website by teacher, grade level and whole school for each subject area. A separate day was held, providing rotating substitutes so that each grade level teacher could attend the data analysis for approximately an hour with their grade level teams. These sessions were also attended by the former Building Principal, Intervention Specialist, and the Special Education Teacher. The SEC data, both grade level and school-wide, provided useful information that connected current teaching strategies and areas to emphasize by the Common Core. It also breaks each of those strands down by the indicators or skills within the strand and shares where gaps may lie. The SEC data also proved helpful in alerting staff to areas they may be putting too much emphasis on at this point and can minimize. Based on this SEC information, the follow data was found:

-Reading across the curriculum strands and skills indicated by the SEC as areas in need of greater emphasis are:

Redesign Plan

Albert Schweitzer Elementary School

- 1) Comprehension in grades K-2, specifically, a) Main ideas, key concepts, and sequence of events b) Strategies such as activating prior knowledge, questioning, making connections, predictions, inference, imagery, summarization, c) Word meaning (Gr. 2).
- 2) Critical Reasoning in grades 3 and 4, specifically, a) comparison of topic, theme, treatment, scope, or organization across texts, b) relationships among purpose, organization, format and meaning in text (Gr. 4), and c) textual evidence and/or use of references to support (Gr. 4).
- 3) Vocabulary in grades K and 3, specifically, a) word or phrase meaning from context (Gr. K) and b) suffix, prefixes, root (base) words (Gr. 3)

There is a need to push students further in Depth of Knowledge in every lesson so they are better equipped for the Common Core as well as to become critical thinkers. Discussion notes regarding the SEC from each grade level meeting were written down. The former Building Principal shared the written form of the discussions with each grade level Professional Learning Community (PLC). The Executive Director of School Improvement & Innovation shared the information with district Educational Services Departments and committees for further review and action steps.

-Writing across the curriculum strands and skills indicated by the SEC:

- 1) Elements of Presentation in grades K, 1, 2, and 4, specifically, a) purpose, audience and context, word choice (Gr. K & 2), b) word choice (Gr. K & 2), c) organization (Gr. 4), d) support and elaboration (Gr. 4), and e) transitional devices (Gr. 4).
- 2) Language Study in grades 2, 3, and 4, specifically, a) relationship of language forms (Gr. 2), b) capitalization and punctuation (Gr. 2-4), c) syntax and sentence structure (Gr. 2), and d) grammatical analysis (Gr. 3 & 4).
- 3) Writing Applications in grade 3 and 4, specifically, persuasive and technical writing.

COMPARATIVE DATA AND AREAS OF FOCUS BY GRADE LEVEL

By reviewing the data from a variety of sources, we were able to analyze what will be expected with the Common Core and the expected emphasis compared with what is currently expected on the MEAP. In addition, current student achievement with regard to Grade Level Content Expectations (GLCEs) and current curriculum/ strategies emphasized by the teachers were reviewed. The gaps in the expectation versus practice/ current achievement were determined. Great effort was taken to compare the key areas of focus in the GLCEs (MEAP) and the Common Core (SEC) and where those matched or particular areas were prevalent, strands were chosen. Discussion was held based on those areas in order to provide a laser-like focus and improvement across multiple contents. Based on that discussion, the final strands/ strategies/ skills/ programming that will be of the 3 "Big Ideas" are:

-Reading across the curriculum, specifically in the areas of:

- Grades K-2- Comprehension with emphasis on, a) Main ideas, key concepts, and sequence of events and b) Strategies such as activating prior knowledge, questioning, making connections, predictions, inference, imagery, summarization
- Grades 3-4- Critical Reasoning with emphasis on, a) Comparison of topic, theme, treatment, scope and drawing and b) Textual evidence and/or use of references to support
- Grades K-4- Vocabulary with emphasis on a) word or phrase meaning from context and b) Suffixes, prefixes, root (base) words (We chose this as a focus based on research of students in poverty (Jensen) because our greatest gap is Economically Disadvantaged (ED) students.

-Writing across the curriculum, specifically in the area of:

- Grades K-4- Elements of Presentation with emphasis on, a) Purpose, audience and context, word choice and b) organization
- Grades 1-4- Language Study with emphasis on, a) Capitalization and punctuation and b) Grammatical analysis
- Grades 2-4- Writing Application with emphasis on persuasive and technical writing (The data showed a need for this in Grades 3 & 4; we want our students to be ready so we will begin in Grade 2.)
- Math, specifically in working with addition/subtraction fluency and numeration.
- Science, specifically in the strands of science processes and vocabulary.

Each Professional Learning Community will concentrate on the areas identified above. To simplify, if teachers focus on comprehension and critical thinking across all content areas and academic vocabulary they will address the majority of the focus areas.

Redesign Plan

Albert Schweitzer Elementary School

OVERALL GOALS FOR READING, WRITING, MATH AND SCIENCE

The goals set, based on the data for each of the overall areas of Reading, Writing, Math and Science are as follows:

- Reading growth per class is to have 90% of the students at Benchmark (proficient) at the end of the year or make a minimum of one year's gain in both decoding and comprehension (as determined by the amount of benchmark levels per grade level on the BAS or for Kindergarten, MLPP). The target proficiency for reading achievement on the MEAP will be 85% proficient by 2022. The 2013-2014 goal is 58% proficient. The next years' goals will be: 2014-2015, 61%; 2015-2016, 65%.
- The target proficiency for writing achievement on the MEAP is 85% for 2022. The next years' goals will be: 2013-2014, 51%; 2014-2015, 57%; 2015-2016, 60%. - The target proficiency for math achievement on the MEAP will be 85% proficient by 2022. The 2013-2014 goal is 41% proficient. The next years' goals will be: 2014-2015, 48%; 2015-2016, 52%.
- The target proficiency for Science achievement on the MEAP will be 85% proficient by 2022. The 2013-2014 goal is 21% proficient. The next years' goals will be: 2014-2015, 30%; 2015-2016, 38%.

Additional Perception Data

- *During the 2012-2013 school year there were 182 ODRs. Those ODRs represent approximately 46% of our students.
- *Based on the Parent Survey, only 78% of parents agreed with the statement, "My child is respected by classmates." Also, only 80% of parents agreed with the statement, "I have a voice in my child's education."
- *There is inconsistency in staff perception data with every survey we conduct (Fall 2012 Staff Survey and 2012-13 Interim Self- Assessment). A few points that speak to the need for improved culture are:

- "There is a healthy level of value and mutual respect among the staff in my building" - only 33% agreed with this statement
- "Staff morale at this school is high" - only 11% agreed with this statement
- "Our building has a positive climate" - only 56% agreed.

Student perception data showed a couple areas of need:

- In K-2, 81% of students agreed with the statement, "I see myself as a leader," whereas only 63% of 3rd & 4th graders agreed with this statement.
- In K-2, 88% agreed with the statement, "I feel important in my classroom" and only 66% of 3rd & 4th graders agreed with the same statement.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

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

Mrs. Chambers accepted the position of Principal of Schweitzer Elementary in August 2013, and therefore meets stipulations of the "two-year rule". Prior to becoming the principal of Schweitzer, Mrs. Chambers was the principal at Hoover Elementary from June 2010 until August 2013. Mrs. Chambers was a teacher in the district for 7 years before becoming an administrator. This is her fifth year as an administrator for Wayne-Westland Schools. As leader of Schweitzer Mrs. Chambers plans or is in process of meeting the 5 Turnaround Competencies by:

1. Identify & focus on early wins and big payoffs

-Purchase more Leveled Literacy Intervention kits and provide professional development for teachers to enhance Tiered interventions within classroom.

-building school culture through Professional Learning Communities (including Leader in Me)

2. Break organizational norms

-Be intentionally visible; be in classrooms frequently; schedule follow up conversations often

-Mandate common plan time; Require feedback sheets; Attend as often as often as possible

-Create expectations and norms for ALL collaborative meetings and enforce them

-Revisit Mission and Vision and be a change agent

-Create a culture of success

-Principal will share key staff results, with staff and individually as appropriate, to highlight situations do not change and reward those who do and succeed. This shifts meetings from blaming and excuses to problem solving.

3. Act quickly in a fast cycle

-Create a list of non-negotiables for classroom instruction

-Provide teachers with time to take SEC survey and compare results to NWEA data; Plan targeted changes that can be readjusted after January NWEA testing

4. Collect and analyze data-

-Analyze data including MEAP, NWEA, SEC and BAS, and Local Assessments to determine high-priority problems

-Teachers look at student data every week and adjust their instruction; Create action plans so that everyone involved knows specifically what they need to do differently; This allows people to focus on changing what they do, rather than worrying about impending change

-Introduce students to their data

-Create time for teachers to meet (and provide PD) on Instructional Effectiveness as it related to matching student needs in an instructional hierarchy

-Teachers held accountable for bi-weekly progress monitoring

-Principal will set up systems to measure and report interim results often; This enables the rapid discard of failed initiatives/ strategies and increase those which are successful to facilitating rapid turnaround

Redesign Plan

Albert Schweitzer Elementary School

5. Galvanize staff around big ideas

Big Idea: CHANGE- Change is mandatory not optional.

Big Idea: Highly Functional Professional Learning Communities- Teachers are the decisions makers

Big Idea: Extended Learning Opportunities for all students

Big Idea: Best Practice Instruction- Provide teachers with PD on tiered interventions (modeling/demonstration, prompting/error correction)

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

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

All teaching staff, building principals, and central office administration are evaluated annually using the Wayne-Westland Community Schools Administrator Evaluation Tool. Building principals at the K-12 level are evaluated by the Executive Director of School Improvement & Innovation and Executive Director of Student & Legal Affairs via the Administrator Evaluation Tool developed at the district level. Building principals evaluate staff in their building, with support from the Special Education Supervisors and the principals' supervisors, according to the Teacher Evaluation Tool. All evaluation processes were designed to mirror each other in order to provide consistency and commitment from all stakeholders and to meet all requirements of the law. Multiple observations and meetings with the staff member occur throughout the year. Staff members are able to work with their supervisor to determine whether they will be evaluated through a checklist/artifact or goal setting process to determine effectiveness (i.e. highly effective, effective, minimally effective, ineffective). Staff determined to be minimally effective or ineffective are automatically put on an Awareness/ Support Plan. Specific standards broken out into multiple indicators are included along with student growth as a significant factor- 30% growth in 2013-14; 40% growth in 2014-15; 50% growth in 2015-16 for determining the staff members' and/or administrator's effectiveness.

Standards chosen in the evaluation tool were taken from nationally recognized organizations and research. The Teacher's Evaluation Tool was derived from the Michigan Department of Education Framework for Learning at http://www.michigan.gov/documents/mde/Interim_Progress_Report_MCEE_383698_7.PDF prior to the recommendation being made by the Governor's Council. The Administrator's Evaluation Tool was built based on Interstate School Leaders Licensure Consortium's (ISLLC) Standards, AdvanceED Standards for Quality Schools, Professional Learning Communities (PLC) Principles and Practices, which are acknowledged by NPBEA, AASA, NAESP, NASSP, and ASCD.

The Teacher Evaluation was created through collaboration of: teacher's union representation (WWEA President and MEA Uni-Serve Director), administrator's union representation (WWBAA President), the Deputy Superintendent of Educational Services and the Senior Executive Director of Human Resources, who met multiple times during the 2010-2011 school year to review and revise the tool. District teachers and administrators are encouraged to share their concerns and thoughts about the tool with district Central Office personnel who then take that information into consideration when reviewing the document annually. Additional collaborative meetings will be held prior to the 2014-2015 and 2015-2016 school years as the document is prepared for increased student growth percentages. Areas were and will continue to be addressed as they meet the requirement of the law, student achievement focus, and contract of the teachers. Building principals received monthly training regarding the Teacher Evaluation tool during 2012-2013 school year and on-going for new principals through the New Principal Bootcamp, coordinated by the district, in an effort to streamline and improve the consistency of the process from building to building and teacher to teacher.

Redesign Plan

Albert Schweitzer Elementary School

The Administrator Evaluation was created through collaboration of: administrator's union representation (WWBAA President and member), the Deputy Superintendent of Educational Services, the Senior Executive Director of Human Resources, the Executive Director of Student & Legal Affairs (7-12 administrator supervisor) and the Executive Director of School Improvement & Innovation (K-6 administrator supervisor) who met multiple times during the 2011-2012 school year to review and revise the tool. During the summer of 2012, building administrators were provided the draft document in order to review it and provide feedback to the team, who then presented the full evaluation tool at the Administrative Retreat in August 2012. The effectiveness of this tool based, again, on requirements of the law, student achievement and teacher contract will be reviewed annually. Additional collaborative meetings will be held prior to each school year as the document is prepared for increased student growth percentages of 40% (2014-2015) and 50% (2015-2016).

The Central Office Administrator Evaluation (Educational Services) was created through collaboration between the Deputy Superintendent of Educational Services, the Senior Executive Director of Human Resources and the Educational Services Team which includes: the Executive Directors of Student & Legal Affairs, Federal & State Programs, Curriculum Development, School Improvement & Innovation, Technology and the Senior Executive Director of Special Education. These personnel met on several occasions to review the draft document and provide input. The completed document was then sent to all Educational Services staff and will be implemented for the first time during the 2013-2014 school year. This tool is based on requirements of the law, student achievement across the district as a significant factor and contract as well and will be reviewed annually to improve effectiveness.

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.

Each building will use the Wayne-Westland Community School District Teacher and Administrator Evaluation Tools as one way to identify and reward school leaders, teachers and staff members. As recorded earlier, the district has created Teacher and Administrator Evaluations. This was in response to State law, in accordance with national guidelines of highly respected educational organizations and based in research on the effect of teacher evaluation on student achievement. Additionally, Schweitzer Elementary has dealt with the on-going issue of changing administration (three principals over five years) and frequent changes in staff. Current teacher contract language is grounded primarily in seniority and whether teachers chose to move or not. With a district the size of Wayne-Westland, there are often opportunities to change buildings or grade levels. These issues cause concern that there is significant need for an agreement in order to maintain as consistent of a staff as possible. In this way the professional development knowledge, focus and intensity of the "Big Ideas" strategies, will be adhered to more closely, as discussed between the building Reform Team and the Executive Director/ School Improvement & Innovation. Points of concern needing to be addressed were then shared with the Senior Executive Director/ Human Resources and the Deputy Superintendent in order to begin discussions with Wayne-Westland Education Association (W-WEA) leaders. Based on the Letter of Understanding between Wayne-Westland Schools and the W-WEA, teachers and administration will first be identified and rewarded through the following steps:

Teachers who maintain a "Highly Effective" or "Effective" rating on their teacher evaluation at Schweitzer Elementary, as of the date of the Letter of Understanding agreement, may not be bumped out of their position by a more senior teacher during this model.

Teachers in a priority school may bid out in accordance with the W-WEA Master Agreement.

Redesign Plan

Albert Schweitzer Elementary School

Extra work opportunities will be offered to the building staff first, at the W-WEA hourly rate of pay; Unfilled positions will be offered to qualified staff.

Any teacher bidding into a priority school must have the consent of the principal and have been evaluated with an "Effective" or "Highly Effective" rating while the Letter of Understanding is in effect. Based on the information above, teachers, leaders and staff will be identified and rewarded in the following ways: -The amount of such rewards will be reviewed, based on the amount of Priority set aside funding available and the number of buildings included -Rewards will be based around efforts that emphasize the 3 "Big Ideas" determined by the Reform Team and staff: Extended Learning Time, Best Practices, and Professional Learning Communities.

-Staff members are only eligible for the incentive indicated if they have a current "effective" or "highly effective" evaluation rating. The rewards and incentives will be based on the following goals:

-Student perceptions of "bullying is not tolerated" will increase, as evidenced by an average of the two student perception surveys yearly, moving from 89% to 91% in 2013-2014; reaching 93% in 2014-2015; reaching 95% in 2014-2015; reaching 98% in 2015-2016. All staff members will receive \$50 stipend to be spent on teaching supplies or professional development materials.

-Student attendance will improve through a decrease in students with missed days of attendance. The number of students with 10 or more missed days will decrease by 2% each year (35% in 2013-2014; 33% in 2014-2015; 31% in 2015-2016, 29% 2016-2017). Baseline data was 152 (37%) students in third quarter. If the school-wide goal is made, each WWEA and WWBAA staff member will receive a \$100 allotment toward professional development resources or teaching materials. Each month, the class of students with the highest percentage of attendance will receive individual "free pizza" coupons as long as they are available through the sponsor or set-aside funding.

-All students who demonstrate adequate growth determined by the NWEA growth target will be able to attend a free movie party at the end of the year. Additionally, these students will be able to spend \$15 each toward books of their choosing at their "Just Right" level from the building book fair in May.

-Reading growth incentives will be provided to all WWEA, paraprofessionals and Interventionists who work directly with students if 90% of the students that person works demonstrate adequate growth determined by the NWEA growth target. If all students reach 90% of adequate growth determined by the NWEA growth target the entire staff including principal will receive \$200 stipend toward teaching materials, professional development resources or a conference. Staff members who reach this goal all 3 years (from 2014-2015 school year to 2016-2017 school year) for the students they work directly with (e.g. caseload, classroom, intervention groups), will receive a \$500 stipend.

-The target proficiency for reading achievement on the MEAP will be 85% proficient by 2022. The 2013-2014 goal is 58% proficient. The next years' goals will be: 2014-2015, 61%; 2015-2016, 65%.

-The target proficiency for writing achievement on the MEAP is 85% for 2022. The next years' goals will be: 2013-2014, 51%; 2014-2015,

Redesign Plan

Albert Schweitzer Elementary School

57%; 2015-2016, 60%. - The target proficiency for math achievement on the MEAP will be 85% proficient by 2022. The 2013-2014 goal is 41% proficiency. The next years' goals will be: 2014-2015, 48%; 2015-2016, 52%.

-The target proficiency for Science achievement on the MEAP will be 85% proficient by 2022. The 2013-2014 goal is 21% proficient. The next years' goals will be: 2014-2015, 30%; 2015-2016, 38%. If the school-wide goal is met all WWEA and WWBAA members will receive a \$200 stipend toward teaching materials/ conferences/ professional development resources.

-Schweitzer Elementary will be awarded the Lighthouse Award based on The Leader in Me initiative through Covey on or before September of 2016 (following the 2015-2016 Year 4 of the Reform Plan). If the Lighthouse Award is received within that time, each W-WEA, W-WBAA, W-WAP, W-WESA, and W-WAP member will each receive an i-Pad (or equivalent technology at that time) for their use with students while employed at Schweitzer, purchased through set-aside funds. The Lighthouse Award requires that the school meet an established set of criteria including: 1) Lighthouse Team, 2) Leadership environment, 3) Integrated instruction and curriculum, 4) Staff collaboration, 5) Student leadership, 6) Parent involvement, 7) Leadership events, 8) Goal tracking, and 9) Measurable student achievement results.

-Should Schweitzer reach "Beating the Odds" status per Michigan Department of Education guidelines, 8 staff members from Schweitzer will attend the 3-day Professional Learning Communities (PLC) workshop in Lincolnshire, Illinois.

During the discussion between the Reform Team and the Executive Director/ School Improvement & Innovation, additional points of concern arose regarding staff who are evaluated to be "Minimally Effective" or "Ineffective" and research stating the most effective teachers/ administrators should be working with the most at-risk students. Again, these concerns were shared with the Senior Executive Director/ Human Resources and the Deputy Superintendent who worked with leaders of the W-WEA to include the following points in the Letter of Understanding. Based on the Teacher and Administrator Evaluation Tools, staff members and leaders will be removed from Schweitzer Elementary if: He/she receives an "Ineffective" or "Minimally Effective" rating. He/she will be required to bid out of the school at the end of the school year in which he/she has received such rating. Those teachers who are rated "Ineffective" or "Minimally Effective" will be put on an Awareness/ Support plan as required by law.

3B: Removal Process

Should a staff member be evaluated as "Minimally Effective", "Ineffective" or during the year have areas which require additional support in order to effectively work with students to improve their professional practice or implement the instructional program, the following process is followed:

-An individual support plan is co-developed with the teacher to identify areas of concern and subsequent support, which often includes frequent meetings with the building principal in order to follow-up and ensure the plan is put into action. At the initial support plan meeting, a date is set for a mid-year meeting between the staff member, Human Resources, the Union and the Building principal. End of year meetings are also set at a future time.

-Instructional support is provided through the Intervention Specialist, Building Principal and Central Office (Instruction, Special Education, Human Resources).

-Sample supports that maybe included with an individualized support plan are: teachers being afforded the opportunity to visit other highly effective teachers' classrooms for viewing and debriefing on best instructional practices; job-embedded modeling support within their own classroom; 1:1 lesson planning and curriculum support; conference attendance; regular, specific feedback multiple times throughout the school year regarding success or continuous need for improvement.

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

Redesign Plan

Albert Schweitzer Elementary School

work day), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of PD on instructional practices.

Goal 1:

All students at Schweitzer Elementary will increase reading proficiency

Measurable Objective 1:

59% of All Students will demonstrate a proficiency on the Reading MEAP in English Language Arts by 06/12/2014 as measured by data from the 2013-14 MEAP. Subgroup proficiency goals: Students with disabilities - 21%, Economically Disadvantaged - 49% .

Strategy1:

Professional Learning Communities - Staff will implement the Professional Learning Communities model to plan for instructional units of study, create and analyze data (collaboratively) from formative and summative assessments, and plan for differentiated instruction. Staff will focus on data and best practices to make decisions regarding appropriate instruction and interventions. Staff will identify and target at-risk students for differentiated instruction.

We will focus on the 5 main questions of a PLC: What is it we want students to learn? What Best Practice strategies will we use to help them learn? How will we know if the students have learned? What will we do if students have not learned? What will we do if they already know it?

We will also focus on the above questions for behavior expectations through analysis of PBS data.

Research Cited: 1. DuFour, Richard, Rebecca DuFour, Robert Eaker, and Thomas Many. Learning By Doing: A Handbook for Professional Learning Communities at Work. Solution Tree. Bloomington, IN. 2006

2. Blankstein, Alan M. Failure is Not an Option. Corwin Press. Thousand Oaks, CA. 2004.

3. Zemelman, Steven, Harvey Daniels and Arthur Hyde. Best Practice: New Standards for Teaching in America's Schools. Heinemann. Portsmouth, NH. 1998.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive formative assessment training to learn strategies to assess students in reading in order to inform daily instruction.	Professional Learning	08/01/2013	06/30/2014	\$200 - Title I Schoolwide	Building Principal Intervention Specialist

Measurable Objective 2:

100% of All Students will demonstrate a proficiency in overall Reading achievement in English Language Arts by 06/12/2014 as measured by the district common Reading assessment (NWEA, Fountas & Pinnell Benchmark Assessment, and MLPP) where proficiency is 75%.

Strategy1:

Professional Learning Communities - Staff will implement the Professional Learning Communities model to plan for instructional units of study, create and analyze data (collaboratively) from formative and summative assessments, and plan for differentiated instruction. Staff will focus on data and best practices to make decisions regarding appropriate instruction and interventions. Staff will identify and target at-risk students

Redesign Plan

Albert Schweitzer Elementary School

for differentiated instruction.

We will focus on the 5 main questions of a PLC: What is it we want students to learn? What Best Practice strategies will we use to help them learn? How will we know if the students have learned? What will we do if students have not learned? What will we do if they already know it? We will also focus on the above questions for behavior expectations through analysis of PBS data.

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive formative assessment training to learn strategies to assess students in reading in order to inform daily instruction.	Professional Learning	08/01/2013	06/30/2014	\$200 - Title I Schoolwide	Building Principal Intervention Specialist

Goal 2:

All students at Schweitzer Elementary will increase math proficiency.

Measurable Objective 1:

43% of All Students will demonstrate a proficiency on the Mathematics MEAP in Mathematics by 06/12/2014 as measured by data from the 2013-2014 MEAP. Subgroup proficiency goals are: Students with disabilities - 21%, Economically Disadvantaged - 29%, African American - 23%, Hispanic - 25%.

Strategy1:

Interventions/Enrichment - Staff will use differentiated strategies to meet the needs of all learners. Staff will team with Paraprofessionals, Intervention Specialist, English Language Learner (ELL) Consultant to support Tier II, Tier III and ELL students. Extended Learning Opportunities will support students most at risk of not meeting state standards, including additional time with mentors, such as the School Social Worker (SSW) and other staff. Instructional staff will use curriculum units of study, Common Core State Standards (CCSS), formative assessment and instructional technology to determine best/effective instructional strategies.

Differentiation will occur during the instructional day, during the daily scheduled Response to Intervention (RtI) block, and before and after school.

All students will be explicitly taught the behavior expectations that will allow them to be successful, both academically and socially. Students that have been identified as needing additional assistance may meet in a social skills group with our school social worker.

Students will participate in daily activities that will reinforce their mastery of basic math facts. Students will be working towards the mastery of the basic facts at their individual levels.

Technology will be embedded throughout daily lessons in order to provide interventions and enrichment.

Research Cited: Hyerle, David. Student Successes with Thinking Maps. Corwin Press. Thousand Oaks, CA. 2004.

Lujan, Michael L. Behavior Guide. Mentoring Minds. Tyler, TX. 2007.

Redesign Plan

Albert Schweitzer Elementary School

Pierangelo, Roger and George, Giuliani. Frequently Asked Questions About Response to Intervention. Corwin Press. Thousand Oaks, CA. 2008.

Tomlinson, Carol Ann. The Differentiated Classroom. ASCD. Alexandria, VA. 1999.

Wright, Jim. RTI Toolkit: A Practical Guide for Schools. Dude Publishing. Port Chester, NY. 2007

Zemelman, Steven, Harvey Daniels and Arthur Hyde. Best Practice: New Standards for Teaching in America's Schools. Heinemann. Portsmouth, NH. 1998.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will be provided multiple times throughout the year to each grade level for help in planning and supporting best practice differentiated instruction, modeling in the classroom and providing job-embedded professional development. Part of this job-embedded professional development may also include observations classrooms of teachers whose instruction in a particular area is of high caliber and effectiveness as determined by the building administrator and Executive Director of School Improvement & Innovation.	Other	08/01/2013	06/30/2014	\$0 - Title II Part D	All Staff

Strategy2:

Professional Learning Communities - Staff will implement the Professional Learning Communities model to plan for instructional units of study, create and analyze data (collaboratively) from formative and summative assessments, and plan for differentiated instruction. Staff will focus on data and best practices to make decisions regarding appropriate instruction and interventions. Staff will identify and target at-risk students for differentiated instruction.

We will focus on the 5 main questions of a PLC: What is it we want students to learn? What Best Practice strategies will we use to help them learn? How will we know if the students have learned? What will we do if students have not learned? What will we do if they already know it?

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Zemelman, Steven, Harvey Daniels and Arthur Hyde. Best Practice: New Standards for Teaching in America's Schools. Heinemann. Portsmouth, NH. 1998.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district's Intervention Specialist assigned to Schweitzer/Instructional Coaches will provide on-going professional development and support to staff with: -Formative Assessment training to learn strategies to assess students in order to inform daily instruction -Math Workshop -Small Group Instruction (Guided Math) -Unwrapping Standards -Learning Progressions -Tiered Interventions	Other	08/01/2013	06/30/2014	\$0 - Other	All Staff

Redesign Plan

Albert Schweitzer Elementary School

Measurable Objective 2:

100% of All Students will demonstrate a proficiency in mathematical skills in Mathematics by 06/12/2014 as measured by the district local assessment (NWEA) where proficiency is 75%.

Strategy1:

Interventions/Enrichment - Staff will use differentiated strategies to meet the needs of all learners. Staff will team with Paraprofessionals, Intervention Specialist, English Language Learner (ELL) Consultant to support Tier II, Tier III and ELL students. Extended Learning Opportunities will support students most at risk of not meeting state standards, including additional time with mentors, such as the School Social Worker (SSW) and other staff. Instructional staff will use curriculum units of study, Common Core State Standards (CCSS), formative assessment and instructional technology to determine best/effective instructional strategies.

Differentiation will occur during the instructional day, during the daily scheduled Response to Intervention (RtI) block, and before and after school.

All students will be explicitly taught the behavior expectations that will allow them to be successful, both academically and socially. Students that have been identified as needing additional assistance may meet in a social skills group with our school social worker.

Students will participate in daily activities that will reinforce their mastery of basic math facts. Students will be working towards the mastery of the basic facts at their individual levels.

Technology will be embedded throughout daily lessons in order to provide interventions and enrichment.

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Lujan, Michael L. Behavior Guide. Mentoring Minds. Tyler, TX. 2007.

Pierangelo, Roger and George, Giuliani. Frequently Asked Questions About Response to Intervention. Corwin Press. Thousand Oaks, CA. 2008.

Tomlinson, Carol Ann. The Differentiated Classroom. ASCD. Alexandria, VA. 1999.

Wright, Jim. RTI Toolkit: A Practical Guide for Schools. Dude Publishing. Port Chester, NY. 2007

Zemelman, Steven, Harvey Daniels and Arthur Hyde. Best Practice: New Standards for Teaching in America's Schools. Heinemann. Portsmouth, NH. 1998.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will be provided multiple times throughout the year to each grade level for help in planning and supporting best practice differentiated instruction, modeling in the classroom and providing job-embedded professional development. Part of this job-embedded professional development may also include observations classrooms of teachers whose instruction in a particular area is of high caliber and effectiveness as determined by the building administrator and Executive Director of School Improvement & Innovation.	Other	08/01/2013	06/30/2014	\$0 - Title II Part D	All Staff

Goal 3:

All students at Schweitzer Elementary will increase science proficiency.

Redesign Plan

Albert Schweitzer Elementary School

Measurable Objective 1:

22% of All Students will demonstrate a proficiency on the Science MEAP in Science by 06/12/2014 as measured by data from the 2013-2014 MEAP. Subgroup goals are: Students with disabilities - 9%..

Strategy1:

Professional Learning Communities - Staff will implement the Professional Learning Communities model to plan for instructional units of study, create and analyze data (collaboratively) from formative and summative assessments, and plan for differentiated instruction. Staff will focus on data and best practices to make decisions regarding appropriate instruction and interventions. Staff will identify and target at-risk students for differentiated instruction. We will focus on the 5 main questions of a PLC: What is it we want students to learn? What Best Practice strategies will we use to help them learn? How will we know if the students have learned? What will we do if students have not learned? What will we do if they already know it? We will also focus on the above questions for behavior expectations through analysis of PBS data.

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2. Blankstein, Alan M. Failure is Not an Option. Corwin Press. Thousand Oaks, CA. 2004.

3. Zelman, Steven, Harvey Daniels and Arthur Hyde. Best Practice: New Standards for Teaching in America's Schools. Heinemann. Portsmouth, NH. 1998.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches and substitutes/stipends will be provided multiple times per year per grade level to assist in creating effective PLCs at every grade level/cross grade levels that are reflected in marked increases in student achievement. Instructional coaches will be provided multiple times throughout the year to each grade level for help in planning and supporting the writing expectations, modeling in the classroom and providing job-embedded professional development. Part of this job-embedded professional development may also include observations of classrooms of teachers whose instruction in a particular area is high caliber and effectiveness as determined by the building administrator and Executive Director of School Improvement & Innovation. Teachers will also be provided professional development in formative assessment to learn strategies to assess students in order to inform daily instruction.	Other	08/01/2013	06/30/2014	\$0 - Other	All Staff

Narrative:

Professional development in the areas of focus for the 3 Big Ideas is needed for staff in order to ensure fidelity and consistency in the instruction and procedures for each of the Big Idea areas. Based on the data, the following areas of focus apply to each of the Big Ideas/content areas, respectively. The professional development needs follow each section.

1)Extended Learning Time for Students and Staff in Reading across the curriculum, Math and Science

Reading across the curriculum- Based on the data shared in question #1 & #2, our focus areas for reading across the curriculum are: -

Grades K-2- Comprehension with emphasis on, a) Main ideas, key concepts, and sequence of events; b) Strategies such as activating prior knowledge, questioning, making connections, predictions, inference, imagery, summarization; c) Word meaning

-Grades 3-4- Critical Reasoning with emphasis on, a) Comparison of topic, theme, treatment, scope and drawing; c) Textual evidence and/or use of references to support

Redesign Plan

Albert Schweitzer Elementary School

-Grades K-4- Vocabulary with emphasis on Word definitions; b) Suffixes, prefixes, root (base) words; c) Syntax and sentence structure

Writing across the curriculum-Based on the data shared in question #1 & #2, our focus areas for writing across the curriculum are:

-Grades K-4- Elements of Presentation with emphasis on, a) Purpose, audience and context, word choice; b) Performance and procedures level needs to move to generate/ create/ demonstrate level -Grades 2-4- Elements of Presentation with emphasis on, a) Support and elaboration

-Grades K-4- Language Study with emphasis on, a) Syntax and sentence structure; b) Grammatical analysis

Math- Based on the data shared in question #1 & #2, our focus areas for math are:

-geometric shapes and addition/subtraction fluency; understanding fractions, understanding area and perimeter and properties of 2D/3D shapes. The Common Core corresponding focus is Operations of Algebraic Thinking and Geometry across all grades.

Science- Based on the data shared question in #1 & #2, our focus areas for science are: Physical Science strand, specifically the areas of Force and Motion and Properties of Matter

July's of 2014, 2015, 2016- 3-day Summer Institute will include training to help teachers extend learning time during the day through the use of technology in all content areas. Technology will help teachers offer new and engaging ways for students to get additional practice.

Throughout the 2014-2016 school years- Professional Development will include ways to use technology to extend types of learning opportunities through virtual field trips and videoconferencing to address students' lack of background knowledge through job-embedded support.

2) Best Practices

-Spring 2013-Spring 2014-Teacher lesson plans will include a section titled formative assessment for every subject area every day; 2 teams of 2 from the building will be trained in formative assessment by Ellen VorenKamp during 5- ½ days of training to be able to facilitate that work within the building

-Winter 2014- Winter 2015 professional development will include ways to analyze formative assessment and use it to drive instruction. This will increase teachers' ability to develop formative assessments and use that data to inform their instruction and make adjustment to unit plans.

-November 2013 to June 2014- teachers will participate in an ongoing Teacher-to-Teacher program. Teachers in the program will focus on a job embedded program focusing on Reading Workshop with a Science content emphasis, a research-based structure in which they receive a mini-lesson, they observe a model teacher demonstrating a teaching technique or strategy, and then discuss what they learned and how they will apply that learning in their own classroom. This structure also improves student engagement in reading fluency and comprehension.

-Beginning January 2014 and occurring yearly- Learning Partners: Teachers will participate in job-embedded learning, the release time to visit other classrooms, observe Teach Like a Champion techniques and differentiation techniques in reading, math and science, as well as the areas of "Creating a Strong Classroom Culture" and "Building Character and Trust."

-Beginning February 2014- and on-going yearly- Teachers will receive support through instructional coaching and debriefing to increase their capacity to successfully differentiate reading instruction using non-fiction texts, especially science texts.

-Summer 2014 and on-going yearly- Summer Institute for teachers will provide focus on differentiated instruction through technology and will improve teachers' ability to integrate technology into differentiated math, reading, and science at school and home.

-Winter 2014- Teachers will participate in a Book Study on Next Steps in Guided Reading in order to learn to develop high quality, rigorous, small group lessons that focus on the specific reading skills each student needs.

Redesign Plan

Albert Schweitzer Elementary School

-Spring 2014- Explicit Instruction training will be provided in academic vocabulary. This will further teachers' toolbox of strategies to use for whole group instruction and small group instruction.

-Fall 2014 and on-going- Teachers will receive professional development in the areas of critical thinking and comprehension strategies. This professional development, paired with formative assessment training teachers' received prior, will enhance depth of knowledge for all students, provide personalized differentiated instruction and enhance teachers' toolboxes with step-by-step instruction to trouble shoot learning based on data.

-2013-2017- As appropriate, the building principal will work with the Executive Director of School Improvement & Innovation to approve conferences/workshops for individual teachers in order to further academic/instruction skills. Staff members who attend these conferences will be required to report out to staff the information acquired at the conference/workshop.

3) Professional Learning Communities

-2013-2017 and beyond- Teachers will work in collaborative teams to interdependently achieve their common goals, stated above, in the areas of extended learning time and best practice to increase student achievement.

-Fall 2013- Teachers will create norms for PLC meetings using Learning by Doing techniques by Richard Dufour and Instructional Learning Cycles.

-During the 2013-2014 school year and on-going whenever possible- teachers will be provided a minimum of one common plan time to meet with their grade level PLC. Staff meeting time will also be used to increase collaboration and move towards more aligned curriculum, instruction and assessment. This increased PLC time will provide greater fidelity across grade levels. This time will be used to create formative assessments, analyze data from formative assessments, NWEA testing, and SEC survey data to drive instruction and move towards full implementation of CCSS (Reading/Math) and State Science Standards with rigor. PLC time will be used to plan and adjust instruction based on collected data. One time a month the Intervention Specialist will meet with each grade PLC to review data and incorporate necessary coaching strategies.

-Fall 2014-2017- Instructional support and stipends will be provided multiple times a year to create time to continue improvement of PLC effectiveness and increased student achievement.

-Winter 2014 and on-going- at least one PLC time per month will be focused on school/classroom culture and relationships. More specific topics will include explicit teaching of behaviors to students and increasing positive community and staff relations.

The following steps will be taken to connect our Best Practice goal with our Professional Learning Community (PLC) goal:

-Fall 2014 and on-going- Staff will continue to consistently implement the Positive Behavior Intervention & Support Program.

-Fall 2015- behavior support will be used to lead intervention groups, coach teachers and model effect management techniques that align with PBiS strategies.

-Winter 2014 and on-going- Teacher will observe Best Practice instruction led by effective teachers and discuss these strategies and implementation in their PLC. Summer 2014 and on-going: Teachers will participate in a Summer Institute over multiple years to provide the Leader in Me Training, follow-up training, PLC time focused on team building and Best Practices. Further focus during PLCs will include increase of parent involvement, Breaking the Poverty Barrier book study and a Behavior support.

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

Redesign Plan

Albert Schweitzer Elementary School

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.

Teachers and support staff promotion and career growth will be offered in a variety of fashions:

-All staff at Schweitzer Elementary will receive The Leader in Me training, an educational format for The 7 Habits of Highly Effective People through the Reform Plan process, including those who are not part of the professional teaching/ancillary staff. This training will further the knowledge of all staff about ways they can be more effective as education professionals. Being able to utilize the skills gained in this training, staff will excel in their own leadership capabilities (and thus promoting career growth) and their knowledge about how to help students become leaders.

-As teachers engage in multiple summer institutes, professional development, they will experience growth of their own professional knowledge, leading to career growth.

-Teachers who participate in the School Improvement Leadership Team will be able to grow in their understanding of the school improvement process and have increased voice in school decision-making as the team is facilitated by teachers (including agenda-setting).

-Teachers that participate in the Positive Behavior intervention and Support (PBiS) team will grow in their understanding of the PBiS system and have increased voice in decision-making for school behavior management as the team is facilitated by teachers (including agenda-setting).

-Teachers who provide Teacher-to-Teacher training as model teachers will experience promotion as they are selected to provide professional development to peers through modeling Readers' Workshop. Those teachers who participate in Teacher-to-Teacher by observing model teacher peers will experience career growth as their knowledge of Readers' Workshop is expanded.

-Teachers who participate as presenters to colleagues at "Best Practice Palooza", after conferences and at other professional development sessions will experience promotion as they are selected to provide professional development to peers.

-Teachers who are presenters at parent workshops will experience promotion as they are selected and work to provide quality training for parents.

-Teachers who participate in district curriculum committees will be able to grow in their understanding of curriculum being used as well as have an increased voice in the process of developing and implementing curriculum changes district-wide.

-Teachers who are mentor teachers will experience promotion as they are selected to assist their colleagues that are new to the profession or need assistance.

-By offering SB-CEUs for every professional development session and/or committee meeting done in the district, teachers will have the opportunity to renew their teaching certificates using work done within the district. This will allow them to experience promotion and career growth that is embedded.

-Learnport and RESA professional development opportunities are emphasized as unique and inexpensive ways that staff can work toward career growth and enhance their leadership capacities

-Formative assessment team members will become leaders within their own buildings and the district through enhancement of their skill set. In order to provide flexible working conditions and autonomy for Schweitzer Elementary staff:

-The Wayne-Westland Community Schools Board of Education and W-WEA will meet and confer if bargained work days or times require modifications as part of the Redesign Plan. This possibility of modifications to bargained work days and times (as approved by the aforementioned groups) allows for greater flexibility in terms of working conditions.

-Extra work opportunities will be offered to building staff first, at the W-WEA hourly rate of pay. Unfilled positions will be offered to qualified staff. These opportunities for additional work at additional pay provide teachers with flexibility to teach additional time for additional pay.

-Flexible tutoring will be provided for students and teachers will be able to suggest their own schedule for tutoring students, thus allowing

Redesign Plan

Albert Schweitzer Elementary School

teachers enhanced flexibility in their working conditions.

-The Redesign Plan shall be implemented within the District by both parties with fidelity. Should any sections of the Collective Bargaining Agreement between the parties impede the faithful implementation of the Redesign Plan, or impede any future changes recommended by the SRRO, the parties agree to meet and resolve any such impediments. At no time will either party attempt to circumvent the reasonable intent of the Redesign Plan.

Recruiting and retaining staff is done through:

-Any teacher bidding into a priority school must have the consent of the principal while the Letter of Understanding is in effect. This will allow for teachers to be recruited based upon the specific needs of the school and will ensure that those teachers recruited will be interested in staying at Schweitzer for the long-term.

-Teachers who maintain a "Highly Effective" or "Effective" rating at Schweitzer Elementary as of the date of the Letter of Understanding agreement may not be bumped out of their position by a more senior teacher during this model. This will allow for the retention of staff at the building as they will no longer be unsure about their employment status in the building due to seniority-based movement within the district. - By providing funding sources for state and national conferences, teachers will want to come to and remain at Schweitzer Elementary due to these unique opportunities to enhance their professional knowledge.

-By providing a strong program ensuring an inventory of resources for every grade level, teachers will want to come to and remain at Schweitzer Elementary because of the promise of necessary resources being provided.

-Because money will be provided for classroom supplies, teachers will want to come to and remain at Schweitzer Elementary so they can teach with all necessary resources yet without large personal expenditures.

-Teachers will be provided with opportunities to visit other schools that "beat the odds" to learn about their strategies for success which will help teachers gain valuable knowledge about strategies that will help them to help kids succeed. It is also expected that by visiting these schools, teachers will see how they can utilize similar strategies and help them feel positive about working in our building which will also help with retention of staff.

After reviewing student data such as academics, behavior, attendance and social needs, students are assigned to specific teachers who can best meet their individual needs. Teaching staff has received a wealth of professional development in core subject areas, along with training in Positive Behavior Support, 7 Habits of Highly Effective People, and Leader in Me to address behavior and social development.

At the district level, Human Resources and the Executive Director/ School Improvement & Innovation, ensure those who are keenly aware of students' needs in the specific building, as indicated in the Priority Reform Plan and School Improvement Plan, are always members of any interview committees assigning staff. This always includes the building principal and typically the Executive Director of School Improvement & Innovation, Students' needs based on perception, process, demographic and achievement data as well as the specific role the candidate will be filling, are taken into consideration before hiring. No teacher is assigned to the building without the prior approval of the building principal. Minimally effective, Ineffective or newly-hired staff without significant knowledge and expertise will not be placed at Schweitzer. Additionally, the district works with the teachers union (W-WEA) to place teachers who are best fit and effective/ highly effective into the Priority building position through involuntary transfer or teacher exchange practices.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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

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

Goal 1:

All students at Schweitzer Elementary will increase reading proficiency

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in overall Reading achievement in English Language Arts by 06/12/2014 as measured by the district common Reading assessment (NWEA, Fountas & Pinnell Benchmark Assessment, and MLPP) where proficiency is 75%.

Strategy1:

Interventions/Enrichment - Staff will use differentiated strategies to meet the needs of all learners. Staff will team with Paraprofessionals, Intervention Specialist, English Language Learner (ELL) Consultant to support Tier II, Tier III and ELL students. Extended Learning Opportunities will support students most at risk of meeting state standards, including additional time with mentors, such as the School Social Worker (SSW) and other staff. Instructional staff will use curriculum units of study, Common Core State Standards (CCSS), formative assessment and instructional technology to determine best/effective instructional strategies.

Differentiation will occur during the instructional day, during the daily scheduled Response to Intervention (RtI) block, and before and after school.

All students will be explicitly taught the behavior expectations that will allow them to be successful, both academically and socially. Students that have been identified as needing additional assistance may meet in a social skills group with our school social worker.

Technology will be embedded within lessons daily in order to provide interventions and enrichment.

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Redesign Plan

Albert Schweitzer Elementary School

4. Tomlinson, Carol Ann. *The Differentiated Classroom*. ASCD. Alexandria, VA. 1999.
5. Wright, Jim. *RTI Toolkit: A Practical Guide for Schools*. Dude Publishing. Port Chester, NY. 2007
6. Zemelman, Steven, Harvey Daniels and Arthur Hyde. *Best Practice: New Standards for Teaching in America's Schools*. Heinemann. Portsmouth, NH. 1998.

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All students in the bottom 30% for reading and math will be required to participate in at least one of the following sessions for one of the subject areas. Parents will be given a "menu of options" from which to choose Extended Learning Opportunities for their child in spring of each year, beginning with spring of 2013. The school team will make the final decision on which session(s) the child will attend, but will try as much as possible to follow the parent request to meet scheduling needs.</p> <ul style="list-style-type: none"> - Attend an after school core content Tutoring Session in the Fall (Totaling no less than five hours of support) - Attend an after school core content Tutoring Session in the Winter (Totaling no less than five hours of support) - Receive additional Response to Intervention (Rtl) time of approximately 30 minutes per day, 4-5 days per week for 8-10 weeks (Totaling approximately 25 hours) with the Leveled Literacy Intervention kit. - Receive additional core instruction during the school day with a Highly Qualified Interventionist of 50 minutes per week for no less than 8-10 weeks during one identified special area time (Totaling up to 500 minutes/ approximately 8-8.5 hours.) - Attend core content session during the Summer (Totaling 60 hours): Summer School for 4 days a week for 4 weeks. Monday of each week will be a field trip for students to gain experiences and background knowledge. We will target 2nd grade during the 2013 summer, 2nd and 3rd grade during the 2014 summer, and 1st -3rd grades during the 2015 summer. Parent support will be offered to the parents of students who are in the lowest 30% in the following ways: <ul style="list-style-type: none"> - Parent training by the Intervention Specialist and instructional coach during the school day in the Fall - Weekly parent meetings in the summer for those students attending Summer School (the lowest 30%) - Professional Development will be provided for the staff (not to exceed six days total each school year) in the following areas: <ul style="list-style-type: none"> - Formative assessment training to learn strategies to assess students in order to inform daily instruction. - PLC 	Academic Support Program	08/01/2013	06/30/2014	\$12322 - Title I Schoolwide	All Staff

Measurable Objective 2:

59% of All Students will demonstrate a proficiency on the Reading MEAP in English Language Arts by 06/12/2014 as measured by data from the 2013-14 MEAP. Subgroup proficiency goals: Students with disabilities - 21%, Economically Disadvantaged - 49% .

Redesign Plan

Albert Schweitzer Elementary School

Strategy1:

Interventions/Enrichment - Staff will use differentiated strategies to meet the needs of all learners. Staff will team with Paraprofessionals, Intervention Specialist, English Language Learner (ELL) Consultant to support Tier II, Tier III and ELL students. Extended Learning Opportunities will support students most at risk of meeting state standards, including additional time with mentors, such as the School Social Worker (SSW) and other staff. Instructional staff will use curriculum units of study, Common Core State Standards (CCSS), formative assessment and instructional technology to determine best/effective instructional strategies.

Differentiation will occur during the instructional day, during the daily scheduled Response to Intervention (RtI) block, and before and after school.

All students will be explicitly taught the behavior expectations that will allow them to be successful, both academically and socially. Students that have been identified as needing additional assistance may meet in a social skills group with our school social worker.

Technology will be embedded within lessons daily in order to provide interventions and enrichment.

Research Cited: 1. Hyerle, David. Student Successes with Thinking Maps. Corwin Press. Thousand Oaks, CA. 2004.

2. Lujan, Michael L. Behavior Guide. Mentoring Minds. Tyler, TX. 2007.

3. Pierangelo, Roger and George, Giuliani. Frequently Asked Questions About Response to Intervention. Corwin Press. Thousand Oaks, CA. 2008.

4. Tomlinson, Carol Ann. The Differentiated Classroom. ASCD. Alexandria, VA. 1999.

5. Wright, Jim. RTI Toolkit: A Practical Guide for Schools. Dude Publishing. Port Chester, NY. 2007

6. Zemelman, Steven, Harvey Daniels and Arthur Hyde. Best Practice: New Standards for Teaching in America's Schools. Heinemann. Portsmouth, NH. 1998.

Redesign Plan

Albert Schweitzer Elementary School

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All students in the bottom 30% for reading and math will be required to participate in at least one of the following sessions for one of the subject areas. Parents will be given a "menu of options" from which to choose Extended Learning Opportunities for their child in spring of each year, beginning with spring of 2013. The school team will make the final decision on which session(s) the child will attend, but will try as much as possible to follow the parent request to meet scheduling needs.</p> <ul style="list-style-type: none"> - Attend an after school core content Tutoring Session in the Fall (Totaling no less than five hours of support) - Attend an after school core content Tutoring Session in the Winter (Totaling no less than five hours of support) - Receive additional Response to Intervention (RtI) time of approximately 30 minutes per day, 4-5 days per week for 8-10 weeks (Totaling approximately 25 hours) with the Leveled Literacy Intervention kit. - Receive additional core instruction during the school day with a Highly Qualified Interventionist of 50 minutes per week for no less than 8-10 weeks during one identified special area time (Totaling up to 500 minutes/ approximately 8-8.5 hours.) - Attend core content session during the Summer (Totaling 60 hours): Summer School for 4 days a week for 4 weeks. Monday of each week will be a field trip for students to gain experiences and background knowledge. We will target 2nd grade during the 2013 summer, 2nd and 3rd grade during the 2014 summer, and 1st -3rd grades during the 2015 summer. Parent support will be offered to the parents of students who are in the lowest 30% in the following ways: <ul style="list-style-type: none"> - Parent training by the Intervention Specialist and instructional coach during the school day in the Fall - Weekly parent meetings in the summer for those students attending Summer School (the lowest 30%) Professional Development will be provided for the staff (not to exceed six days total each school year) in the following areas: <ul style="list-style-type: none"> - Formative assessment training to learn strategies to assess students in order to inform daily instruction. - PLC 	Academic Support Program	08/01/2013	06/30/2014	\$12322 - Title I Schoolwide	All Staff

Goal 2:

All students at Schweitzer Elementary will increase math proficiency.

Measurable Objective 1:

43% of All Students will demonstrate a proficiency on the Mathematics MEAP in Mathematics by 06/12/2014 as measured by data from the 2013-2014 MEAP. Subgroup proficiency goals are: Students with disabilities - 21%, Economically Disadvantaged - 29%, African American - 23%, Hispanic - 25%.

Strategy1:

Interventions/Enrichment - Staff will use differentiated strategies to meet the needs of all learners. Staff will team with Paraprofessionals,

Redesign Plan

Albert Schweitzer Elementary School

Intervention Specialist, English Language Learner (ELL) Consultant to support Tier II, Tier III and ELL students. Extended Learning Opportunities will support students most at risk of not meeting state standards, including additional time with mentors, such as the School Social Worker (SSW) and other staff. Instructional staff will use curriculum units of study, Common Core State Standards (CCSS), formative assessment and instructional technology to determine best/effective instructional strategies.

Differentiation will occur during the instructional day, during the daily scheduled Response to Intervention (RtI) block, and before and after school.

All students will be explicitly taught the behavior expectations that will allow them to be successful, both academically and socially. Students that have been identified as needing additional assistance may meet in a social skills group with our school social worker.

Students will participate in daily activities that will reinforce their mastery of basic math facts. Students will be working towards the mastery of the basic facts at their individual levels.

Technology will be embedded throughout daily lessons in order to provide interventions and enrichment.

Research Cited: Hyerle, David. Student Successes with Thinking Maps. Corwin Press. Thousand Oaks, CA. 2004.

Lujan, Michael L. Behavior Guide. Mentoring Minds. Tyler, TX. 2007.

Pierangelo, Roger and George, Giuliani. Frequently Asked Questions About Response to Intervention. Corwin Press. Thousand Oaks, CA. 2008.

Tomlinson, Carol Ann. The Differentiated Classroom. ASCD. Alexandria, VA. 1999.

Wright, Jim. RTI Toolkit: A Practical Guide for Schools. Dude Publishing. Port Chester, NY. 2007

Zemelman, Steven, Harvey Daniels and Arthur Hyde. Best Practice: New Standards for Teaching in America's Schools. Heinemann. Portsmouth, NH. 1998.

Redesign Plan

Albert Schweitzer Elementary School

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Staff will provide extended learning opportunities for students at risk of falling short of the state standards in math. Extended opportunities will be available before, during and after school (starting in the Fall) to facilitate achievement in math. Students will be chosen based on teacher input from local data and MEAP data (students in the lowest 30%).</p> <p>All students in the bottom 30% for reading and math will be required to participate in at least one of the following sessions for one of the subject areas. Parents will be given a "menu of options" from which to choose Extended Learning Opportunities for their child in spring of each year, beginning with spring of 2013. The school team will make the final decision on which session(s) the child will attend, but will try as much as possible to follow the parent request to meet scheduling needs.</p> <ul style="list-style-type: none"> -Attend an after school core content Tutoring Session in the Fall (Totaling no less than five hours of support) -Attend an after school core content Tutoring Session in the Winter (Totaling no less than five hours of support) -Receive additional Response to Intervention (Rtl) time of approximately 30 minutes per day, 4-5 days per week for 8-10 weeks (Totaling approximately 25 hours) -Receive additional core instruction during the school day with a Highly Qualified Interventionist of 50 minutes per week for no less than 8-10 weeks during one identified special area time (Totaling up to 500 minutes/ approximately 8-8.5 hours.) -Attend core content session during the Summer (Totaling 60 hours): Summer School for 4 days a week for 4 weeks. Monday of each week will be a field trip for students to gain experiences and background knowledge. We will target 2nd grade during the 2013 summer, 2nd and 3rd grade during the 2014 summer, and 1st -3rd grades during the 2015 summer. - Students will have access to math manipulatives such as dice, cards, pattern blocks, counters, coins, etc. in order to differentiate instruction. 	Other	08/01/2013	06/30/2014	\$14991 - Title I Schoolwide	All Staff

Measurable Objective 2:

100% of All Students will demonstrate a proficiency in mathematical skills in Mathematics by 06/12/2014 as measured by the district local assessment (NWEA) where proficiency is 75%.

Strategy1:

Interventions/Enrichment - Staff will use differentiated strategies to meet the needs of all learners. Staff will team with Paraprofessionals, Intervention Specialist, English Language Learner (ELL) Consultant to support Tier II, Tier III and ELL students. Extended Learning Opportunities will support students most at risk of not meeting state standards, including additional time with mentors, such as the School Social Worker (SSW) and other staff. Instructional staff will use curriculum units of study, Common Core State Standards (CCSS), formative assessment and instructional technology to determine best/effective instructional strategies.

Differentiation will occur during the instructional day, during the daily scheduled Response to Intervention (Rtl) block, and before and after school.

All students will be explicitly taught the behavior expectations that will allow them to be successful, both academically and socially. Students

Redesign Plan

Albert Schweitzer Elementary School

that have been identified as needing additional assistance may meet in a social skills group with our school social worker.

Students will participate in daily activities that will reinforce their mastery of basic math facts. Students will be working towards the mastery of the basic facts at their individual levels.

Technology will be embedded throughout daily lessons in order to provide interventions and enrichment.

Research Cited: Hyerle, David. Student Successes with Thinking Maps. Corwin Press. Thousand Oaks, CA. 2004.

Lujan, Michael L. Behavior Guide. Mentoring Minds. Tyler, TX. 2007.

Pierangelo, Roger and George, Giuliani. Frequently Asked Questions About Response to Intervention. Corwin Press. Thousand Oaks, CA. 2008.

Tomlinson, Carol Ann. The Differentiated Classroom. ASCD. Alexandria, VA. 1999.

Wright, Jim. RTI Toolkit: A Practical Guide for Schools. Dude Publishing. Port Chester, NY. 2007

Zemelman, Steven, Harvey Daniels and Arthur Hyde. Best Practice: New Standards for Teaching in America's Schools. Heinemann. Portsmouth, NH. 1998.

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Staff will provide extended learning opportunities for students at risk of falling short of the state standards in math. Extended opportunities will be available before, during and after school (starting in the Fall) to facilitate achievement in math. Students will be chosen based on teacher input from local data and MEAP data (students in the lowest 30%).</p> <p>All students in the bottom 30% for reading and math will be required to participate in at least one of the following sessions for one of the subject areas. Parents will be given a "menu of options" from which to choose Extended Learning Opportunities for their child in spring of each year, beginning with spring of 2013. The school team will make the final decision on which session(s) the child will attend, but will try as much as possible to follow the parent request to meet scheduling needs.</p> <ul style="list-style-type: none"> -Attend an after school core content Tutoring Session in the Fall (Totaling no less than five hours of support) -Attend an after school core content Tutoring Session in the Winter (Totaling no less than five hours of support) -Receive additional Response to Intervention (RtI) time of approximately 30 minutes per day, 4-5 days per week for 8-10 weeks (Totaling approximately 25 hours) -Receive additional core instruction during the school day with a Highly Qualified Interventionist of 50 minutes per week for no less than 8-10 weeks during one identified special area time (Totaling up to 500 minutes/ approximately 8-8.5 hours.) -Attend core content session during the Summer (Totaling 60 hours): Summer School for 4 days a week for 4 weeks. Monday of each week will be a field trip for students to gain experiences and background knowledge. We will target 2nd grade during the 2013 summer, 2nd and 3rd grade during the 2014 summer, and 1st -3rd grades during the 2015 summer. - Students will have access to math manipulatives such as dice, cards, pattern blocks, counters, coins, etc. in order to differentiate instruction. 	Other	08/01/2013	06/30/2014	\$14991 - Title I Schoolwide	All Staff

Redesign Plan

Albert Schweitzer Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will be provided multiple times throughout the year to each grade level for help in planning and supporting best practice differentiated instruction, modeling in the classroom and providing job-embedded professional development. Part of this job-embedded professional development may also include observations classrooms of teachers whose instruction in a particular area is of high caliber and effectiveness as determined by the building administrator and Executive Director of School Improvement & Innovation.	Other	08/01/2013	06/30/2014	\$0 - Title II Part D	All Staff

Goal 3:

All students at Schweitzer Elementary will increase science proficiency.

Measurable Objective 1:

22% of All Students will demonstrate a proficiency on the Science MEAP in Science by 06/12/2014 as measured by data from the 2013-2014 MEAP. Subgroup goals are: Students with disabilities - 9%..

Strategy1:

Interventions/Enrichment - Staff will use differentiated strategies to meet the needs of all learners. Staff will team with Paraprofessionals, Intervention Specialist, English Language Learner (ELL) Consultant to support Tier II, Tier III and ELL students. Extended Learning Opportunities will support students most at risk of not meeting state standards, including additional time with mentors, such as the School Social Worker (SSW) and Literacy Corps Volunteers. Instructional staff will use curriculum units of study, Grade Level Content Expectations/Next Generation Standards, formative assessment and instructional technology to determine best/effective instructional strategies.

Differentiation will occur during the instructional day, during the daily scheduled Response to Intervention (RtI) block, and before and after school.

Research Cited: Hyerle, David. Student Successes with Thinking Maps. Corwin Press. Thousand Oaks, CA. 2004.

Lujan, Michael L. Behavior Guide. Mentoring Minds. Tyler, TX. 2007.

Pierangelo, Roger and George, Giuliani. Frequently Asked Questions About Response to Intervention. Corwin Press. Thousand Oaks, CA. 2008.

Tomlinson, Carol Ann. The Differentiated Classroom. ASCD. Alexandria, VA. 1999.

Wright, Jim. RTI Toolkit: A Practical Guide for Schools. Dude Publishing. Port Chester, NY. 2007

Zemelman, Steven, Harvey Daniels and Arthur Hyde. Best Practice: New Standards for Teaching in America's Schools. Heinemann. Portsmouth, NH. 1998

Redesign Plan

Albert Schweitzer Elementary School

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will provide extended learning opportunities for students at risk of falling short of the state standards in science. Extended opportunities will be available before, during and after school (starting in the Fall) to facilitate achievement in science. While focusing on reading and writing strategies, science text and informational writing will be integrated into the instruction. In order to support cross-curricular work and increase hands-on learning, increase and develop science process skills, problem solving strategies, comprehension strategies and the writing process, our students will use LEGO Education sets.	Other	08/01/2013	06/30/2014	\$3745 - Title I Schoolwide	All Staff

Measurable Objective 2:

100% of All Students will demonstrate a proficiency in Science process skills in Science by 06/12/2014 as measured by district local assessments (NWEA) where proficiency is 75%..

Strategy1:

Interventions/Enrichment - Staff will use differentiated strategies to meet the needs of all learners. Staff will team with Paraprofessionals, Intervention Specialist, English Language Learner (ELL) Consultant to support Tier II, Tier III and ELL students. Extended Learning Opportunities will support students most at risk of not meeting state standards, including additional time with mentors, such as the School Social Worker (SSW) and Literacy Corps Volunteers. Instructional staff will use curriculum units of study, Grade Level Content Expectations/Next Generation Standards, formative assessment and instructional technology to determine best/effective instructional strategies.

Differentiation will occur during the instructional day, during the daily scheduled Response to Intervention (RTI) block, and before and after school.

Research Cited: Hyerle, David. Student Successes with Thinking Maps. Corwin Press. Thousand Oaks, CA. 2004.

Lujan, Michael L. Behavior Guide. Mentoring Minds. Tyler, TX. 2007.

Pierangelo, Roger and George, Giuliani. Frequently Asked Questions About Response to Intervention. Corwin Press. Thousand Oaks, CA. 2008.

Tomlinson, Carol Ann. The Differentiated Classroom. ASCD. Alexandria, VA. 1999.

Wright, Jim. RTI Toolkit: A Practical Guide for Schools. Dude Publishing. Port Chester, NY. 2007

Zemelman, Steven, Harvey Daniels and Arthur Hyde. Best Practice: New Standards for Teaching in America's Schools. Heinemann. Portsmouth, NH. 1998

Redesign Plan

Albert Schweitzer Elementary School

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will provide extended learning opportunities for students at risk of falling short of the state standards in science. Extended opportunities will be available before, during and after school (starting in the Fall) to facilitate achievement in science. While focusing on reading and writing strategies, science text and informational writing will be integrated into the instruction. In order to support cross-curricular work and increase hands-on learning, increase and develop science process skills, problem solving strategies, comprehension strategies and the writing process, our students will use LEGO Education sets.	Other	08/01/2013	06/30/2014	\$3745 - Title I Schoolwide	All Staff

Narrative:

The building Reform and Data Team, inclusive of staff from multiple grade levels and ancillary staff, were provided district data from the Executive Director of School Improvement & Innovation via the Focus Schools' District Improvement Facilitator (DIF) and worked with MDE's Intervention Specialist (IS) to determine those areas that would provide the highest effect and most rapid turnaround based on research. Additionally, data from the Surveys of Enacted Curriculum (SEC) was reviewed by the teaching staff, and the ERS survey will be completed by the district Educational Services team, allowing for identification of alignment issues and evidence for selecting programs. The Reform Team used Golden Package information and the building's School Data Profile (SDP) to document student need and "Big Ideas" or strategies of focus. In the coming months, district, building, grade, and teacher level data from Class A will be provided to the buildings by the Instruction Department for use during Professional Learning Communities (PLCs).

Once the areas were identified, the "Big Ideas" were chosen, that will be the focus of the Schweitzer Elementary plan, as evidenced in question #1-Big Ideas and the Schweitzer School Improvement Plan, where you can find research to support these areas. Weekly, PLC grade level or cross-grade level teams will meet to reflect on summative, formative, and observational data for each class and students in the class. Feedback sheets from each PLC meeting will be submitted to the building administrator for feedback and support. Additionally, some of the PLC Modules are designed by the Instruction Department based on the needs of the district staff as a whole in order to guide everyone toward implementation of effective social and academic practices and Common Core State Standard, Next Generation and MC3 alignment. In this way, we will ensure all students are ready for the Smarter Balanced Assessment in 2014-2015 and are Career and College Ready. Finally, data from PBiS and Second Step will be utilized based on the behavioral and perception data indicating a need for more consistent processes with behavior and further inclusion of parents in the building.

The following are the instructional programs/ strategies based on research that will be expected of all staff at Schweitzer due to the data included: The staff and Reform Team determined our three "Big Ideas" for the reform/redesign plan are: 1) Extended Learning Time; 2) Best Practices; 3) Professional Learning Communities. These areas were determined through research regarding highest effect size strategies, rapid turnaround improvement indicators and data from perception surveys, the Self-Assessment survey, Golden Package, Class A, Surveys of Enacted Curriculum (SEC), State Priority School website (z scores), Positive Behavior Intervention & Supports (PBiS) and research from the Center for Innovation and Improvement.

OVERALL MEAP DATA PICTURE

BIG IDEAS

The staff and Reform Team determined our three "Big Ideas" for the reform/redesign plan. These big ideas are: 1) Extended Learning Time; 2) Best Practices; 3) Professional Learning Communities. These areas were determined through research on strategies that have the highest effect, rapid turnaround improvement indicators, data from perception surveys, the Self-Assessment survey, Golden Package, Class A, Surveys of Enacted Curriculum (SEC), State Priority School website (z-scores), Positive Behavior Intervention & Supports (PBiS) and

Redesign Plan

Albert Schweitzer Elementary School

research from the Center for Innovation and Improvement. The areas of Extended Learning Time for Students and Staff will focus on reading, math and science.

OVERALL MEAP DATA PICTURE

This was noted through Priority data and MEAP Golden Package data that indicates a 2-year trend for:

-Science, where the achievement gap is -1.4549 with a decrease in improvement of -1.2930 and an overall Z score of -1.9684. Through the Golden Package, 5th grade students who took the MEAP test were 8% proficient. This is 5% lower than the State average proficiency of 13%. Economically Disadvantaged students were 8% proficient and students who are non-economically disadvantaged were 9% proficient. Students with disabilities were 5% proficient and students without disabilities were 9% proficient. Males were 11% proficient and females 6% proficient.

-Reading across the curriculum, where the achievement gap is -1.2377 with a decrease in improvement of -0.6763 and an overall Z score of -1.4460. Through the Golden Package, MEAP data indicated Schweitzer students ranged from 12%-21% lower than the State average proficiency in grades 3, 4 and 5. In 3rd grade, the aggregate proficiency was 51%, while in 4th grade it was 47% and in 5th grade 58% were proficient. Students with disabilities at the 3rd grade level in MEAP were 22% proficient and students without disabilities were 56% proficient. Female students were 40% proficient and males were 58% proficient. Furthermore, economically disadvantaged students (53% proficient) scored 5% higher than students who are non-economically disadvantaged students (48% proficient). In 4th grade, students with disabilities were 20% proficient and students without disabilities were 49% proficient. Males (41% proficient) were 10% below females (51% proficient). Economically disadvantaged students (46% proficient) scored 1% lower than students who are non-economically disadvantaged students (47% proficient). At 5th grade, students with disabilities were 14% proficient and students without disabilities were 63% proficient. Males (57% proficient) were 2% below females (59% proficient). Economically disadvantaged students (58% proficient) scored 1% higher than students who are non-economically disadvantaged students (57% proficient).

-Math, where the achievement gap is -1.8234 with decrease in improvement of 0.2233 and an overall Z score of -1.3820. Through the Golden Package, MEAP data indicated Schweitzer students ranged from 11%-24% lower than the State average proficiency in grades 3, 4 and 5. In 3rd grade, the aggregate proficiency was 17% while in 4th grade it was 34% and in 5th grade 32% were proficient. Students with disabilities at the 3rd grade level in MEAP were 0% proficient (7 students with disabilities took the test) and students without disabilities were 20% proficient. Female students were 12% proficient and males were 21% proficient. Furthermore, economically disadvantaged students (16% proficient) scored 4% lower than students who are non-economically disadvantaged students (20% proficient). In 4th grade, students with disabilities were 40% proficient while students without disabilities were 33% proficient. Males (30% proficient) were 7% lower than females (37% proficient). Economically disadvantaged students (24% proficient) scored 26% lower than students who are non-economically disadvantaged students (50% proficient). At 5th grade, students with disabilities were 14% proficient while students without disabilities were 34% proficient. Males (35% proficient) were 6% above females (29% proficient). Economically disadvantaged students (30% proficient) scored 8% lower than students who are non-economically disadvantaged students (38% proficient).

-Writing across the curriculum, where the achievement gap is -1.6551 with improvement of .03858 and an overall Z score of -.8542. Through the Golden Package, our MEAP data indicates 4th grade students (32% proficient) were 15% below the State average proficiency of 47%. Our 4th grade students with disabilities were 20% proficient (5 students took the test) while students without disabilities were 33% proficient. Economically disadvantaged students were 24% proficient while students who are non-economically disadvantaged were 46% proficient. Males were 22% proficient and females were 40% proficient.

All subgroup data in each subject area indicates a need for aligned curriculum, consistent best-practice instruction which then leads into differentiated and extended instruction, as the overall scores are low and there are significant gaps between subgroups. There is a need for key focus on the area of Students with Disabilities, even though it is a small number of students; the gaps are significant. As noted above, Science has the lowest Z score of any subject, which is why Science will be addressed through all aspects of the plan. The Reform Team did not feel it would be appropriate to focus only on a couple of content areas, but rather on skill areas that would benefit all contents for the

Redesign Plan

Albert Schweitzer Elementary School

students.

"DRILLED DOWN" MEAP DATA

Additionally, in looking at the data in each of these areas and drilling down during the data dig, as well as being mindful of the necessity to maintain a highly focused approach, we recognized that the following strands are those of highest difficulty for our students.

Reading: Through data analysis, the data indicated that students struggled with deeper meaning comprehension, retelling main idea(s) and relevant details of text, and compare/contrast relationships within/across texts. After further data analysis, standards that showed the lowest number of proficient students were compared to the Common Core State Standards (CCSS). The determined areas of focus are: R.L.1 and R.IT.1 (asking questions and making inferences), R.L.2 and R.IT.2 (retelling main ideas and details), and R.L.9 and R.IT.9 (compare/contrast).

Math: Through data analysis, the data indicated that students struggle with basic math facts and numeration. After further data analysis, standards that showed the lowest number of proficient students were compared to the Common Core State Standards (CCSS). The determined area of focus is Operations and Algebraic Thinking.

Writing: Through data analysis, the data indicated our students struggle with peer editing, the writing process, and informational writing. After further data analysis, standards that showed the lowest number of proficient students were compared to the CCSS. The determined areas of focus are W.5 (strengthen writing by planning, revising, editing & rewriting) and W.2 (write informative/explanatory texts to examine a topic and convey ideas and information clearly).

Science: Through data analysis, the data indicated that the area of science process skills and vocabulary was low.

SEC DATA

Finally, each staff member in the building who teaches ELA and Math on a daily basis (including General and Special Education teachers and the Intervention Specialist), were offered the opportunity and stipends for their time in order to complete the Survey of Enacted Curriculum (SEC) in spring 2013. All those who participated (which was 15 out of 16 persons) were provided with an overview (1.5 hours) of the process from the Executive Director of School Improvement and Innovation prior to taking the survey and were asked to start with the ELA survey. Those same staff members were also given the option of taking the Math SEC.

Following the survey completion, the Executive Director of School Improvement and Innovation returned and supported the staff in learning how to obtain data from the website by teacher, grade level and whole school for each subject area. A separate day was held, providing rotating substitutes so that each grade level teacher could attend the data analysis for approximately an hour with their grade level teams. These sessions were also attended by the former Building Principal, Intervention Specialist, and the Special Education Teacher. The SEC data, both grade level and school-wide, provided useful information that connected current teaching strategies and areas to emphasize by the Common Core. It also breaks each of those strands down by the indicators or skills within the strand and shares where gaps may lie. The SEC data also proved helpful in alerting staff to areas they may be putting too much emphasis on at this point and can minimize. Based on this SEC information, the follow data was found:

-Reading across the curriculum strands and skills indicated by the SEC as areas in need of greater emphasis are:

- 1) Comprehension in grades K-2, specifically, a) Main ideas, key concepts, and sequence of events b) Strategies such as activating prior knowledge, questioning, making connections, predictions, inference, imagery, summarization, c) Word meaning (Gr. 2).
- 2) Critical Reasoning in grades 3 and 4, specifically, a) comparison of topic, theme, treatment, scope, or organization across texts, b) relationships among purpose, organization, format and meaning in text (Gr. 4), and c) textual evidence and/or use of references to support (Gr. 4).
- 3) Vocabulary in grades K and 3, specifically, a) word or phrase meaning from context (Gr. K) and b) suffix, prefixes, root (base) words (Gr. 3)

There is a need to push students further in Depth of Knowledge in every lesson so they are better equipped for the Common Core as well as to become critical thinkers. Discussion notes regarding the SEC from each grade level meeting were written down. The former Building Principal shared the written form of the discussions with each grade level Professional Learning Community (PLC). The Executive Director of School Improvement & Innovation shared the information with district Educational Services Departments and committees for further review and action steps.

Redesign Plan

Albert Schweitzer Elementary School

-Writing across the curriculum strands and skills indicated by the SEC:

1)Elements of Presentation in grades K, 1, 2, and 4, specifically, a) purpose, audience and context, word choice (Gr. K & 2), b) word choice(Gr. K & 2), c) organization (Gr. 4), d) support and elaboration (Gr. 4), and e) transitional devices (Gr. 4).

2)Language Study in grades 2, 3, and 4, specifically, a) relationship of language forms (Gr. 2), b) capitalization and punctuation (Gr. 2-4), c) syntax and sentence structure (Gr. 2), and d) grammatical analysis (Gr. 3 & 4).

3)Writing Applications in grade 3 and 4, specifically, persuasive and technical writing.

TRIANGULATED DATA AND AREAS OF FOCUS BY GRADE LEVEL

By reviewing the data from a variety of sources, we were able to analyze what will be expected with the Common Core and the expected emphasis compared with what is currently expected on the MEAP. In addition, current student achievement with regard to Grade Level Content Expectations (GLCEs) and current curriculum/ strategies emphasized by the teachers were reviewed. The gaps in the expectation versus practice/ current achievement were determined. Great effort was taken to compare the key areas of focus in the GLCEs (MEAP) and the Common Core (SEC) and where those matched or particular areas were prevalent, strands were chosen. Discussion was held based on those areas in order to provide a laser-like focus and improvement across multiple contents. Based on that discussion, the final strands/ strategies/ skills/ programming that will be of the 3 "Big Ideas" are:

-Reading across the curriculum, specifically in the areas of:

-Grades K-2- Comprehension with emphasis on, a) Main ideas, key concepts, and sequence of events and b) Strategies such as activating prior knowledge, questioning, making connections, predictions, inference, imagery, summarization

-Grades 3-4- Critical Reasoning with emphasis on, a) Comparison of topic, theme, treatment, scope and drawing and b) Textual evidence and/or use of references to support

-Grades K-4- Vocabulary with emphasis on a) word or phrase meaning from context and b) Suffixes, prefixes, root (base) words (We chose this as a focus based on research of students in poverty (Jensen) because our greatest gap is Economically Disadvantaged (ED) students.

-Writing across the curriculum, specifically in the area of:

-Grades K-4- Elements of Presentation with emphasis on, a) Purpose, audience and context, word choice and b) organization

-Grades 1-4- Language Study with emphasis on, a) Capitalization and punctuation and b) Grammatical analysis

-Grades 2-4- Writing Application with emphasis on persuasive and technical writing (The data showed a need for this in Grades 3 & 4; we want our students to be ready so we will begin in Grade 2.)

-Math, specifically in working with addition/subtraction fluency and numeration.

-Science, specifically in the strands of science processes and vocabulary.

Each Professional Learning Community will concentrate on the areas identified above. To simplify, if teachers focus on comprehension and critical thinking across all content areas and academic vocabulary they will address the majority of the focus areas.

OVERALL GOALS FOR READING, WRITING, MATH AND SCIENCE

The goals set, based on the data for each of the overall areas of Reading, Writing, Math and Science are as follows:

-Reading growth per class is to have 90% of the students at Benchmark (proficient) at the end of the year or make a minimum of one year's gain in both decoding and comprehension (as determined by the amount of benchmark levels per grade level on the BAS or for Kindergarten, MLPP). The target proficiency for reading achievement on the MEAP will be 85% proficient by 2022. The 2013-2014 goal is 58% proficient. The next years' goals will be: 2014-2015, 61%; 2015-2016, 65%.

-The target proficiency for writing achievement on the MEAP is 85% for 2022. The next years' goals will be: 2013-2014, 51%; 2014-2015, 57%; 2015-2016, 60%. - The target proficiency for math achievement on the MEAP will be 85% proficient by 2022. The 2013-2014 goal is 41% proficient. The next years' goals will be: 2014-2015, 48%; 2015-2016, 52%.

-The target proficiency for Science achievement on the MEAP will be 85% proficient by 2022. The 2013-2014 goal is 21% proficient. The next years' goals will be: 2014-2015, 30%; 2015-2016, 38%.

Redesign Plan

Albert Schweitzer Elementary School

Additional Perception Data

*During the 2012-2013 school year there were 182 ODRs. Those ODRs represent ____% of our students.

*Based on the Parent Survey, only 78% of parents agreed with the statement, "My child is respected by classmates." Also, only 80% of parents agreed with the statement, "I have a voice in my child's education."

*There is inconsistency in staff perception data with every survey we conduct (Fall 2012 Staff Survey and 2012-13 Interim Self Assessment).

A few points that speak to the need for improved culture are:

- "There is a healthy level of value and mutual respect among the staff in my building" - only 33% agreed with this statement

- "Staff morale at this school is high" - only 11% agreed with this statement

- "Our building has a positive climate" - only 56% agreed.

Student perception data showed a couple areas of need:

- In K-2, 81% of students agreed with the statement, "I see myself as a leader," whereas only 63% of 3rd & 4th graders agreed with this statement.

- In K-2, 88% agreed with the statement, "I feel important in my classroom" and only 66% of 3rd & 4th graders agreed with the same statement.

1. Extended Learning Time

Extended Learning Time will be implemented to further and maintain skills of students with fidelity, using the specific standards and strategies identified by the Reform Team through the "data dig" done as a staff and in conjunction with the Priority Schools Intervention Specialist (IS)/MDE, School Improvement Facilitator (SIF)/RESA, District Executive Director/ School Improvement & Innovation and Lead Facilitator/ MDE. All Extended Learning Time will focus on the strategies chosen based on the above data.

- Extended Learning/ Extended School Year Programs and transportation will be offered to all students and will be held during the summer four (4) days per week, three (3) hours per day, and will include parent components with a focus on specific best practice strategies in two different programs for the areas of Reading, Math and Science (Teaching with Poverty in Mind, 2009). The programs are as follows:

- A 5-6-week summer school program at Hamilton Elementary for incoming 1st-4th grade students running mid-June through the end of July each year.

- A 4-week Incoming Kindergarten Jump Start Camp running from the end of July to the end of August each year

- Schweitzer High Tech Language Arts and Science Academy will be offered to all students in grades K-4 and held either before or after school with transportation provided for after school sessions. Academies for each grade level will run three times per year as early as possible in the Fall, Winter and Spring, four weeks at a time, 3 days per week, 1 hour per day. In order to offer transportation effectively and allow for families with more than one student attending Schweitzer who may participate, sessions will be held during the same timeframe each year.

Approximate timelines for the programs are as follows for K-4:

- 1st session: September 30- October 25th, 2014 and following years

- 2nd session: January 13- February 7, 2015 and following years

- 3rd session: March 3- March 28, 2015 and following years

- In order to Extend Learning Time for students, all incoming Kindergarteners and newly registered 1st through 4th grade students will be offered several days prior to school to have their reading and other assessments completed by a qualified staff member. This will allow for placement of students in enrichment or intervention groups or Academy sessions much more quickly and lessen the amount of time taken from core classroom instruction.

- Students K-4 will be offered the opportunity to be involved in a Summer Reading Program in order to prevent the "summer slide" in reading fluency. During the summer, books will be mailed home to students at regular intervals, so they can continue reading during the summer. Students will choose books before the end of school in June, since student choice of reading materials is a strong motivator for reading. This is a research-based process (Allington).

Redesign Plan

Albert Schweitzer Elementary School

2. Best Practices

Based on the data and knowledge of research-based best practice, all students need to have differentiated instruction followed by quality formative assessment daily. In addition, data from the formative assessments needs to be recorded in order to utilize daily and to guide the following days' instruction. The following steps will be taken and will provide significant focus on the Reading, Math and Science areas defined above (Doug Reeves, Carol Tomlinson):

- Initiating formative assessment in every lesson, every content, in every grade level.
- Reading Workshop- students will use differentiated reading materials 4-5 times per week during "read to self" and "read to someone" portions of reading workshop, with increased levels of informational/ non-fiction topics (at least 40% of books in student book boxes). Book levels/ choices will be based on formative assessment and student choice. Teachers will provide students with non-fiction text for independent reading such as informational magazines and familiar books from small group instruction.
- Daily (4-5 times per week) small group lessons will differentiate reading instruction by focusing on the needs of the students as identified during formative and summative assessments. Leveled books with science topics will be available at all reading levels for use in small group lessons.
- Comprehension mini-lessons 2-3 times/ week for K & 1st; 4-5 times/ week for 2nd- 4th grades will teach comprehension strategies that students apply when reading science text at their reading level during reading workshop (Making Meaning can be used as a resource for this).
- By year two of the plan (2014-2015), teachers will daily (4-5 times per week) implement Guided Math groups will differentiate math instruction by focusing on the needs of the students as identified during formative and summative assessments. Teachers will begin 2013-2014 year learning the Engage NY Units.
- Whole class differentiation will be applied daily through the following strategies- Cold Call, Wait Time, No Opt Out and Stretch It techniques (Teach Like a Champion, 2010).
- Provide a significant increase in differentiated instruction using technology such as Compass Learning and Smarter Balanced assessment exemplars, in order to help students prepare for computer-based assessments.
- Academic Vocabulary in all content areas using Marzano's six-step process.
- Instructional Coaches will be provided multiple times throughout the year to each grade level for help in planning and supporting the above expectations, modeling in the classroom and providing job-embedded professional development. Part of this job-embedded professional development may also include observations in classrooms of teachers whose instruction in a particular area is of high caliber and effectiveness as determined by the building administrator and Executive Director of School Improvement & Innovation.
- Professional development will be provided for teachers in Best Practice instruction, specifically in the areas of guided math groups, Science and Reading Workshop and formative assessment.

Additionally, data showed the need to use best practices in school culture and relationships. In order in to meet this need we will:

- Positive Behavior Intervention & Support (PBIS) - Staff will continue to consistently implement the PBIS system. PBIS materials will be differentiated for Kindergarten through Second Grade and Third through Fourth Grade. The PBIS team, some of whom are part of the Reform and Lighthouse teams, will analyze students' performance and behavioral data on a monthly basis.
- Behavior Coach - This person will lead intervention groups, meet with teachers, and model effective behavior management techniques for teachers from The Leader in Me, Teach Like a Champion, PBIS and Second Step in order to increase staff's ability to prevent and calmly handle behavior issues that are resulting in ODRs and improve staff/student relationships.
- Learning Partners- Teachers will observe in other teachers' classrooms for Teach Like a Champion techniques in the areas of Creating a Strong Classroom Culture and Building Character and Trust in order to see how these techniques work so they can apply these ideas in their own classrooms. Teaching Routines, 100 Percent, What to Do, Sweat the Details and Precise Praise will also be added over the course of the 4-year plan.
- OPTIMUM program - We have an Occupational Therapist in our building to help with brain and motor development which impacts student ability to focus and maintain personal space.
- Summer Institute- A Summer Institute for all staff will take place over multiple years to provide The Leader in Me training, PLC time and

Redesign Plan

Albert Schweitzer Elementary School

opportunity to adapt processes based on PBIIS and achievement data.

- The Leader in Me- This process will be implemented with all staff, students, and parents over the course of three years to improve student achievement in core academic subjects, prepare students with 21st century life skills and create a friendly learning culture where students and adults feel safe and engaged. Student efficacy, respect for others and ownership in the school community will be additional benefits.
- Parent Involvement Program- A parent liaison will develop programs for parents based on a parent need survey and academic needs in order to build stronger relationships with the school community and develop parent communication and coaching.
- Breaking the Poverty Barrier book study- This book study will be held to increase the staff's ability to work with transient students and students in poverty, which represents a high percentage of Schweitzer's population.
- Recognizing our Students - Author of the Month, Service Squad and Safety, Perfect Attendance (by quarter), Honor Roll (for 3rd and 4th grades), students who stayed in the white zone all month, Synergy classroom celebrations, Whole School Positive Behavior Support Celebrations.
- Summer Program with parents and students of incoming Kindergarten students to build community, provide learning tips for parents, and assess the students.

RESEARCH: Covey; Marzano; Sornson; Jensen, Teach Like a Champion, 2010; District Best Practices documents based in research.

3) Professional Learning Communities (PLC)

Based on the data and research-based best practice, it is evident that staff needs to align curriculum and best practice instruction in order to provide consistency in core instruction and provide research-based differentiation for each student. Overall "Z scores" are low as well as the Achievement Gap scores. Additional research shows the need to focus on school/classroom culture and relationships. The following steps will be taken in order to make this happen:

- All efforts will be made to provide common plan for grade level teams every day of the week (grade level teams will have at least one common grade level plan per week).
- Staff will utilize common plan time at least one time a week for a PLC, in addition to the scheduled contract staff meeting/PLC time, in order to increase collaboration and move towards a more aligned curriculum, instruction, and assessment. This increased frequency of PLC time will provide for greater fidelity across all grade levels. This time could be used to create formative assessment, analyze data from the SEC, local data, common assessment data, etc. to drive instruction and move towards implementation of the CCSS, plan instruction based on assessments, etc.
- The Teacher Consultant/Resource Room Teacher and Intervention Specialist will be in attendance at least one time a month at each grade level meeting.
- The majority of staff meetings will be dedicated to allowing grade levels to meet; specifically, 50% or more of staff meetings every year will be dedicated to Professional Learning Communities grade level or cross-grade level work.
- Instructional coaches and substitutes/ stipends will be provided multiple times per year per grade level to assist in creating effective PLCs at every grade level/ cross grade levels that are reflected by marked increases in student achievement data and staff collaboration.
- At least one professional learning community each month will focus on school/classroom culture and relationships. Specifically, focus on teaching behaviors to students, parents, and staff that will help them improve school climate.
- The feedback from each PLC, both during staff meetings and plan time, will focus on the targeted academic and affective areas. More specifically, the grade-level teams will provide feedback and specific, targeted artifacts on the following:
 - a) Formative, benchmark and summative assessment data connected to our academic areas of focus for all students and ore specifically targeted to the students in the bottom 30% at all K-4 grade levels.
 - Reading: Comprehension, Critical Reasoning, and Vocabulary
 - Math: Numeracy, Vocabulary, and daily application and performance tasks (K-4)(which connects to the need for more informational writing)

Redesign Plan

Albert Schweitzer Elementary School

Writing: Writing Process, Language Study, and an increase of informational writing

Science: Process skills, science vocabulary, and daily reflection writing in science (this also connects to the need for more informational writing).

The following steps will be taken to improve best practices in school/classroom culture and relationships.

- Positive Behavior Intervention & Support (PBIS) - Staff will continue to consistently implement the PBIS system. PBIS materials will be differentiated for Kindergarten through Second Grade and Third through Fourth Grade. The PBIS team, some of whom are part of the Reform and Lighthouse teams, will analyze students' performance and behavioral data on a monthly basis.
- Behavior Coach - This person will lead intervention groups, meet with teachers, and model effective behavior management techniques for teachers from The Leader in Me, Teach Like a Champion, PBIS and Second Step in order to increase staff's ability to prevent and calmly handle behavior issues that are resulting in ODRs and improve staff/student relationships.
- Learning Partners- Teachers will observe in other teachers' classrooms for Teach Like a Champion techniques in the areas of Creating a Strong Classroom Culture and Building Character and Trust in order to see how these techniques work so they can apply these ideas in their own classrooms. Teaching Routines, 100 Percent, What to Do, Sweat the Details and Precise Praise will also be added over the course of the 4-year plan.
- OPTIMUM program - We have an Occupational Therapist in our building to help with brain and motor development which impacts student ability to focus and maintain personal space.
- Summer Institute- A Summer Institute for all staff will take place over multiple years to provide The Leader in Me training, PLC time and opportunity to adapt processes based on PBIS data.
- The Leader in Me- This process will be implemented with all staff, students, and parents over the course of three years to improve student achievement in core academic subjects, prepare students with 21st century life skills and create a friendly learning culture where students and adults feel safe and engaged. Student efficacy, respect for others and ownership in the school community will be additional benefits.
- Parent Involvement Program- A parent liaison will develop programs for parents, based on surveys of parents to determine their needs, to build stronger relationships with the school community and develop parent communication and coaching
- Breaking the Poverty Barrier book study- This book study will be held to increase the staff's ability to work with transient students and students in poverty, which represents a high percentage of Schweitzer's population and the area of greatest gap is with our students who are ED.
- Recognizing our Students - Author of the Month, Service Squad and Safety, Perfect Attendance (by quarter), Honor Roll (for 3rd and 4th grades), students who stayed in the white zone all month, Synergy classroom celebrations, Whole School Positive Behavior Support Celebrations.
- Behavior Coaches will be provided multiple times throughout the year, as appropriate, to each grade level for help in planning and supporting the climate/culture strategies, modeling in the classroom and providing job-embedded professional development. Part of this job-embedded professional development may also include observations classrooms of teachers whose techniques in this area of high caliber and effectiveness as determined by the building administrator and Executive Director of School Improvement & Innovation. Effective behavior management techniques may come from The Leader in Me, Teach Like a Champion, PBIS and Second Step. This coaching will also increase the fidelity of strategies, decrease ODRs, increase ownership recognize leadership skills in all students and improve staff/student relationships.
- Summer Program with parents and students of incoming Kindergarten students to build community, provide learning tips for parents, and assess the students.

RESEARCH: Covey; Marzano; Sornson; Jensen

Redesign Plan

Albert Schweitzer Elementary School

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

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

Goal 1:

All students at Schweitzer Elementary will increase reading proficiency

Measurable Objective 1:

59% of All Students will demonstrate a proficiency on the Reading MEAP in English Language Arts by 06/12/2014 as measured by data from the 2013-14 MEAP. Subgroup proficiency goals: Students with disabilities - 21%, Economically Disadvantaged - 49% .

Strategy1:

Professional Learning Communities - Staff will implement the Professional Learning Communities model to plan for instructional units of study, create and analyze data (collaboratively) from formative and summative assessments, and plan for differentiated instruction. Staff will focus on data and best practices to make decisions regarding appropriate instruction and interventions. Staff will identify and target at-risk students for differentiated instruction.

We will focus on the 5 main questions of a PLC: What is it we want students to learn? What Best Practice strategies will we use to help them learn? How will we know if the students have learned? What will we do if students have not learned? What will we do if they already know it?

We will also focus on the above questions for behavior expectations through analysis of PBS data.

Research Cited: 1. DuFour, Richard, Rebecca DuFour, Robert Eaker, and Thomas Many. Learning By Doing: A Handbook for Professional Learning Communities at Work. Solution Tree. Bloomington, IN. 2006

2. Blankstein, Alan M. Failure is Not an Option. Corwin Press. Thousand Oaks, CA. 2004.

3. Zemelman, Steven, Harvey Daniels and Arthur Hyde. Best Practice: New Standards for Teaching in America's Schools. Heinemann. Portsmouth, NH. 1998.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive formative assessment training to learn strategies to assess students in reading in order to inform daily instruction.	Professional Learning	08/01/2013	06/30/2014	\$200 - Title I Schoolwide	Building Principal Intervention Specialist

Redesign Plan

Albert Schweitzer Elementary School

Activity - Setting Objectives and Providing Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will focus on learning targets for each lesson, based on standards, as they plan. These learning targets will be posted in the classroom as student friendly "I can" statements for each lesson. Students will reflect on the learning target before, during, or after each lesson through the use of Thinking Maps, pictures, and writing to deepen their understanding and assess their learning	Other	08/01/2013	06/30/2014	\$0 - No Funding Required	All Schweitzer Staff

Measurable Objective 2:

100% of All Students will demonstrate a proficiency in overall Reading achievement in English Language Arts by 06/12/2014 as measured by the district common Reading assessment (NWEA, Fountas & Pinnell Benchmark Assessment, and MLPP) where proficiency is 75%.

Strategy1:

Professional Learning Communities - Staff will implement the Professional Learning Communities model to plan for instructional units of study, create and analyze data (collaboratively) from formative and summative assessments, and plan for differentiated instruction. Staff will focus on data and best practices to make decisions regarding appropriate instruction and interventions. Staff will identify and target at-risk students for differentiated instruction.

We will focus on the 5 main questions of a PLC: What is it we want students to learn? What Best Practice strategies will we use to help them learn? How will we know if the students have learned? What will we do if students have not learned? What will we do if they already know it? We will also focus on the above questions for behavior expectations through analysis of PBS data.

Research Cited: 1. DuFour, Richard, Rebecca DuFour, Robert Eaker, and Thomas Many. Learning By Doing: A Handbook for Professional Learning Communities at Work. Solution Tree. Bloomington, IN. 2006

2. Blankstein, Alan M. Failure is Not an Option. Corwin Press. Thousand Oaks, CA. 2004.

3. Zemelman, Steven, Harvey Daniels and Arthur Hyde. Best Practice: New Standards for Teaching in America's Schools. Heinemann. Portsmouth, NH. 1998.

Activity - Setting Objectives and Providing Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will focus on learning targets for each lesson, based on standards, as they plan. These learning targets will be posted in the classroom as student friendly "I can" statements for each lesson. Students will reflect on the learning target before, during, or after each lesson through the use of Thinking Maps, pictures, and writing to deepen their understanding and assess their learning	Other	08/01/2013	06/30/2014	\$0 - No Funding Required	All Schweitzer Staff

Strategy2:

Interventions/Enrichment - Staff will use differentiated strategies to meet the needs of all learners. Staff will team with Paraprofessionals, Intervention Specialist, English Language Learner (ELL) Consultant to support Tier II, Tier III and ELL students. Extended Learning Opportunities will support students most at risk of meeting state standards, including additional time with mentors, such as the School Social Worker (SSW) and other staff. Instructional staff will use curriculum units of study, Common Core State Standards (CCSS), formative

Redesign Plan

Albert Schweitzer Elementary School

assessment and instructional technology to determine best/effective instructional strategies.

Differentiation will occur during the instructional day, during the daily scheduled Response to Intervention (RtI) block, and before and after school.

All students will be explicitly taught the behavior expectations that will allow them to be successful, both academically and socially. Students that have been identified as needing additional assistance may meet in a social skills group with our school social worker.

Technology will be embedded within lessons daily in order to provide interventions and enrichment.

Research Cited: 1. Hyerle, David. Student Successes with Thinking Maps. Corwin Press. Thousand Oaks, CA. 2004.

2. Lujan, Michael L. Behavior Guide. Mentoring Minds. Tyler, TX. 2007.

3. Pierangelo, Roger and George, Giuliani. Frequently Asked Questions About Response to Intervention. Corwin Press. Thousand Oaks, CA. 2008.

4. Tomlinson, Carol Ann. The Differentiated Classroom. ASCD. Alexandria, VA. 1999.

5. Wright, Jim. RTI Toolkit: A Practical Guide for Schools. Dude Publishing. Port Chester, NY. 2007

6. Zelman, Steven, Harvey Daniels and Arthur Hyde. Best Practice: New Standards for Teaching in America's Schools. Heinemann. Portsmouth, NH. 1998.

Redesign Plan

Albert Schweitzer Elementary School

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All students in the bottom 30% for reading and math will be required to participate in at least one of the following sessions for one of the subject areas. Parents will be given a "menu of options" from which to choose Extended Learning Opportunities for their child in spring of each year, beginning with spring of 2013. The school team will make the final decision on which session(s) the child will attend, but will try as much as possible to follow the parent request to meet scheduling needs.</p> <ul style="list-style-type: none"> - Attend an after school core content Tutoring Session in the Fall (Totaling no less than five hours of support) - Attend an after school core content Tutoring Session in the Winter (Totaling no less than five hours of support) - Receive additional Response to Intervention (RtI) time of approximately 30 minutes per day, 4-5 days per week for 8-10 weeks (Totaling approximately 25 hours) with the Leveled Literacy Intervention kit. - Receive additional core instruction during the school day with a Highly Qualified Interventionist of 50 minutes per week for no less than 8-10 weeks during one identified special area time (Totaling up to 500 minutes/ approximately 8-8.5 hours.) - Attend core content session during the Summer (Totaling 60 hours): Summer School for 4 days a week for 4 weeks. Monday of each week will be a field trip for students to gain experiences and background knowledge. We will target 2nd grade during the 2013 summer, 2nd and 3rd grade during the 2014 summer, and 1st -3rd grades during the 2015 summer. Parent support will be offered to the parents of students who are in the lowest 30% in the following ways: <ul style="list-style-type: none"> - Parent training by the Intervention Specialist and instructional coach during the school day in the Fall - Weekly parent meetings in the summer for those students attending Summer School (the lowest 30%) Professional Development will be provided for the staff (not to exceed six days total each school year) in the following areas: <ul style="list-style-type: none"> - Formative assessment training to learn strategies to assess students in order to inform daily instruction. - PLC 	Academic Support Program	08/01/2013	06/30/2014	\$12322 - Title I Schoolwide	All Staff

Goal 2:

All students at Schweitzer Elementary will increase math proficiency.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in mathematical skills in Mathematics by 06/12/2014 as measured by the district local assessment (NWEA) where proficiency is 75%.

Strategy1:

Interventions/Enrichment - Staff will use differentiated strategies to meet the needs of all learners. Staff will team with Paraprofessionals, Intervention Specialist, English Language Learner (ELL) Consultant to support Tier II, Tier III and ELL students. Extended Learning

Redesign Plan

Albert Schweitzer Elementary School

Opportunities will support students most at risk of not meeting state standards, including additional time with mentors, such as the School Social Worker (SSW) and other staff. Instructional staff will use curriculum units of study, Common Core State Standards (CCSS), formative assessment and instructional technology to determine best/effective instructional strategies.

Differentiation will occur during the instructional day, during the daily scheduled Response to Intervention (RtI) block, and before and after school.

All students will be explicitly taught the behavior expectations that will allow them to be successful, both academically and socially. Students that have been identified as needing additional assistance may meet in a social skills group with our school social worker.

Students will participate in daily activities that will reinforce their mastery of basic math facts. Students will be working towards the mastery of the basic facts at their individual levels.

Technology will be embedded throughout daily lessons in order to provide interventions and enrichment.

Research Cited: Hyerle, David. Student Successes with Thinking Maps. Corwin Press. Thousand Oaks, CA. 2004.

Lujan, Michael L. Behavior Guide. Mentoring Minds. Tyler, TX. 2007.

Pierangelo, Roger and George, Giuliani. Frequently Asked Questions About Response to Intervention. Corwin Press. Thousand Oaks, CA. 2008.

Tomlinson, Carol Ann. The Differentiated Classroom. ASCD. Alexandria, VA. 1999.

Wright, Jim. RTI Toolkit: A Practical Guide for Schools. Dude Publishing. Port Chester, NY. 2007

Zemelman, Steven, Harvey Daniels and Arthur Hyde. Best Practice: New Standards for Teaching in America's Schools. Heinemann. Portsmouth, NH. 1998.

Redesign Plan

Albert Schweitzer Elementary School

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Staff will provide extended learning opportunities for students at risk of falling short of the state standards in math. Extended opportunities will be available before, during and after school (starting in the Fall) to facilitate achievement in math. Students will be chosen based on teacher input from local data and MEAP data (students in the lowest 30%).</p> <p>All students in the bottom 30% for reading and math will be required to participate in at least one of the following sessions for one of the subject areas. Parents will be given a "menu of options" from which to choose Extended Learning Opportunities for their child in spring of each year, beginning with spring of 2013. The school team will make the final decision on which session(s) the child will attend, but will try as much as possible to follow the parent request to meet scheduling needs.</p> <ul style="list-style-type: none"> -Attend an after school core content Tutoring Session in the Fall (Totaling no less than five hours of support) -Attend an after school core content Tutoring Session in the Winter (Totaling no less than five hours of support) -Receive additional Response to Intervention (Rtl) time of approximately 30 minutes per day, 4-5 days per week for 8-10 weeks (Totaling approximately 25 hours) -Receive additional core instruction during the school day with a Highly Qualified Interventionist of 50 minutes per week for no less than 8-10 weeks during one identified special area time (Totaling up to 500 minutes/ approximately 8-8.5 hours.) -Attend core content session during the Summer (Totaling 60 hours): Summer School for 4 days a week for 4 weeks. Monday of each week will be a field trip for students to gain experiences and background knowledge. We will target 2nd grade during the 2013 summer, 2nd and 3rd grade during the 2014 summer, and 1st -3rd grades during the 2015 summer. - Students will have access to math manipulatives such as dice, cards, pattern blocks, counters, coins, etc. in order to differentiate instruction. 	Other	08/01/2013	06/30/2014	\$14991 - Title I Schoolwide	All Staff

Strategy2:

Professional Learning Communities - Staff will implement the Professional Learning Communities model to plan for instructional units of study, create and analyze data (collaboratively) from formative and summative assessments, and plan for differentiated instruction. Staff will focus on data and best practices to make decisions regarding appropriate instruction and interventions. Staff will identify and target at-risk students for differentiated instruction.

We will focus on the 5 main questions of a PLC: What is it we want students to learn? What Best Practice strategies will we use to help them learn? How will we know if the students have learned? What will we do if students have not learned? What will we do if they already know it?

Research Cited: DuFour, Richard, Rebecca DuFour, Robert Eaker, and Thomas Many. Learning By Doing: A Handbook for Professional Learning Communities at Work. Solution Tree. Bloomington, IN. 2006

Blankstein, Alan M. Failure is Not an Option. Corwin Press. Thousand Oaks, CA. 2004.

Zemelman, Steven, Harvey Daniels and Arthur Hyde. Best Practice: New Standards for Teaching in America's Schools. Heinemann.

Portsmouth, NH. 1998.

Redesign Plan

Albert Schweitzer Elementary School

Activity - Setting Objectives and Providing Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will focus on learning targets for each lesson, based on standards, as they plan. These learning targets will be posted in the classroom as student friendly "I can" statements for each lesson. Students will reflect on the learning target before, during, or after each lesson through the use of Thinking Maps, pictures, and writing to deepen their understanding and assess their learning.	Other	08/01/2013	06/30/2014	\$0 - Other	All Staff

Measurable Objective 2:

43% of All Students will demonstrate a proficiency on the Mathematics MEAP in Mathematics by 06/12/2014 as measured by data from the 2013-2014 MEAP. Subgroup proficiency goals are: Students with disabilities - 21%, Economically Disadvantaged - 29%, African American - 23%, Hispanic - 25%.

Strategy1:

Professional Learning Communities - Staff will implement the Professional Learning Communities model to plan for instructional units of study, create and analyze data (collaboratively) from formative and summative assessments, and plan for differentiated instruction. Staff will focus on data and best practices to make decisions regarding appropriate instruction and interventions. Staff will identify and target at-risk students for differentiated instruction.

We will focus on the 5 main questions of a PLC: What is it we want students to learn? What Best Practice strategies will we use to help them learn? How will we know if the students have learned? What will we do if students have not learned? What will we do if they already know it?

Research Cited: DuFour, Richard, Rebecca DuFour, Robert Eaker, and Thomas Many. Learning By Doing: A Handbook for Professional Learning Communities at Work. Solution Tree. Bloomington, IN. 2006

Blankstein, Alan M. Failure is Not an Option. Corwin Press. Thousand Oaks, CA. 2004.

Zemelman, Steven, Harvey Daniels and Arthur Hyde. Best Practice: New Standards for Teaching in America's Schools. Heinemann. Portsmouth, NH. 1998.

Activity - Setting Objectives and Providing Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will focus on learning targets for each lesson, based on standards, as they plan. These learning targets will be posted in the classroom as student friendly "I can" statements for each lesson. Students will reflect on the learning target before, during, or after each lesson through the use of Thinking Maps, pictures, and writing to deepen their understanding and assess their learning.	Other	08/01/2013	06/30/2014	\$0 - Other	All Staff

Goal 3:

All students at Schweitzer Elementary will increase science proficiency.

Redesign Plan

Albert Schweitzer Elementary School

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in Science process skills in Science by 06/12/2014 as measured by district local assessments (NWEA) where proficiency is 75%..

Strategy1:

Interventions/Enrichment - Staff will use differentiated strategies to meet the needs of all learners. Staff will team with Paraprofessionals, Intervention Specialist, English Language Learner (ELL) Consultant to support Tier II, Tier III and ELL students. Extended Learning Opportunities will support students most at risk of not meeting state standards, including additional time with mentors, such as the School Social Worker (SSW) and Literacy Corps Volunteers. Instructional staff will use curriculum units of study, Grade Level Content Expectations/Next Generation Standards, formative assessment and instructional technology to determine best/effective instructional strategies.

Differentiation will occur during the instructional day, during the daily scheduled Response to Intervention (RtI) block, and before and after school.

Research Cited: Hyerle, David. Student Successes with Thinking Maps. Corwin Press. Thousand Oaks, CA. 2004.

Lujan, Michael L. Behavior Guide. Mentoring Minds. Tyler, TX. 2007.

Pierangelo, Roger and George, Giuliani. Frequently Asked Questions About Response to Intervention. Corwin Press. Thousand Oaks, CA. 2008.

Tomlinson, Carol Ann. The Differentiated Classroom. ASCD. Alexandria, VA. 1999.

Wright, Jim. RTI Toolkit: A Practical Guide for Schools. Dude Publishing. Port Chester, NY. 2007

Zemelman, Steven, Harvey Daniels and Arthur Hyde. Best Practice: New Standards for Teaching in America's Schools. Heinemann. Portsmouth, NH. 1998

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will provide extended learning opportunities for students at risk of falling short of the state standards in science. Extended opportunities will be available before, during and after school (starting in the Fall) to facilitate achievement in science. While focusing on reading and writing strategies, science text and informational writing will be integrated into the instruction. In order to support cross-curricular work and increase hands-on learning, increase and develop science process skills, problem solving strategies, comprehension strategies and the writing process, our students will use LEGO Education sets.	Other	08/01/2013	06/30/2014	\$3745 - Title I Schoolwide	All Staff

Strategy2:

Professional Learning Communities - Staff will implement the Professional Learning Communities model to plan for instructional units of study, create and analyze data (collaboratively) from formative and summative assessments, and plan for differentiated instruction. Staff will focus on data and best practices to make decisions regarding appropriate instruction and interventions. Staff will identify and target at-risk students

Redesign Plan

Albert Schweitzer Elementary School

for differentiated instruction. We will focus on the 5 main questions of a PLC: What is it we want students to learn? What Best Practice strategies will we use to help them learn? How will we know if the students have learned? What will we do if students have not learned? What will we do if they already know it? We will also focus on the above questions for behavior expectations through analysis of PBS data.

Research Cited: 1. DuFour, Richard, Rebecca DuFour, Robert Eaker, and Thomas Many. Learning By Doing: A Handbook for Professional Learning Communities at Work. Solution Tree. Bloomington, IN. 2006

2. Blankstein, Alan M. Failure is Not an Option. Corwin Press. Thousand Oaks, CA. 2004.

3. Zemelman, Steven, Harvey Daniels and Arthur Hyde. Best Practice: New Standards for Teaching in America's Schools. Heinemann. Portsmouth, NH. 1998.

Activity - Setting Objectives and Providing Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will focus on learning targets for each lesson, based on standards, as they plan. These learning targets will be posted in the classroom as student friendly "I can" statements for each lesson. Students will reflect on the learning target before, during, or after each lesson through the use of all 8 Thinking Maps, pictures, and writing to deepen their understanding and assess their learning.	Other	08/01/2013	06/30/2014	\$0 - Other	All Staff

Measurable Objective 2:

22% of All Students will demonstrate a proficiency on the Science MEAP in Science by 06/12/2014 as measured by data from the 2013-2014 MEAP. Subgroup goals are: Students with disabilities - 9%..

Strategy1:

Professional Learning Communities - Staff will implement the Professional Learning Communities model to plan for instructional units of study, create and analyze data (collaboratively) from formative and summative assessments, and plan for differentiated instruction. Staff will focus on data and best practices to make decisions regarding appropriate instruction and interventions. Staff will identify and target at-risk students for differentiated instruction. We will focus on the 5 main questions of a PLC: What is it we want students to learn? What Best Practice strategies will we use to help them learn? How will we know if the students have learned? What will we do if students have not learned? What will we do if they already know it? We will also focus on the above questions for behavior expectations through analysis of PBS data.

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Redesign Plan

Albert Schweitzer Elementary School

Strategy2:

Interventions/Enrichment - Staff will use differentiated strategies to meet the needs of all learners. Staff will team with Paraprofessionals, Intervention Specialist, English Language Learner (ELL) Consultant to support Tier II, Tier III and ELL students. Extended Learning Opportunities will support students most at risk of not meeting state standards, including additional time with mentors, such as the School Social Worker (SSW) and Literacy Corps Volunteers. Instructional staff will use curriculum units of study, Grade Level Content Expectations/Next Generation Standards, formative assessment and instructional technology to determine best/effective instructional strategies.

Differentiation will occur during the instructional day, during the daily scheduled Response to Intervention (RtI) block, and before and after school.

Research Cited: Hyerle, David. Student Successes with Thinking Maps. Corwin Press. Thousand Oaks, CA. 2004.

Lujan, Michael L. Behavior Guide. Mentoring Minds. Tyler, TX. 2007.

Pierangelo, Roger and George, Giuliani. Frequently Asked Questions About Response to Intervention. Corwin Press. Thousand Oaks, CA. 2008.

Tomlinson, Carol Ann. The Differentiated Classroom. ASCD. Alexandria, VA. 1999.

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Zemelman, Steven, Harvey Daniels and Arthur Hyde. Best Practice: New Standards for Teaching in America's Schools. Heinemann. Portsmouth, NH. 1998

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will provide extended learning opportunities for students at risk of falling short of the state standards in science. Extended opportunities will be available before, during and after school (starting in the Fall) to facilitate achievement in science. While focusing on reading and writing strategies, science text and informational writing will be integrated into the instruction. In order to support cross-curricular work and increase hands-on learning, increase and develop science process skills, problem solving strategies, comprehension strategies and the writing process, our students will use LEGO Education sets.	Other	08/01/2013	06/30/2014	\$3745 - Title I Schoolwide	All Staff

Narrative:

All K-6 teachers and administrators received a Curriculum, Instruction, and Assessment (CIA) Guide at the beginning of the school year. This guide provides a calendar of all Common and Benchmark assessments given throughout the year by grade level. Once these assessments are given, they are entered into the Class A system by the teacher. Class A provides data in a variety of formats (e.g. class, teacher, building, district level). The district Director of Assessment & Data Analysis will provide to the building common and benchmark assessment data at the district, building, grade level, teacher level after each round of common or benchmark assessments. Along with Reading benchmark assessment data that is progress monitored every two weeks according to the CIA calendar, teachers will develop/select formative assessments for each unit of study in core content areas as they have training in formative assessments and backward planning. The formative assessment data will be reviewed every two weeks in PLCs to assess student understanding of the learning targets for each unit, plan for re-teaching for the entire class, as well as differentiating instruction for small groups, or individuals, based on the specific areas of

Redesign Plan

Albert Schweitzer Elementary School

need. The Schweitzer team will begin the formative assessment and backward planning in Science. Some PLC meetings are used to focus on data as it relates to a particular Common Core Module, which is developed at the district level for all K-12 buildings, with feedback from building staff and administrators. Every PLC provides a feedback sheet weekly to the building administrator who reads and provides guidance and support. The building principal has organized the feedback sheets to include information about what formative assessment teachers will use daily and how it will guide their instruction. Teachers will then take the information and planning from the PLC to implement the plans immediately into their instruction. Small group instruction notes and conferring notes will also reflect how formative assessment is used in planning. The building holds Leadership/ School Improvement Team (Reform Team) meetings monthly and will use the MDE Evaluation Tool each semester in an on-going format to review the strategies/ programs of focus in the Reform plan and determine progress made and changes to implement. The building Response to Intervention (RtI) Core Team reviews the benchmark Reading assessment data at least three times per year, according to the CIA Guide calendar, and shares the data with grade level teachers. Based on the benchmark reading assessment data, the Core Team and grade level teachers determine students are above benchmark level, at benchmark level, at strategic level or at intensive level, to determine which students continue to be provided Tier I best practices only, Tier II strategic interventions, Tier III Intensive interventions, or Tier IV review of data in all subject and behavioral areas, as support allows. Yearly, MEAP results are analyzed by the entire staff through data sent by the State of Michigan and through use of the Golden Package. The strands are chosen by the team based on data in each subject area because they are of highest impact on scoring in the tests. The team also uses the Golden Package to determine whether the difficulties are coming from test-taking skills or curriculum gap issues. Additionally, the team looks at whether there are similarities in those areas of difficulty for the lowest and highest achieving students. These points are just to name a few. The entire staff is made aware in writing of the information from each content area and this information is used to complete the School Data Profile and School Improvement Plan as well as a two-sided spreadsheet used to clearly and quickly denote the strategies and activities that all staff will use daily with fidelity. In addition to data being reviewed weekly, an Annual Review of data and Data Walls are done by building and presented at the district level each year in March. Feedback from the district level and external consultants is given. Selected data (including student attendance, achievement score trends in reading, math, and science, PBIS data, individual student reading progress) will be posted and updated at least 3 times per year at either RtI Core Team meetings or School Improvement Team meetings in an area seen frequently by all staff (only).

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

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

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

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

1)Extended Learning Time attendance will be a requirement for all K-4 students. It will be utilized to significantly increase and maintain skills of students, using the specific standards and strategies identified by the Reform Team through the "data dig" done as a staff and in conjunction with the Priority Schools Intervention Specialist (IS)/MDE, School Improvement Facilitator (SIF)/RESA, District Executive Director/ School Improvement & Innovation and Lead Facilitator/ MDE. All Extended Learning Time will focus on the strategies chosen based on the above data. Extended Learning Time will provide additional time for core content area instruction in the areas of Reading, Math and Science. Additionally, transportation will be offered to students in each of the programs they attend (Teaching with Poverty in Mind, 2009). Using the Extended Learning Time plan indicated in these pages will allow us to provide additional core content time to every K-4 Schweitzer student as well as being able to provide significant amounts of job-embedded instructional coaching throughout the year.

Selection- Every parent of a Schweitzer student, grades Kindergarten through Fourth, will be given a menu of choices which is listed below. Parents are required to choose at least one program from the list that their child will attend with fidelity. This menu of choices is given to parents in an effort to gain their buy-in and work collaboratively within their schedules as we jointly work to support the increased achievement level of the students during the extended learning time. The Schweitzer team will review the program selections made by the parent and make final placement determinations. Schweitzer team may determine, based on the review of data and student progress, that students be placed in more than one (1) extended learning program.

Attendance- By April of 2015, and each subsequent year, a list of all students attending Schweitzer Elementary will be generated. This list will be created again by the end of the first week of school each fall, in order to ensure all students are provided at least one extended learning opportunity from the menu of choices. The roster will be updated on a monthly basis with notes included as to students who have moved, entry dates and which program selection/ attendance. Students are required to attend the selection assigned a minimum of 85% of the time. Students attending less than the minimum will be required to attend an additional program assigned by the Hamilton team.

The program menu is as follows:

-Choice 1: A 5-6-week summer school program at Schweitzer Elementary for incoming 1st-4th grade students running mid-June through the end of July each year. This program will run four (4) days per week, three (3) hours per day, and will include parent components with a focus on specific best practice strategies. Total time for each student: 60 hours

-Choice 2: A 4-week Incoming Kindergarten Jump Start Camp running from the end of July to the end of August each year. This program will run four (4) days per week, three (3) hours per day, and will include parent components with a focus on specific best practice strategies.

Redesign Plan

Albert Schweitzer Elementary School

Total time for each student: 48 hours -Choice 3:

Schweitzer High Tech Language Arts and Science Academy will be given as a choice to all students in grades K-4 and held either before or after school with transportation provided for after school sessions. Academies for each grade level will run three times per year as early as possible in the Fall, Winter and Spring, four weeks at a time, 3 days per week, 1 hour per day. In order to offer transportation effectively and allow for families with more than one student attending Schweitzer who may participate, sessions will be held during the same timeframe each year. Total time for each student: Minimum 12 hours/ Maximum 36 Approximate timelines for the programs are as follows for K-4.

Students may attend multiple sessions as deemed necessary through review of data:

1st session: September 30- October 25th, 2015 and following years

2nd session: January 13- February 7, 2016 and following years

3rd session: March 3- March 28, 2017 and following years

-Choice 4: Schweitzer High Tech Math Academy will be given as a choice to all students in grades K-4 and held either before or after school with transportation provided for after school sessions. Academies for each grade level will run three times per year as early as possible in the Fall, Winter and Spring, four weeks at a time, 3 days per week, 1 hour per day. In order to offer transportation effectively and allow for families with more than one student attending Schweitzer who may participate, sessions will be held during the same timeframe each year. Due to the high number of students who enroll after the first day of school, sessions will be started a bit later to accommodate those students.

Total time for each student: Minimum 12 hours/ Maximum 36

Approximate timelines for the programs are as follows for K-4. Students may attend multiple sessions as deemed necessary through review of data:

1st session: September 30- October 25th, 2015 and following years

2nd session: January 13- February 7, 2015 and following years

3rd session: March 3- March 28, 2015 and following years

-Choice 5: During the school day, in place of one (1) enrichment/ elective area per week, students will attend Reading core content lessons for 50 minutes for a minimum of one (1) marking period (9-10 weeks). Based on student data at the end of each marking period, students will move in or out of these sessions, effectively providing four (4) marking periods where a student may attend. This class will be taught by a Highly Qualified teacher, interviewed and hand-selected specifically for this full-time position to fill the position over the course of the Reform Plan. The building principal and district level Directors will be part of the interview team. Should the student not have attended any of the other Choice options during the previous year, this Choice will be required and the student must attend in place of their elective. Core content material covered during this time will reflect the Reform Plan data regarding specific, targeted strands and provide enrichment and leveled reading lessons based on the child's skills and ability level. Student rosters will follow their typical enrichment/ elective schedule. For example, instead of the entire grade level class going to Music, some students will attend Music and the others will attend the class for additional Reading with integrated Science/Math core content. Each 50-minute session will service 10-15 students. This will allow for the differentiation and targeting of specific Common Core skill areas. Total time for each student: Minimum 8/9 hours- Maximum 32/36 hours

In addition to the choices above, other supports will be in place:

-In order to Extend Learning Time for students as quickly as possible, all incoming Kindergarteners and some newly registered 1st through 4th grade students will be offered several days prior to school to have their reading and other assessments completed by a qualified staff member. This will allow for placement of students in enrichment or intervention groups or Academy sessions much more quickly and lessen the amount of time taken from core classroom instruction.

-All students K-4 will be offered the opportunity to be involved in a Summer Reading Program in order to prevent the "summer slide" in reading fluency. During the summer, books will be mailed home to students at regular intervals, so they can continue reading during the summer. Students will choose books before the end of school in June, since student choice of reading materials is a strong motivator for reading. This is a research-based process (Allington).

2) Best Practice- With a focus on best practices, the school day is utilized more effectively because the targeted skills are those students are

Redesign Plan

Albert Schweitzer Elementary School

most in need of mastering. During the school day, teachers will maximize instructional time by providing uninterrupted ELA workshop blocks. Also, teachers will integrate science multiple times per week with reading and writing through the use of leveled texts, Making Meaning lessons, and weekly writing about science topics. This is different than previously done, as each subject was taught separately. In addition, students most in need of additional assistance will be provided Tier II or Tier III services in reading and behavior skills during an intervention time, outside of core instructional time. Targeted standards by student or groups of students allows for enrichment time to be built in directly to the lesson plan, as those who have already mastered certain skills can work more independently.

3) Professional Learning Communities- As needed, set aside funding will be dispensed for stipends or substitutes to provide increased collaboration time for staff to work on how to meet the goals of the 3 Big Ideas.

- 50 minutes/monthly will be provided to teachers through stipends or rotating substitutes

- Each teacher will be expected to utilize one plan time per week for use with their PLC team

-Teachers will be expected to use time in PLCs (one hour per week) to create differentiated lessons, based on formative assessment and PBiS data at the grade level. Grade level teams will focus on planning/ assessing their parent engagement activities and/or planning/ assessing Leader in Me classroom culture activities as indicated in the Reform Plan. These times are in addition to the weekly Professional Learning Community (PLC) meetings, district PD and planning days and efforts to allow for common planning times per grade level which are already in place.

-At least one time per semester would be used for "Learning Partners" in which teachers would observe in other teachers' classrooms for Teach Like a Champion techniques, differentiation strategies or other strategies in the areas identified by the SEC. The classrooms visited would be determined by the building principal or Executive Director of School Improvement & Innovation. This job-embedded professional development will increase the consistency of implementation of research-based strategies across the school. Teachers will be given a simple observation form to be submitted to the principal and designed around aspects of the 3 Big Ideas, as an accountability piece. To provide focus on continuous improvement, teachers will spend a portion of the collaboration time talking about the lesson.

-All K-4 families will be invited to Math and Science Family Learning Nights (1 each per year), Language Arts(Reading focus)/ (Social Studies) Family Learning Night (1 per year), Math and Language Arts (Reading focus) Game Night (1 per year), Assemblies related to school/ classroom culture or core subjects (4-5 per year) and Book Fairs (2 per year) as enrichment activities through extended learning time. The focus for those nights will be around the Common Core and Culture areas indicated in question #1 and #2 of the plan.

In addition, teachers at Schweitzer participate in a total of 30 professional development hours each school year. 6 of these hours are before or after school and the remaining hours are completed throughout the school year.

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.

Parents are engaged in the school community beginning with a Back to School Night during the first week of school. They are also offered the opportunity to be involved on the School Leadership Team, which creates our building's School Improvement Plan; the Parent-Teacher Association (Schweitzer Worker Bees Association-SWBA) which plans extra-curricular school activities, such as Math and Science Nights; and family activities that promote positive home-school relationships, such as Game Nights, Family Fun Nights, assemblies and Book Fairs. SWBA typically has approximately 20 parents in attendance. Families are invited to classroom writing celebrations, music concerts, an

Redesign Plan

Albert Schweitzer Elementary School

annual art fair, and to volunteer in special classroom activities, such as field trips. In addition, parents are invited to Parent Workshops that will help them work with their children in the areas of language arts (with a focus on reading), math and behavior.

During the summer, books will be mailed home to students so they can work with parents/ guardians to continue their learning throughout the summer. Students will chose the books before the end of school in June, since student choice of reading materials is a strong motivator for reading.

Less than 50% of parents completed the Parent Perception Survey during the 2012-2013 school year. This year, District Perception Surveys will be given at Schweitzer once per year for families and community members, with additional mini-surveys at each Parent Night. The District Perception Surveys will go out at Fall Parent/Teacher Conferences and sent home to any parents who do not attend conferences. The goal is to have consistent information across the district to better support our stakeholders and to provide Schweitzer with direction about how effective their continuous engagement activities have been. This is then used to determine which programs will continue, which will be removed, and what other needs there might be. Based on the data above and shared previously, goals were set for the area of Parent and Community Involvement. While those areas above will continue to be implemented, a more specific planning process is described below: Goal(s) to support continuous engagement of families and community and increase parent and community engagement in school activities by offering a variety of types of parent engagement activities during the school year.

-2013-2014- 50% of parents will be engaged in at least one building or classroom activity each card marking (quarterly).

-2014-2015- 50% of parents will be engaged in at least two building or classroom activities each card marking (quarterly).

-2015-2016- 60% of parents will be engaged in at least two building or classroom activities each card marking (quarterly).

-2016-2017- 70% of parents will be engaged in at least two building or classroom activities each card marking (quarterly).

Structures in place to support the above goals are :

1. Monthly building calendar of events, sent home in monthly newsletter and available online
2. SWBA calendar of events
3. Weekly email/ robo-call reminders to parents about events from the principal
4. Teachers will create a list of their parent engagement opportunities and send this list home with a response/ commitment form for parents to complete
5. Personal contacts from a Parent Coordinator about parent workshops

Schweitzer Elementary will provide for continuous improvement and ongoing family and community engagement by adding a Parent Coordinator position to the building at 10 hours per week. The Coordinator, in cooperation with the Reform Team's guidance would offer parent tips and workshops that link to The Leader in Me, in addition to ideas based on parent surveys of their needs (e.g. academic support, nutrition, attendance, connecting with families to build culture). This parent will work with Hamilton staff to utilize the Parent Handbook from The Leader in Me, specifically the last chapter entitled, "Bringing It Home", geared toward parents. Additionally, the Coordinator and at least one other member of the staff will be trained to provide workshops for parents yearly on "The 7 Habits of Highly Effective Families", with the goal of training at least 20 parents/ guardians per year. The Parent Coordinator will also help plan with the Leadership Team and coordinate all family and community engagement events in the school related to academics.

Examples- Back to School Night; Parent-Teacher Association activities, such as monthly SWBA meetings, Family Fun Nights, Field Day, Book Fairs; Extra-curricular family activities, such as Math/Science Nights, Game Nights; Parent Workshops; School Leadership Team; PBiS Monthly Building Reward activity.

District/Community Level Engagement: Local businesses and organizations provide assistance to families in the form of holiday help (culture), school supplies, tutoring and clothing. The local senior citizens' organization organizes the donation of backpacks to our incoming kindergarten students. As a district support, the Family Resource Center works with families of students who are homeless or are simply in need of resources and connects them to those resources.

Redesign Plan

Albert Schweitzer Elementary School

Community Involvement

The school has identified strategies to engage community partners in reform efforts. These strategies include:

- Best Practices

o All subjects/ Culture

- Family Resource Center-Our district coordinates with Family Resource Center to provide students with academic and social support.
- o Community Sponsors for Fall Family Night- A variety of community businesses volunteer their time and also donate materials to make our fall night a success.
- o Community Sponsors for Spring Carnival- A variety of community businesses volunteer their time and also donate materials to make our spring family event a fun time for all who attend.
- o Dentist R' Us-Dentist R' Us is a school-based mobile dental program that brings a professional dental team to our students.
- o One Sight program- One Sight is a field trip based program where students are escorted to an eye clinic for a professional eye exam. Glasses are provided at no cost if needed.
- o Clothing and School Supply Drive- Local organizations and churches collect clothing and donate it to our students through the Family Resource Center.

-o Writing

- Hungry Howie's-Hungry Howie's donates pizza for our monthly Author of the Month luncheon celebration designed to impact writing skills.

-o Reading

- Pizza Hut Book It Program-Pizza Hut sponsors a monthly reading incentive program where teachers set personal reading goals for their students and if their goals are met, students are rewarded with a free personal pan pizza

-o Math

- Local Grants- Several teachers have been awarded grants through Donors Choose, JC Penney, and WalMart. Through grant funding teachers purchase manipulatives to help students who are at risk of meeting state standards.

- Extended Learning Opportunities

o Reading/Writing

- o Literacy Corps-Community volunteers are trained in literacy skills and come weekly to read with at-risk students.
- o Westland & Wayne Public Libraries-The Westland Library visits Schweitzer to promote summer reading through their summer reading program.
- o Westland Rotary-The Rotary Club purchases dictionaries for all 3rd grade students and personally delivers them to the school.
- o Red Wagon Program- Community volunteers work to pull wagons filled with books around the neighborhood to provide students with an opportunity to read over the summer months.

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PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

In order to attempt a sustainable approach to increasing student achievement and graduation rates across the district through the provision of operational flexibility in staffing, calendars, time and budgets, the following action steps will be taken.

Since the plan of each Priority building in the district, including Schweitzer, is based in research of rapid turnaround and high effect-size strategies, Reform Plans will be shared with each building in the district in an effort to proactively plan for substantially increasing student achievement throughout the district. MEAP data analysis and SEC analysis information will also be shared with all buildings. This information will also be given to the Education Services Departments at the district level. Focus buildings will, although not required to, create a plan similar to the Reform Plan due to the detail required. As district curriculum is currently being aligned to the Common Core and GLCEs/HSCes as appropriate, SEC information about gap areas will guide the alignment. Non- Priority and Non-Focus schools will be encouraged to follow this same framework in order to provide their team with a laser-like focus on the most rapid turnaround strategies. Working with all buildings versus just those identified allows for district focus and support that can impact all buildings rather than just a few. With regard specifically to Schweitzer, Title I Set-Aside funds will be used to provide stipends for teachers to meet and plan together based on summative and formative assessment data, PBIS data, and attendance data as needed by simply discussing with the Executive Director/ School Improvement & Innovation who will work with the Executive Director/ Federal & State Programs to ensure the use meets Title I requirements, has a research/ evidence base and fits into the Reform Plan. If so, it will be allowed. It is the goal of the district to keep teachers in the classroom, with no more than 6 days of professional development throughout the year during school hours. The idea behind this is that we want the most effective and highly trained staff with the students as much as possible. The schedule is flexible and will be allowed, but if at all possible, additional time will come before and after school, on weekends, or during the summer. All teachers in the building will commit to sharing the workload and effort involved in the plan, so the time away from all classes can be minimized. If professional development must happen during the school day, set-aside funds will be used to provide rotating substitutes and job-embedded professional development for 1-2 hours at a time, after which the teacher will return to his/her classroom to implement the strategies/ skills just learned. Consultants in the areas of differentiation based on formative assessment and in the area of behavior, to improve school and classroom culture, will be invited to the classrooms to provide feedback and modeling through job-embedded support. As indicated in #8, additional collaboration time of 50 minutes monthly will be provided to teachers through the use of roving substitutes.

Building areas are made available through the use of Facilities Direct, an online system already supported by the district. Simply adding an activity to the Facilities Direct calendar allows the district to provide the necessary heat/air, technology, etc. The building is available during the summer, and before and after school for additional student support and timely assistance based on data. Teachers will also have access to the building, in the event they need additional time to plan, and so that the Summer Institute and Extended Learning Programs can be held at Schweitzer, the building closest to the homes of the students.

Transportation will also be provided by the district through set-aside funds during the Extended Learning Programs, in order to include as many students as possible. Discussions have already been held with the Executive Director of Transportation to begin preparing for

Redesign Plan

Albert Schweitzer Elementary School

Schweitzer's extended learning time. Whenever possible, community buildings will be utilized to help families feel more at ease joining the sessions (e.g. parent workshops at a local community center). Times for the summer programs will take into consideration the schedules of the families and staff as well as what is best for students. During the year, extended learning programs will be offered as many different times as possible to allow for more students to attend. Based on the Letter of Understanding, the district will be able to provide flexibility in allowing the principal to interview any current district teaching staff prior to their taking of a position while Schweitzer is under the Reform Plan requirement. As new staff is hired, building principals participate as part of the interview team.

The school has autonomy over its Title I expenditures and throughout the year the school improvement team (whole staff) analyzes and identifies areas in need of improvement. The team then decides what supplemental materials/ resources/ supports will best meet the needs of the students and uses the Title I budget to provide for those.

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.

Meetings during the year will be set either bi-weekly or monthly between the Building's Reform Team, Executive Director of School Improvement & Innovation, Intervention Specialist from MDE and School Improvement Facilitator from RESA to ensure we are following the plan, digging deeper through data collection, and objectively looking at the progress being made in student achievement. RESA liaisons and other partners' assistance will be elicited as needed to provide professional development, data digs, and research that will further our specific process and progress. These are meetings that can be sustained at the district level regardless of set-aside funding. If this funding were not available, the meetings would simply include district personnel only.

As often as possible, meetings will occur outside of school hours so staff can be in their classrooms. Those supporting the buildings will come to them with the idea of combining meetings between the Priority buildings whenever possible to encourage dialogue between the Reform Teams and increase consistency across the district. Again, the Executive Director of School Improvement & Innovation will attend as many of these meetings as possible to provide a district connection.

MDE and RESA personnel have been and will continue to be invited to District Improvement Team and Focus Building meetings in addition to Priority meetings. All information discussed in the plans will be shared with the Educational Services Team at the district level. Meetings will also be held specifically with all administrators K-12 to share the plans of the Priority buildings. The goal from these cross-department and cross-building level meetings is to share the research-based practices and programs being used and the results from those plans. Ideally, all K-12 buildings will then implement those pieces that provide the greatest effects and results in student achievement through support of the Educational Services Team.

Currently, Technical Assistance support is provided to all Title I buildings by bringing in outside consultants who work in conjunction with the Executive Director of Federal & State Programs and Executive Director of School Improvement & Innovation, multiple times per year. If this funding support were no longer available, the two Executive Directors alone could provide the support to each site. There are currently three visits per year per building and four workshops for Title I and School Improvement.

RESA Consultants are made available in all content and the behavioral area through the county and would still be available at minimal or no cost to provide coaching and support as needed. Surveys of Enacted Curriculum (SEC) data also provides significant data at minimal cost and since it has been done already, the Executive Director of School Improvement & Innovation could provide the overview and data dig. As the Reform Plan has been developed, special attention has been paid to include strategies that can be maintained over time. For example, the bulk of effort is being put into behavioral and instructional coaching so those who remain past the four year plan have the skills necessary to impact students, The Leader in Me provides for training of Lighthouse Coaches who can be utilized throughout the district (this will include the Executive Director of School Improvement & Innovation), and all information gained will be used district-wide.

Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
1. Essential Teacher Beliefs				
High Expectations	The teacher demonstrates a high level of expectancy for all students to perform at high academic levels and behave appropriately for the school setting.	The teacher demonstrates a moderate level of expectancy that students will perform at high levels and behave appropriately for the school setting.	The teacher demonstrates a minimal level of expectancy that students will perform at high academic levels and behave appropriately for the school setting.	The teacher demonstrates a low level of expectancy that students will perform at high academic levels and behave appropriately for the school setting.
Malleable Intelligence	The teacher believes with respect to all students, as is evidenced by interactions with students, parents and other staff members, that intelligence is not a fixed entity; people "get smarter" through hard work. Further, the teacher engages nearly all students through multiple opportunities to demonstrate their intelligence through a variety of rich teaching strategies.	The teacher believes with respect to most students, as is evidenced through interactions with students, parents and other staff members that intelligence is not a fixed entity; people "get smarter" through hard work. Further, the teacher engages most students through multiple opportunities to demonstrate their intelligence through a variety of rich teaching strategies.	The teacher believes that some students can learn at high levels, but that intelligence is fixed for many students. The teacher believes it is their job to deliver instruction and that student learning does not necessarily need to be an outcome of teaching.	The teacher does not believe students are capable of changing their intellectual abilities regardless of the effort or work students accomplish.

Student Attitudes and Motivation	The teacher avoids negative assumptions about students' abilities and /or their desire to learn. The teacher values and harnesses the potential of students' unique life experiences in an effort to help nearly all students become successful.	The teacher avoids negative assumptions about their students' abilities and /or desire to learn. The teacher values and harnesses the potential of students' unique life experiences in an effort to help most students become successful.	The teacher does not usually avoid negative assumptions about their students' abilities and/or their desire to learn. The teacher values and harnesses the potential of students' unique life experiences some of the time in an effort to help some students become successful.	The teacher does not avoid negative assumptions about students' ability and /or their desire to learn. The teacher does not value or harness the potential of their students' unique life experiences in an effort to help students become successful.
Equity and Anti-Racism	The teacher actively addresses inequity and its potential roots in order to close achievement gaps and achieve equity of educational outcomes for nearly all students.	The teacher actively addresses inequity and its potential roots in order to close achievement gaps and achieve equity of educational outcomes for most students.	The teacher actively addresses inequity and its potential roots in order to close achievement gaps and achieve equity of educational outcomes for some students.	The teacher actively addresses inequity and its potential roots in order to close achievement gaps and achieve equity of educational outcomes for a few students.

Urgency, Relentlessness, and Ownership of Outcomes	The teacher is committed to working "until the job's done"; assuming responsibility for nearly all student academic outcomes.	The teacher is committed to working "until the job's done"; assuming responsibility for most student academic outcomes.	The teacher works hard some of the time and assumes responsibility for only some student academic outcomes.	The teacher does not work hard and is unwilling to assume responsibility for student academic outcomes.
Embedded Technology	The teacher embraces the idea that technology in many forms may have useful applications for teaching and learning. The teacher works collaboratively with nearly all students (engaging students with the physical use of technology) to enhance classroom instruction by using emerging technologies and available resources.	The teacher embraces the idea that technology in many forms may have useful applications for teaching and learning. The teacher works collaboratively with most students (engaging students with the physical use of technology) to enhance classroom instruction by using emerging technologies and available resources.	The teacher resists the idea that technology in many forms may have useful applications for teaching and learning. The teacher works reluctantly with students to use emerging technologies and available resources.	The teacher refuses to use technology to enhance student learning.

Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
2. Educator Responsibilities				
Content Knowledge	The teacher possesses a deep knowledge of the subject(s) that he/she is responsible to teach. The teacher is constantly seeking opportunities throughout the school year and outside of the school district to improve his/her content knowledge base (e.g. professional organizations, professional development, reading literature and research).	The teacher possesses a solid knowledge of the subject(s) that he/she is responsible to teach. The teacher seeks opportunities throughout the school year and outside of the school district to improve his/her content knowledge base (e.g. professional organizations, professional development, reading literature and research).	The teacher possesses knowledge of the subject(s) that he/she is responsible to teach. The teacher does little to enhance his/her abilities to learn new information relevant to his/her content area.	The teacher possesses knowledge of the subject(s) that he/she is responsible to teach. The teacher makes no effort to learn beyond their formal schooling that occurred throughout their teacher training program.
Continuing Professional Development	The teacher is constantly seeking opportunities throughout the school year and outside of the school district to improve his/her knowledge base about instructional practices that improve student achievement (e.g. professional organizations, professional development, reading literature and research).	The teacher seeks opportunities throughout the school year and outside of the school district to improve his/her instructional knowledge base about instructional practices that improve student achievement (e.g. professional organizations, professional development, reading literature and research).	The teacher does little to enhance his/her abilities to learn new information relevant to effective instructional practices designed to improve student achievement.	The teacher makes no effort to learn beyond their formal schooling that occurred throughout their teacher training program.

Pedagogical Knowledge	The teacher possesses deep knowledge for the methodology of instruction, including the frequent use of regular formative assessment. This teacher is capable of easily adapting instruction based upon the different learning styles and information gleaned from regular formative assessment of nearly all students in a variety of contexts.	The teacher possesses a solid knowledge of the methodology of instruction, including regular use of formative assessment. This teacher is capable of adapting instruction, with some assistance and transition time. Most student's different learning styles are accommodated with some additional work by the teacher.	The teacher possesses some knowledge about the methodology of instruction, including some use of formative assessment. This teacher adapts instruction some of the time to meet the different learning styles of some students.	The teacher possesses little knowledge about the methodology of instruction. This teacher does little to adapt instruction for any students.
Reflection	The teacher always analyzes practices in light of student data outcomes in order to maximize student mastery of learning goals and objectives. Multiple data points are reviewed and include local, state and when appropriate, national data sets compared longitudinally by cohort, as well as individually and against previous cohorts of students.	The teacher analyzes practices in light of most student data outcomes in order to improve student mastery of learning goals and objectives. Multiple data points are used and include local, state and when appropriate, national data sets.	The teacher analyzes practices in light of some student data outcomes. Some data points are used but do not necessarily include local, state or national data sets.	The teacher rarely analyzes practices in light student data outcomes.

Professional Collaboration	<p>The teacher works with colleagues, through the professional learning community model, to enhance instruction techniques, allocate resources, and problem-solve. This educator is not limited by staff meeting time, or required professional development. He/she goes beyond the expected collaboration time established by the district in an effort to improve practices.</p>	<p>The teacher works with colleagues, through the professional learning community model, to enhance instruction techniques, allocate resources and problem-solve. This educator attends and participates actively in all required staff collaboration activities.</p>	<p>The teacher works with colleagues some of the time, through the professional learning community model, to enhance instruction techniques, allocate resources, and problem-solve. This educator attends and participates actively in all required staff collaboration activities.</p>	<p>The teacher rarely works with colleagues to enhance instruction techniques, allocate resources or problem-solve.</p>
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Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
3. Classroom Management				
Creating an Environment for Learning	The teacher builds and facilitates, for nearly all students, a learning space that minimizes disruption to the learning process; provides safety, support and encouragement; and values the strengths of all learners.	The teacher builds and facilitates, for most students, a learning space that minimizes disruption to the learning process; provides safety, support and encouragement; and values the strengths of all learners.	The teacher builds and facilitates, for only some students, a learning space that minimizes disruption to the learning process; provides safety, support and encouragement; and values the strengths of all learners.	The teacher does not build a learning space that minimizes disruption to the learning process.
Routines to Maximize Instruction	The teacher establishes clear policies and procedures that protect instruction and learning time for all students. Policies and procedures have been clearly communicated with nearly all students, parents and administration in order to minimize confusion and clearly outline expectations.	The teacher establishes clear policies and procedures that protect instruction and learning time for most students. Policies and procedures have been clearly communicated with most students, parents and administration in order to minimize confusion and clearly outline expectations.	Policies and procedures that protect instruction and learning have been established but are inconsistently followed and communicated.	The teacher does not establish or communicate consistent policies or procedures that protect instruction and learning time for all students.

Supportive Personal Relationships with Students	The teacher establishes methods of two-way communication with nearly all students to learn about and understand their interests, motivations, goals and life experiences in order to personalize and support instruction.	The teacher establishes methods of two-way communication with most students to learn about and understand their interests, motivations, goals and life experiences in order to personalize and support instruction.	The teacher establishes methods of two-way communication with some students to learn about and understand their interests, motivations, goals and life experiences in order to personalize and support instruction.	The teacher makes little to no effort to learn about students interests motivations, goals and life experiences.
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Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
4. Initial and Ongoing Planning				
Standards/Objective Based Planning	All lessons and units are designed based on specific grade level appropriate content expectations/standards that identify what students should know or be able to do.	Most lessons and units are designed based on specific grade level appropriate content expectations/standards that identify what students should know or be able to do.	Some lessons or units are designed based upon specific grade level appropriate content expectations/standards that identify what students should know.	Few lessons or units are designed based upon specific grade level appropriate content expectations/standards.
Backward Planning	The teacher designs all lessons by determining when students have mastered objectives. The teacher then works in reverse to match instructional strategies to intended outcomes for nearly all students.	The teacher designs most lessons by determining when students have mastered objectives. The teacher then works in reverse to match instructional strategies to intended outcomes for most students.	The teacher designs some lessons by determining when students have mastered objectives. The teacher then works in reverse to match instructional strategies to intended outcomes for some students.	The teacher does not focus on a backward design approach when preparing lessons.

Lesson Planning	The teacher uses information about students' prior knowledge, data on pre and post assessment, and feedback from his/her PLC in order to design an action plan for delivery of instruction and assess mastery of learning objectives.	The teacher uses information about students' prior knowledge to design an action plan for delivery of instruction and assess mastery of learning objectives.	The teacher delivers the content in the textbook or resource without using higher levels of rigor or comprehension to teach a lesson. Worksheets and recall make-up the primary lesson plan.	The teacher does not prepare for the lesson and expects students to learn through worksheets and low level recall activities. This teacher delivers lessons in the same way almost daily. Little differentiation occurs.
Unit Planning	The teacher uses information about students' prior knowledge, data on pre and post assessment, and feedback from his/her PLC in order to design an action plan for delivery of instruction and assess mastery of learning objectives.	The teacher uses information about students' prior knowledge to design an action plan for delivery of instruction and assess mastery of learning objectives.	The teacher delivers the content in the textbook or resource without using higher levels of rigor or comprehension to teach a unit. Worksheets and recall make-up the primarily unit plan. Few adjustments are made from one unit to the next in order to encourage greater levels of learning from one unit to the next.	The teacher does not prepare for the unit and expects students to learn through worksheets and low level recall activities. This teacher delivers lessons in the same way almost daily. Changes are not made to meet the needs of students from one unit to the next.

Long Term Planning	The teacher uses information about students' prior knowledge, data on pre and post assessment, and feedback from his/her PLC in order to design an action plan for delivery of instruction and assess mastery of one grade level or course-specific curriculum.	The teacher uses information about students' prior knowledge to design an action plan for delivery of instruction and assess mastery of one grade level or course-specific curriculum.	The teacher delivers the content in the textbook or resource without using higher levels of rigor or comprehension to plan for long term objectives for a course. Few adjustments are made from one semester to the next in order to meet the needs of different learners.	The teacher does not prepare for the long term objectives of a course and expects students to learn through worksheets and low level recall activities. This teacher delivers lessons in the same way almost daily. Changes are not made to meet the needs of new learners from one semester to the next.
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Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
5. Investing in Families and the Community				
Two-Way Communication	The teacher establishes and maintains frequent communication between school and home through a variety of methods, (e.g. phone, e-mail, online tools, newsletter, planner), that is based on mutuality of goals for student outcomes; persevering through differences of opinion and logistical challenges to avoid assigning blame or claiming independent success for student outcomes.	The teacher establishes and maintains communication, as needed, between school and home through a variety of methods, (e.g. phone, e-mail, online tools, newsletter, planner), that is based on mutuality of goals for student outcomes; persevering through differences of opinion and logistical challenges to avoid assigning blame or claiming independent success for student outcomes.	The teacher communicates between school and home on some occasions, but only to the extent that parents feel their questions/concerns have been addressed.	The teacher rarely communicates between school and home.
Volunteering	The teacher actively seeks accepts, organizes, encourages, and supports the contribution of time and talent to school functions by students' families. This teacher opens his/her class in a warm and inviting manner in an effort to enhance student learning opportunities through a variety of contexts that includes volunteering.	The teacher accepts, organizes, encourages, and supports the contribution of time and talent to school functions by students' families.	The teacher, on occasion, will accept parent/community volunteers but does not particularly seek out involvement.	The teacher does not allow parent/community volunteers in their classroom.

Learning at Home	The teacher provides a broad array of resources and information to families in order to assist them in supporting individual student's learning activities and planning while not in school. The teacher offers strategies to help parents engage and encourage learning at home. This may involve resource information in a variety of contexts.	The teacher provides various resources and information to families in order to assist them in supporting students' learning activities and planning while not in school. The teacher offers these opportunities to the entire class and does not necessarily differentiate learning needs individually. This may involve resource information in a variety of contexts.	The teacher provides some resources and information to families in order to assist them in supporting students' learning activities and planning while not in school. This occurs only when requested by a parent or administrator.	The teacher does not provide resources and information to families with the intent of promoting learning at home.
Decision-Making	The teacher constantly works to develop parent leaders, representatives, and activists to participate in school decision-making activities and functions.	The teacher makes some efforts to develop parent leaders, representatives, and activists to participate in school decision-making activities and functions.	The teacher rarely works to develop parent leaders, representatives, or activists that participate in school decision-making activities and functions.	The teacher never works to develop parent leaders, representatives, or activists that participate in school decision-making activities and functions.

Collaborating with the Community	The teacher constantly identifies and integrates resources and services from the community to support, supplement and strengthen the school.	The teacher identifies and integrates resources and services from the community to support, supplement and strengthen the school.	The teacher is willing to identify and integrate resources and services from the community when they are presented to the teacher. This teacher does not seek out support in an effort to strengthen the school.	The teacher makes little effort to collaborate with community stakeholders and usually refuses to integrate resources and services from the community.
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Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
6. Engagement and Motivation of All Learners				
Cultural Relevance	The teacher recognizes and includes students' backgrounds, experiences, cultures and ethnicities in planning and delivering instruction on an almost daily basis.	The teacher recognizes and includes students' backgrounds, experiences, cultures and ethnicities in planning and delivering instruction on a routine basis.	The teacher recognizes and includes students' backgrounds, experiences, cultures and ethnicities in planning and delivering instruction some of the time.	The teacher rarely recognizes or includes students' backgrounds, experiences, cultures and ethnicities in planning and delivering instruction.
Reinforcing Effort and Providing Recognition	The teacher daily provides positive reinforcement as well as targeted praise and encouragement for almost all students' efforts to meet academic goals.	The teacher routinely provides positive reinforcement as well as targeted praise and encouragement for most students' efforts to meet academic goals.	The teacher provides positive reinforcement as well as targeted praise and encouragement for some students' efforts on an inconsistent basis and only for select students.	The teacher does not provide positive reinforcement and targeted praise or encouragement for student's efforts.

Tapping into Student Interest and Expertise	The teacher recognizes and capitalizes on the value of nearly all students' knowledge and interests, to make instruction relevant and engaging.	The teacher recognizes and capitalizes on the value of most students' knowledge and interests, to make instruction relevant and engaging.	The teacher recognizes and capitalizes on the value of some students' knowledge and interests, to make instruction relevant and engaging.	The teacher rarely recognizes or capitalizes on the value of students' knowledge and interests, to make instruction relevant and engaging.
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Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
7. Activation and Extension of Knowledge				
Relevance	Throughout every unit/lesson of study, the teacher encourages metacognition and uses content through meaningful contexts in order to elicit real-world applications for the child to make meaning.	Throughout most unit/lessons, of study the teacher encourages metacognition and uses content through meaningful contexts in order to elicit real-world applications for the child to make meaning.	Throughout some units/lessons, of study the teacher encourages metacognition and uses content through meaningful contexts in order to elicit real-world applications for the child to make meaning.	On rare occasions, the teacher encourages metacognition and uses content to elicit real-world applications for the child to make meaning.
Making Connections/Deep Knowledge	Throughout every unit/lesson of study the teacher weaves students' background knowledge with new content to create an integrated understanding of new ideas and concepts.	Throughout most units/lessons of study the teacher weaves students' background knowledge with new content to create an integrated understanding of new ideas and concepts.	Throughout some units/lessons of study the teacher weaves students' background knowledge with new content to create an integrated understanding of new ideas and concepts.	The teacher rarely weaves students' background knowledge with new content to create an integrated understanding of new ideas and concepts.
Mnemonic Devices	Throughout almost every unit/lesson of study the teacher uses memory aids to enhance acquisition of new knowledge.	Throughout most units/lessons of study the teacher uses memory aids to enhance acquisition of new knowledge.	Throughout some units/lessons of study the teacher uses memory aids to enhance acquisition of new knowledge.	The teacher rarely uses memory aids to enhance acquisition of new knowledge.

Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
8. Differentiation				
Academic Strengths and Areas of Growth	The teacher identifies and targets nearly all student learning needs on an almost individual basis; using student academic strengths to support targeted instruction. Instruction and lessons may vary from one class to the next dependent upon each class's learning strengths and weaknesses.	The teacher identifies and targets most student learning needs; using student academic strengths to support targeted instruction. Instruction and lessons may vary from one class's to the next dependent upon each class's learning strengths and weaknesses, this teacher's focus is more whole class rather than individual student, but differentiation occurs regularly.	The teacher identifies and targets some student learning needs; using student academic strengths to support targeted instruction. Instruction and lessons may vary from one class to the next dependent upon each class's learning strengths and weaknesses, this teacher focuses almost exclusively on the whole class and individual-type activities are extremely limited.	The teacher rarely identifies student learning needs. Instruction is delivered without prescription or thought to strengths and challenges of students.
Needs of Diverse Learners	The teacher plans for and reacts responsively to the spectrum of nearly all student achievement levels within a classroom.	The teacher plans for and reacts responsively to the spectrum of most student achievement levels within a classroom.	The teacher plans for and reacts responsively to the spectrum of some student achievement levels within a classroom.	The teacher rarely plans for and reacts to the spectrum of student achievement levels within a classroom.
Learning Preferences	The teacher uses knowledge about nearly all student learning preferences in order to individualize instructional processes.	The teacher uses knowledge about most student learning preferences in order to individualize instructional processes.	The teacher uses knowledge about how some students prefer to learn in order to individualize instructional processes.	The teacher rarely uses knowledge about how students prefer to learn in order to individualize instructional processes.
Multiple Intelligences	The teacher uses knowledge about nearly all students when developing intelligences and assessing the demonstration of mastery.	The teacher uses knowledge about most students when developing intelligences and assessing the demonstration of mastery.	The teacher uses knowledge about some students when developing intelligences and assessing the demonstration of mastery.	The teacher makes little effort to develop intelligences or assess student mastery.

Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
9. Stimulation of Critical Thinking and Problem-Solving				
Generating and Testing Hypotheses	The teacher actively engages nearly all students through inquiry, student prior knowledge and problem identification. The teacher encourages nearly all students to test and debate their hypothesis through rich and various classroom activities.	The teacher actively engages most students through inquiry, student prior knowledge and problem identification. The teacher encourages most students to test and debate their hypothesis through rich and various classroom activities.	The teacher engages some students through inquiry, student prior knowledge and problem identification. The teacher encourages some students to test and debate their hypothesis through some classroom activities. The teacher rarely tries new activities that may engage students.	The teacher rarely uses inquiry, student prior knowledge or problem identification in order to challenge and engage students.
Higher Order Thinking Skills	The teacher encourages nearly all students to analyze, synthesize, and evaluate new knowledge and the learning process. The teacher utilizes a number of strategies and various activities to push students to think at higher levels and perform far beyond basic knowledge recall.	The teacher encourages most students to analyze, synthesize, and evaluate new knowledge and the learning process. The teacher utilizes a number of strategies and various activities to push most students to think at higher levels. Evidence of simple recall lessons exists in the teacher lesson/unit planning and teaching with no tie to help students dig deeper.	The teacher encourages some students to analyze, synthesize, and evaluate new knowledge and the learning process. The teacher utilizes some strategies and activities to push some students to think at higher levels. Evidence of simple recall lessons exists to a great extent in the teacher lesson/unit planning and teaching.	The teacher rarely analyzes, synthesizes or evaluates new knowledge or the learning process. Lessons are primarily recall based.

Summarizing	The teacher is very skilled with respect to helping nearly all students to develop their ability to retell points of a specific text, concepts or ideas. Nearly all students are able to demonstrate this skill as a result of the teacher's strategies and lessons.	The teacher is skilled with respect to helping most students to develop their ability to retell points of a specific text, concepts or ideas. Most students are able to demonstrate this skill as a result of the teacher's strategies and lessons.	The teacher works to help some students to develop their ability to retell points of a specific text, concepts or ideas. Some students are able to demonstrate this skill as a result of the teacher's strategies and lessons.	The teacher struggles with helping students improve their ability to retell points of a specific text, concepts or ideas. Few students are able to demonstrate this skill as a result of the teacher's strategies and lessons.
Critical Discussion	The teacher facilitates thoughtful, well-reasoned dialogue about learning topics that demonstrates higher-order thinking skills on a frequent basis and according to the class being taught.	The teacher facilitates thoughtful, well-reasoned dialogue about learning topics that demonstrates higher-order thinking skills on a regular basis and according to the class being taught.	The teacher facilitates dialogue about learning topics that demonstrates higher-order thinking skills on an infrequent basis and not based upon the needs of the class.	The teacher rarely facilitates dialogue about learning topics that demonstrates higher-order thinking skills.
Nonlinguistic Representation	The teacher frequently uses symbols, diagrams, and physical models and movement to represent information and learning. All students are challenged and encouraged to use nonlinguistic representation to help them through the thinking process.	The teacher regularly uses symbols, diagrams, and physical models and movement to represent information and learning. Most students are challenged and encouraged to use nonlinguistic representation to help them through the thinking process.	The teacher infrequently uses symbols, diagrams, and physical models and movement to represent information and learning. Some students are challenged and encouraged to use nonlinguistic representation to help them through the thinking process.	The teacher rarely uses symbols, diagrams, or physical models and movement to represent information and learning.

Comparing and Contrasting	The teacher skillfully compares and contrasts information to help students understand difficult concepts. The teacher breaks a concept into similar and dissimilar components to analyze complex ideas and relationships on a regular basis, as deemed appropriate for each individual class of students. This teacher does not necessarily have to plan comparing and contrasting into the lesson. He/she is able to adapt the lesson mid-stream based upon student understanding and objective attainment.	The teacher compares and contrasts information to help students understand difficult concepts. The teacher breaks a concept into similar and dissimilar components to analyze complex ideas and relationships on a planned basis, and as deemed appropriate for each individual class of students.	The teacher compares and contrasts information to help some students understand difficult concepts. The teacher breaks an idea into similar and dissimilar components to analyze complex concepts and relationships some of the time.	The teacher rarely uses compare and contrast strategies when working with students.
Metacognition	The teacher teaches nearly all students to be aware of their own thinking processes. Nearly all students understand why they are learning and processing information.	The teacher teaches most students to be aware of their own thinking processes. Most students understand why they are learning and processing information.	The teacher teaches some students to be aware of their own thinking processes. Some students understand why they are learning and processing information.	The teacher does not teach students to be aware of their own thinking processes.

Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
10. Scaffolding				
Graduated Questioning	The teacher uses questions as a strategy to guide students from knowledge recall to critical thinking. Graduated questioning is used throughout the duration of the class on an individual student basis as well as whole group.	The teacher uses questions as a strategy to guide students from knowledge recall to critical thinking. This strategy is used regularly with most classes.	The teacher uses questions on occasion in order to guide students but they often do not push students to critical thinking and only do so with some classes.	The teacher rarely uses questions to guide students from knowledge recall to critical thinking.
Direct Instruction	The teacher uses a cycle of teacher-led instruction, guided practice and independent practice to foster student concept mastery. The teacher is masterful with respect to determining which classes need direct instruction and how to clearly utilize strategies to enhance instruction for classes when appropriate.	The teacher uses a cycle of teacher-led instruction, guided practice and independent practice to foster student concept mastery. The teacher uses direct instruction and is willing to alter the lesson plan when students are struggling with the practice or require more direction.	The teacher uses direct instruction on occasion. This teacher is more focused upon low level activities that require frequent book work or worksheet-type activities.	The teacher rarely uses direct instruction.

Conferring	The teacher uses one-on-one conferencing with students to assess, correct, and guide the learning process. Conferencing occurs when needed and based upon the challenges of students. Conferencing may occur during the class, as well as before and after school, in order to provide support for all students.	The teacher uses one-on-one conferencing with students to assess, correct, and guide the learning process. Conferencing occurs when needed and based upon the challenges of students. Conferencing occurs primarily during the class session despite some student needs, but the teacher does confer with some students outside of class time.	The teacher uses one-on-one conferencing some of the time and usually during the class time.	The teacher rarely uses one-on-one conferencing to meet the needs of students.
Spacing Learning Over Time	The teacher masterfully plans units/lessons to extend learning opportunities on specific topics or objectives over time in order to promote mastery through the practice and feedback cycle. The teacher can clearly articulate the plan for all lessons, in writing, and when appropriate verbally. Planning is clearly evident throughout lesson planning.	The teacher plans units/lessons to extend learning opportunities on specific topics or objectives over time in order to promote mastery through the practice and feedback cycle. The teacher can clearly articulate the plan for most units/lessons, in writing, and when appropriate verbally. Planning is clearly evident throughout lesson planning.	The teacher plans some units/lessons to extend learning opportunities on specific topics or objectives over time to promote mastery through the practice and feedback cycle. The teacher can, on occasion, articulate the plan for some units/lessons.	The teacher rarely plans unit/lessons to extend learning opportunities on specific topics or objectives over time.

Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
11. Multiple Opportunities for Practice, Mastery and Assessment				
Academic Choice	The teacher is frequently (almost daily) providing students opportunities to participate, practice, and/or demonstrate mastery in a self-selected manner.	The teacher usually (weekly) provides students opportunities to participate, practice, and/or demonstrate mastery in a self-selected manner.	The teacher, on occasion (less than weekly), provides students opportunities to participate, practice, and/or demonstrate mastery in a self-selected manner.	The teacher rarely provides students opportunities to participate, practice, and/or demonstrate mastery in a self-selected manner.
Authentic/Alternative Assessment	The teacher constantly assesses student mastery using means other than written tests.	The teacher regularly assesses student mastery using means other than written tests.	The teacher assesses student mastery using means other than occasional written assessment.	The teacher rarely assesses student mastery using means other than written tests.
Formative Assessment	The teacher continuously monitors and provides feedback during the lesson/unit cycle to help nearly all students move toward learning goals.	The teacher regularly monitors and provides feedback during the lesson/unit cycle to help most students move toward learning goals.	The teacher monitors and provides feedback infrequently. The lesson/unit cycle is primarily delivered without consideration for student understanding or mastery.	The teacher rarely monitors or provides feedback to students during a lesson/unit cycle.

Summative Assessment	The teacher always uses some form of a summative assessment to assess student mastery at the culmination of a defined learning goal.	The teacher often uses some form of a summative assessment to assess student mastery at the culmination of a defined learning goal.	The teacher sometimes uses some form of a summative assessment to assess student mastery at the culmination of a defined learning goal.	The teacher rarely uses some form of a summative assessment to assess student mastery at the culmination of a defined learning goal.
Homework	The teacher provides meaningful experiences outside of the classroom to practice academic skills and/or advance student learning. Homework is used to provide feedback for nearly all students and is considered practice. Homework is not used as a fixture to determine student achievement, but rather a method for interacting with the student and providing regular and frequent feedback so the student can improve.	The teacher provides meaningful experiences outside of the classroom to practice academic skills and/or advance student learning. Homework is used to provide feedback for most students and is considered practice. Homework is not used as a fixture to determine student achievement, but rather a method for interacting with the student and providing regular and frequent feedback so the student can improve.	The teacher provides some experiences outside of the classroom to practice academic skills and/or advance student learning. Homework is used to record grades and not necessarily to provide feedback.	The teacher provides few experiences outside of the classroom to practice academic skills and/or advance student learning. Homework is used to record grades and not necessarily to provide feedback.

Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
12. Flexible Grouping				
Cooperative Grouping	The teacher uses cooperative grouping as one strategy to engage students in the learning process. Students are on task throughout the activity and clearly understand their objective as a group. Students work in groups with the intent of drawing upon one-another's prior knowledge and experience in order to share responsibility for outcomes. The teacher uses conferring strategies to enhance cooperative grouping and coaches students throughout the activity. Proximity and frequent circulation of the room occurs in order to support the activity.	The teacher uses cooperative grouping as one strategy to engage students in the learning process. Students are on task throughout the activity and clearly understand their objective as a group. Students work in groups with the intent of drawing upon one-another's prior knowledge and experience in order to share responsibility for outcomes.	The teacher uses some cooperative grouping as one strategy, but students often seem lost during the activity and inadequate guidance is provided by the teacher.	The teacher does not use cooperative grouping as a strategy.

Whole Group Instruction	<p>The teacher provides simultaneous instruction to all students in the room. The teacher uses whole group instruction as a method to encourage debate, foster discussion, ask questions and deliver content. Although whole group instruction can be valuable the teacher recognizes that the method should (and doesn't over utilize whole group instruction) be used appropriately in order to encourage multiple learning strategies. Nearly all students are engaged throughout whole group lessons.</p>	<p>The teacher provides simultaneous instruction to all students in the room. The teacher uses whole group instruction as a method to encourage debate, foster discussion, ask questions and deliver content. Most students in the class are engaged.</p>	<p>The teacher provides simultaneous instruction to all students in the room. The teacher typically lectures and does not allow for much discussion. Some students in the class are engaged.</p>	<p>The teacher provides whole group instruction that may be unrelated to the standards and objectives necessary for students to acquire the necessary and relevant information required to be successful.</p>
Heterogeneous Grouping	<p>The teacher develops work groups of students with a range of academic readiness/achievement levels in order to engage students in high quality learning activities that benefit nearly all students.</p>	<p>The teacher develops work groups of students with a range of academic readiness/achievement levels in order to engage students in high quality learning activities that benefit most students.</p>	<p>The teacher, on occasion, develops work groups with a range of academic readiness/achievement levels. Little direction is provided and only some students benefit.</p>	<p>The teacher rarely develops work groups of students with a range of academic readiness/achievement levels. Few students benefit as a result of these groupings.</p>

Individual Instruction	The teacher almost always monitors and provides feedback on a one-to-one basis during the lesson/unit cycle to help almost all students (as needed) move toward learning goals in order to engage students in high quality learning activities that benefit most students.	The teacher regularly monitors and provides feedback on a one-to-one basis during the lesson/unit cycle to help most students (as needed) move toward learning goals in order to engage students in high quality learning activities that benefit most students.	The teacher provides instruction in direct, one-on-one sessions during class only and for few students. A process does not exist to provide extra support for students.	The teacher rarely provide one-on-one sessions for students.
Flexibility and Fluidity	This teacher is skilled/competent with all grouping strategies; teachers and students move smoothly from one type of grouping to another as well as move within types of groups based on current levels of achievement.	This teacher is skilled/competent with most grouping strategies; teachers and students move smoothly from one type of grouping to another as well as move within types of groups based on current levels of achievement.	This teacher is skilled/competent with some grouping strategies; teachers and students move smoothly from one type of grouping to another only some of the time.	This teacher is skilled/competent with few grouping strategies. Transitions are often disruptive and have little direction.

Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
13. Using Multiple Data Sources				
Informal Assessment	The teacher almost daily uses what happens in the classroom to assess student growth toward an intended outcome. Future lessons are designed based upon learning outcomes of students.	The teacher regularly uses what happens in the classroom to assess student growth toward an intended outcome. Future lessons are designed based upon learning outcomes of students.	The teacher on occasion uses what happens in the classroom to assess student growth toward an intended outcome.	The teacher rarely uses what happens in the classroom to assess student growth toward an intended outcome.
Formal Assessment	The teacher frequently designs and uses specific assessment tools to assess student growth, based upon adjusted teaching methods, in order to determine student mastery on specific concepts with the goal of moving toward an intended outcome.	The teacher regularly designs and uses specific assessment tools to assess student growth, based upon adjusted teaching methods, in order to determine student mastery on specific concepts with the goal of moving toward an intended outcome.	The teacher designs and uses specific assessment tools to assess student growth infrequently and the tools are usually not a good measure of student achievement and do not assess the breadth and scope of the standards.	The teacher rarely designs or uses specific assessment tools to assess student growth. The tools are usually not a good measure of student achievement and do not assess the breadth and scope of the standards.

Non-Assessment	The teacher has a systematic process for collecting, analyzing, and applying information related to student needs, interests, opinions, extracurricular pursuits, behavior, attendance, etc., that may inform instruction.	The teacher makes an effort to collect, analyze, and apply information related to student needs, interests, opinions, extracurricular pursuits, behavior, attendance, etc., that may inform instruction.	The teacher makes little effort to collect, analyze, or apply information related to student needs, interests, opinions, extracurricular pursuits, behavior, attendance, etc., that may inform instruction.	The teacher makes no effort to collect, analyze, or apply information related to student needs, interests, opinions, extracurricular pursuits, behavior, attendance, etc., that may inform instruction.
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Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
14. Instructional Decision Making				
Identifying Instructional Needs	The teacher is constantly analyzing data to determine areas of growth for student learning and teacher practice. Instruction is often individualized for students based upon their needs.	The teacher analyzes data to determine areas of growth for student learning and teacher practice. The focus is primarily on the whole group rather than individuals.	The teacher occasionally analyzes data to determine areas of growth for student learning and teacher practice. Instruction is often delivered in a whole group manner.	The teacher rarely analyzes data to determine areas of growth for student learning and teacher practice. Instruction is often delivered in a whole group manner.
Setting Goals	The teacher constantly uses data to determine rigorous, realistic outcomes that can be measured over time. Goals are often individualized for students based upon their needs.	The teacher uses data to determine rigorous, realistic outcomes that can be measured over time. Goal focus is primarily based upon the whole group rather than individuals.	The teacher occasionally uses data to determine rigorous, realistic outcomes that can be measured over time.	The teacher rarely uses data to determine rigorous, realistic outcomes that can be measured over time.
Matching Instructional Strategies to Identified Needs	The teacher constantly uses student data to plan and design instruction that will most effectively and efficiently move students to proficiency in identified areas of need. The teacher has a clear indication about the learning needs of the class(es) and specifically how to match instruction strategies to identified needs.	The teacher uses student data to plan and design instruction that will most effectively and efficiently move students to proficiency in identified areas of need. The teacher has a clear indication about the learning needs of the class(es) and specifically how to match instruction strategies to identified needs.	The teacher occasionally uses student data to plan and design instruction that will most effectively and efficiently move students to proficiency in identified areas of need.	The teacher makes no effort to use student data for purposes of planning and design.

Progress Monitoring	The teacher measures and tracks progress over time consistently and for individual students on an ongoing basis towards achieving a stated goal. Instruction is adjusted, when appropriate, to reach the goal of improved student achievement. Lessons/units are changed based upon progress monitoring.	The teacher measures and tracks progress over time on an ongoing basis for the entire class towards achieving a stated goal. Instruction is adjusted, when appropriate, to reach the goal of improved student achievement. Lessons/units are changed based upon progress monitoring.	The teacher measures and tracks progress inconsistently. Instruction is adjusted on occasion to reach the goal of improved student achievement. Lessons/units are changed based upon progress monitoring some of the time.	The teacher rarely measures and tracks student progress. Instruction is rarely adjusted to reach the goal of improved student achievement. Lessons/units are not changed based upon progress monitoring.
Providing Feedback	The teacher communicates progress towards a stated goal for individual students as well as the entire class. The teacher is an active member of a Professional Learning Community and contributes to the professional dialogue of the PLC team.	The teacher communicates progress towards a stated goal for the class, as a group. Feedback is not always provided for individual students in need. The teacher is an active member of a Professional Learning Community and contributes to the professional dialogue of the PLC team.	The teacher occasionally communicates progress towards a stated goal. Feedback is rarely provided for individual students in need. The teacher is sometimes an active member of a Professional Learning Community. Contributions occur occasionally.	The teacher rarely communicates progress towards a stated goal. The teacher usually resists being a member of a Professional Learning Community.

Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
15. Student Achievement				
K-6 Student Growth Effectiveness Rubric for State Assessments	<p>The building or department exceeded the growth criteria or state score on the MEAP. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.</p> <p>For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>	<p>The building or department scored within two (2) points of the growth criteria or state score on the MEAP. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.</p> <p>For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>	<p>The building or department scored at a level between the previous year's achievement score and within two (2) points of the minimum safe harbor calculation. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.</p> <p>For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>	<p>The building or department scored below the previous year's achievement score. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.</p> <p>For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>

<p>K-6 Student Growth Effective Rubric for Individual Teachers on NWEA Assessments</p>	<p>At least 71% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>	<p>Between 31% and 70% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>	<p>Between 15% and 30% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>	<p>Less than 15% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>
<p>K-6 Student Growth Effectiveness Rubric for Individual Teachers on Local and State Assessments</p>	<p>At least 90% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p> <p>For purposes of the individual MEAP score, 90% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 3rd and 4th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.</p>	<p>Between 75% and 89% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p> <p>For purposes of the individual MEAP score, between 75% and 89% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 3rd and 4th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.</p>	<p>Between 51% and 74% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p> <p>For purposes of the individual MEAP score, between 51% and 74% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 3rd and 4th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.</p>	<p>Less than 51% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p> <p>For purposes of the individual MEAP score, less than 51% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 3rd and 4th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.</p>

<p>7-8 Student Growth Effectiveness Rubric for Individual Teachers on State Assessments</p>	<p>For purposes of the individual MEAP score, 90% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 7th and 8th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.</p>	<p>For purposes of the individual MEAP score, between 75% and 89% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 7th and 8th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.</p>	<p>For purposes of the individual MEAP score, between 51% and 74% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 7th and 8th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.</p>	<p>For purposes of the individual MEAP score, less than 51% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 7th and 8th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.</p>
<p>7-8 Student Growth Effective Rubric for Individual Teachers on NWEA Assessments</p>	<p>At least 71% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>	<p>Between 31% and 70% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>	<p>Between 15% and 30% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>	<p>Less than 15% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>

<p>7-8 Student Growth Effectiveness Rubric on Locally Developed (Final Exam) Pre and Post Assessment</p>	<p>At least 90% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p>	<p>Between 75% and 89% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p>	<p>Between 51% and 74% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p>	<p>Less than 51% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p>
<p>8th Grade Student Growth Effectiveness Rubric for Individual Teachers on National Assessments:</p>	<p>At least 75% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.</p>	<p>Between 50% and 74% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.</p>	<p>Between 25% and 49% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.</p>	<p>Less than 25% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.</p>

<p>7-8 Student Growth Effectiveness Rubric for State Assessments</p>	<p>The building or department exceeded the growth criteria or state score on the MEAP. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan. For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>	<p>The building or department scored within two (2) points of the growth criteria or state score on the MEAP. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan. For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>	<p>The building or department scored at a level between the previous year's achievement score and within two (2) points of the minimum safe harbor calculation. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan. For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>	<p>The building or department scored below the previous year's achievement score. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan. For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>
<p>9-12 Student Growth Effective Rubric for Individual Teachers on NWEA Assessments</p>	<p>At least 71% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>	<p>Between 31% and 70% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>	<p>Between 15% and 30% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>	<p>Less than 15% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>

<p>9-12 Student Growth Effectiveness Rubric on Locally Developed (Final Exam) Pre and Post Assessment</p>	<p>At least 90% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p>	<p>Between 75% and 89% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p>	<p>Between 51% and 74% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p>	<p>Less than 51% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p>
<p>9-12 Student Growth Effectiveness Rubric for Individual Teachers on National Assessments</p>	<p>At least 75% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.</p>	<p>Between 50% and 74% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.</p>	<p>Between 25% and 49% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.</p>	<p>Less than 25% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.</p>

<p>9-12 Student Growth Effectiveness Rubric for State Assessments</p>	<p>The building or department exceeded the growth criteria or state score on the MME. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.</p> <p>For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>	<p>The building or department scored within two (2) points of the growth criteria or state score on the MME Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.</p> <p>For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>	<p>The building or department scored at a level between the previous year's achievement score and within two (2) points of the minimum safe harbor calculation. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.</p> <p>For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>	<p>The building or department scored below the previous year's achievement score. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.</p> <p>For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>
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Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
Goal Setting Option	The teacher not only surpassed the intended goal, but he/she worked closely with several members of the school in order to communicate the intended outcome, share professional practices and help foster professional growth within the building. The teacher has reflected upon the strengths and weaknesses of the goal as well as developed a follow up plan for future goals that derived from the current year's target.	The teacher met the intended goal.	The teacher did not attain the intended goal, but was clearly reflective throughout the process and appears to be committed to making continuous improvements.	The teacher did not meet the intended goal and does not appear to be engaged in continuous improvement.

Note: The goal setting plan, if selected, will provide the teacher with the option to utilize each goal as 15% of their evaluation. Thus, up to 30% of the evaluation may be focused upon goal setting whereas 40% would be focused upon the elements checklist and 30% will be dedicated to student growth. If the teacher selects the goal setting option they will eliminate six applicable sections (related to the goal areas) from the checklist. Evaluation of goals will replace the six checklist options.

Professional Standards

Wayne-Westland Community School District

FOUNDATIONS

Essential Teacher Beliefs

An educator's beliefs are an important aspect of teaching and learning. Students that are engaged in learning often have teachers that keep their best interests in mind. Essential teacher beliefs include holding high expectations; possessing an efficacy of care; and believing that teaching practices can always improve, that professional learning never ceases, and that all children are capable of increasing their mastery of a content area. Beliefs include the following professional categories:

- *High Expectations*: Possesses a genuine belief in and demonstrates a communication of positive and rigorous expectancy for student behavior and academic outcomes.
- *Malleable Intelligence*: Possesses the belief that intelligence is not a fixed entity; people "get smarter" through hard work.
- *Student Attitudes and Motivation*: Avoids negative assumptions about students' ability and /or desire to learn; values and harnesses the potential of students' unique life experiences.
- *Equity and Anti-Racism*: Actively addresses inequity and its potential roots in order to close achievement gaps and achieve equity of educational outcomes for all students.
- *Urgency, Relentlessness, and Ownership of Outcomes*: Is committed to working "until the job's done"; assuming responsibility for student academic outcomes.
- *Embedding Technology*: Embraces the idea that technology in many forms may have useful applications for teaching and learning; working collaboratively with students to enhance classroom instruction by using emerging technology in the classroom.

Educator Responsibilities

Educators are responsible for maintaining a superior knowledge of their content, understanding the circumstances that make learning difficult for some students and taking ownership of differentiating learning to meet the needs of various learners. These responsibilities range from social to academic and include the following categories:

- *Content Knowledge*: Possesses deep knowledge of the subject(s) that one teaches.
- *Continuing Professional Development*: Seeks out continuous professional learning experiences that will increase instructional effectiveness.
- *Pedagogical Knowledge*: Possesses deep knowledge of the methodology of instruction.
- *Reflection*: Analyzes practices in light of student outcomes in order to maximize student mastery of learning goals and objectives.
- *Professional Collaboration*: Works with colleagues to enhance instruction techniques, resources, and problem-solving.
- *Embedding Technology*: Uses technology to expand the number and depth of resources available to educators to develop professional practice.

Classroom Management

Classroom management is an integral component of student success. Clear processes and routines are necessary for students to grow and learn. Successful classroom management may take different forms but the following categories should remain a focus when considering the expected outcomes:

- *Creating an Environment for Learning:* Builds and facilitates a learning space that minimizes disruption to the learning process; provides safety, support and encouragement; and values the strengths of all learners.
- *Routines to Maximize Instruction:* Establishes policies and procedures that protect instruction and learning time.
- *Supportive Personal Relationships with Students:* Establishes two-way communication with students to learn about and understand their interests, motivations, goals, and life experience in order to personalize and support instruction.
- *Embedding Technology:* Responsibly incorporates technology to build classroom culture and community.

Initial and On-Going Instructional Planning

Teachers must be reflective practitioners that remain intentional about student learning and engagement. Thoughtful practitioners conduct research, examine best practices, review data, plan strategically with colleagues and alter pedagogy based upon challenge areas. The following categories should remain a focus when considering initial and on-going instructional planning:

- *Standards/Objective Based Planning:* Designs lessons and units of instruction based on specific content expectations that identify what students should know or be able to do.
- *Backward Planning:* Determines how to assess when a student has mastered an objective, then working in reverse to match instructional strategies to intended outcomes.
- *Lesson Planning:* Uses information about students' prior knowledge to design an action plan to deliver instruction and assess mastery of one learning objective.
- *Unit Planning:* Uses information about students' prior knowledge to design an action plan to deliver instruction and assess mastery of a set of learning objectives.
- *Long-Term Planning:* Uses information about students' prior knowledge to design an action plan to deliver instruction and assess mastery of one grade level or course-specific curriculum.
- *Embedding Technology:* Uses technology to plan for instruction.

Investing Families and the Community

Educators are responsible for serving students, families and the community. Successful teachers communicate frequently and effectively. These following categories should remain the focus when considering the investment in families and the community:

- *Two-Way Communication:* Establishes and maintains communication between school and home that is based on mutuality of goals for student outcomes; persevering through differences of opinion and logistical challenges to avoid assigning blame or claiming independent success for student outcomes.
- *Volunteering:* Accepts, organizes, encourages, and supports the contribution of time and talent to school functions by students' families.
- *Learning at Home:* Provides information and resources to families in order to assist them in supporting students' learning activities and planning while not in school.

- *Decision-Making:* Develops parent leaders, representatives, and activists to participate in school decision-making activities and functions.
- *Collaborating with the Community:* Identifies and integrates resources and services from the community to support, supplement, and/or strengthen school.
- *Embedding Technology:* Uses technology to maintain, support, and encourage the involvement of students' families in all aspects of their child(ren)'s education.

Engagement and Motivation of All Learners

Teachers that keep students engaged in learning by creating relevance, drawing upon prior knowledge and reinforcing good student ideas are successful with improving student learning. The following categories relate to the engagement and motivation of all learners:

- *Cultural Relevance:* Recognizes and includes students' backgrounds, experiences, cultures, and ethnicities in planning and delivering instruction.
- *Reinforcing Effort and Providing Recognition:* Provides positive reinforcement and targeted praise and encouragement for students' efforts to meet academic goals.
- *Tapping into Student Interest and Expertise:* Recognizes and capitalizes on the value of students' knowledge and interests to make instruction relevant and engaging.
- *Embedding Technology:* Works collaboratively with students to enhance classroom instruction by using emerging technology in the classroom.

Activation and Extension of Knowledge

Student learning is not limited to textbooks. Learning can occur in a variety of ways. Connecting student learning to real life through practical examples creates rich learning experiences for students. Teachers that engage students by showing them the relevance to their lives are often more successful than those who do not make those deeper connections. The following categories relate to the activation and extension of knowledge for all learners:

- *Relevance:* Teaches content through meaningful context to elicit real-world applications.
- *Making Connections/Deep Knowledge:* Weaves students' background knowledge with new content to create an integrated understanding of new ideas and concepts.
- *Mnemonic Devices:* Uses memory aids to enhance acquisition of new knowledge.
- *Embedding Technology:* Uses technology to develop content knowledge.

Differentiation

Student learning occurs at different rates and through different methods for all students. One very important aspect of educating students is the differentiation of instruction. The following categories focus upon the various methods utilized for differentiation:

- *Academic Strengths and Areas for Growth:* Identifies and targets individual student learning needs; using student academic strengths to support targeted instruction.
- *Needs of Diverse Learners:* Plans for and reacts responsively to the spectrum of student achievement levels within a classroom.
- *Learning Preferences:* Uses knowledge of how each student prefers to learn in order to individualize instructional processes.
- *Multiple Intelligences:* Uses knowledge of individual students' different ways of demonstrating learning to individualize product expectations.

- *Embedding Technology*: Utilizes many forms of technology to support learning based on individual interests and abilities.

Stimulation of Critical Thinking and Problem-Solving

The promotion of higher order thinking skills is important for students as they enter a global economy with changing career choices. In order for students to be successful, their abilities to problem solve and stimulate critical thinking must include strategies such as nonlinguistic representation, comparing, contrasting and metacognition. Teachers must be able to engage students through higher order thinking skills by encouraging students to use the following skills:

- *Generating and Testing Hypotheses*: Teaches students how to identify problems and develop testable solutions.
- *Higher Order Thinking Skills*: Encourages students to analyze, synthesize, and evaluate new knowledge and the learning process.
- *Summarizing*: Teaches students to develop a brief and comprehensive retelling of the points of a specific text, concepts or idea.
- *Critical Discussion*: Facilitates thoughtful, well-reasoned dialogue about learning topics that demonstrates higher-order thinking skills.
- *Nonlinguistic Representation*: Uses symbols, diagrams, and physical models and movement to represent information and learning.
- *Comparing and Contrasting*: Breaks a concept into similar and dissimilar components to analyze complex concepts and relationships.
- *Metacognition*: Teaches students to be aware of their own thinking processes.
- *Embedding Technology*: Uses various technologies that require students to think critically and problem solve.

Scaffolding

Teachers should focus on a variety of teaching methods to reach the needs of all students. In order to accomplish this endeavor teaching should include the following scaffolding strategies:

- *Graduated Questioning*: Uses questions to guide students from knowledge recall to critical thinking.
- *Direct Instruction*: Uses a cycle of teacher-led instruction, guided practice and independent practice to foster student concepts mastery.
- *Conferring*: Uses one-on-one conferencing with students to assess, correct, and guide the learning process.
- *Spacing Learning Over Time*: Extends learning opportunities or lessons on specific topics or objectives over time to promote mastery through the practice and feedback cycle.
- *Embedding Technology*: Uses technology to meet targeted needs of students.

Multiple Opportunities for Practice, Mastery, and Assessment

A student's ability to master content requires frequent, direct and timely feedback regarding their progress toward learning objectives. The following categories focus upon the various methods utilized for providing students with multiple opportunities to practice and master learning targets:

- *Academic Choice*: Provides students opportunities to participate, practice, and/or demonstrate mastery in a self-selected manner.
- *Authentic/Alternative Assessment*: Assesses student mastery using means other than written tests.

- *Formative Assessment*: Continuously monitors and provides feedback during the lesson/unit cycle to help students move toward learning goals.
- *Summative Assessment*: Assesses student mastery at the culmination of a defined learning goal.
- *Homework*: Provides meaningful experiences outside of the classroom to practice academic skills and/or advance student learning.
- *Embedding Technology*: Uses technology to assess proficiency.

Flexible Grouping

Successful teaching that results in student mastery of content does not involve one teaching method. Traditional *whole group* delivery is only one pedagogical mechanism for delivering content. Many students do not respond to one delivery method and thus multiple methods should be employed. The following categories represent various teaching methods that should be utilized in successful teacher classrooms:

- *Cooperative Grouping*: Develops workgroups in which students are mutually responsible for outcomes.
- *Whole Group Instruction*: Provides simultaneous instruction to all students in the room.
- *Heterogeneous Grouping*: Develops work groups of students with a range of academic readiness/achievement levels.
- *Individual Instruction*: Provides instruction in direct, one-on-one sessions.
- *Flexibility and Fluidity*: Skilled/competent with all grouping strategies; teachers and students move smoothly from one type of grouping to another as well as move within types of groups based on current levels of achievement.
- *Embedding Technology*: Uses technology to identify student needs and develop student groups.

USING DATA

Using Multiple Data Sources

Decisions made about teaching and learning should utilize multiple sources of data that include:

- *Informal Assessment*: Uses what happens in the classroom to assess student growth toward an intended outcome.
- *Formal Assessment*: Designs and uses specific assessment tools to assess student growth toward an intended outcome.
- *Non-Assessment*: Collects, analyzes, and applies information related to student needs, interests, opinions, extracurricular pursuits, behavior, attendance, etc. that may inform instruction.
- *Embedding Technology*: Uses student data systems to collect and analyze information necessary for instructional decision-making.

Instructional Decision-Making

Teachers should make logical decisions about instruction through the use of data and collaboration with colleagues. The following categories should remain a focus with making decisions about instruction:

- *Identifying Instructional Needs*: Analyzes data to determine areas of growth for student learning and teacher practice.
- *Setting Goals*: Uses data to determine rigorous, realistic outcomes that can be measured over time.

- *Matching Instructional Strategies to Identified Needs:* Uses student data to plan and design instruction that will most effectively and efficiently move students to proficiency in identified areas of need.
- *Progress Monitoring:* Measures and tracks progress over time towards a stated goal and adjusting instruction as necessary to sustain desired growth.
- *Providing Feedback:* Communicates progress towards a stated goal.
- *Embedding Technology:* Using technology to collect and analyze information necessary for instructional decision-making.

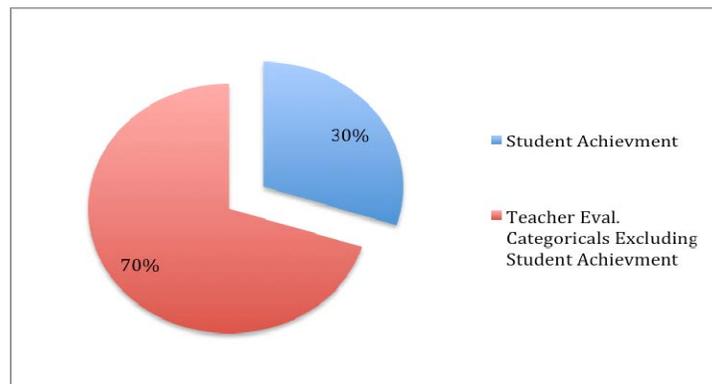
Student Achievement

- *Student Growth:* Student growth will be based upon local as well as State assessments. Seventy-five (75%) percent of student growth is based upon the individual teacher's class performance whereas twenty-five (25%) percent will be based upon the building or department's collective growth. Student growth is reflected throughout this entire document and should not be minimized to one section or aspect of the evaluation process.

Teacher Evaluation Assessment Model Wayne-Westland Community School District

Student growth must be included as a significant portion of each teacher's evaluation. Thirty percent (30%) of the teacher evaluation will be based upon a student growth segment of the total evaluation. The pie chart below provides a graphic representation of the student growth component of the teacher evaluation. This section coupled with data from other sections make-up the growth components of Wayne-Westland's Teacher Evaluation Model.

Figure 1. Thirty percent (30%) of teacher evaluation is based upon student growth and subdivided according to the figure below.



It is important to note that student growth will typically be considered as one year's academic growth for one year's instruction. Student growth will be measured differently at the various levels, and be based upon available local and State assessments. Important points of clarification include:

- The total student growth component of the evaluation will make up 30% of the total evaluation for the 2013-2014 school year. By the year 2015-2016, the student growth segment of the evaluation must make up at least 50% student growth. This 30% includes teachers that select the goal-setting model as well as teachers that complete the checklist.
- Proficiency at the secondary level on the EXPLORE, PLAN, Practice ACT and ACT are considered 1 point for one year of growth.
- Please visit the FAQ located behind the staff door for additional information regarding teacher evaluation.
- Due to the nature of available assessments and different grade level structures (i.e. hourly classes at secondary versus self contained classes at elementary), student growth will be calculated based upon the level that an individual teacher works. Effectiveness ratings may be determined in a few different ways 1) student growth from one year to the next on a culminating assessment, 2) demonstrating proficiency on an end of year assessment, 3) demonstrating adequate growth on an assessment from an outside vendor i.e. NWEA.

Elementary (K-6, See figure 2):

76% of each individual teacher's performance will be based on a combination of the following assessments.

- NWEA Math Assessments (11%)
- *NWEA Reading Assessments (11%)
- NWEA Language Usage Assessments (11%)
- Local Writing Assessments (11%)
- NWEA 3-6 Science Assessment (11%)
- **K-2 Local Science (11%)
- MC3 Social Studies Assessment (11%)
- Reading MEAP (10%)
- ***Special Area Teacher Local Assessment (65%)
- Special Area Teacher NWEA Reading (11%)

24% of each individual teacher's performance will be based on the entire building's MEAP scores.

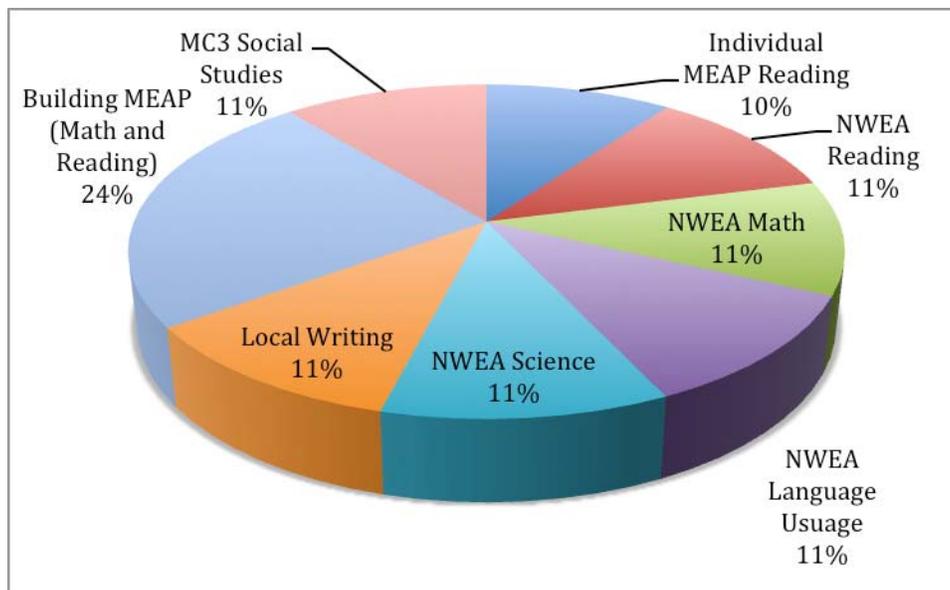
- Reading MEAP (12%)
- Math MEAP (12%)

*Kindergarten and 1st grade teacher's NWEA reading score will be counted as 21%. This calculation will be done in lieu of the 10% Reading MEAP because the State assessment is not given until the 3rd grade and could not be counted in the individual teacher's calculation.

**K-2 math will be counted twice in order to replace the Local Science Assessment that does not exist for the 2013-2014 school year. K-2 Local Science Assessments will be developed during the 2013-2014 school year.

***Special Area Teacher student growth will be based upon local assessments developed by the elective department. Further, elective teachers will follow the rubric for local assessments in order to determine effectiveness. Proficiency targets should be established by the content area team and approved by the Instruction Department.

Figure 2. K-6 individual teacher growth based upon achievement data



The following rubrics will be used to determine effectiveness regarding student growth and proficiency:

K-6 Student Growth Effectiveness Rubric for Individual Teachers on NWEA Assessments:

Highly Effective (4): At least 71% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

Effective (3): Between 31% and 70% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

Minimally Effective (2): Between 15% and 30% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

Ineffective (1): Less than 15% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

K-6 Student Growth Effectiveness Rubric for Individual Teachers on Local and State Assessments:

Highly Effective (4): At least 90% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

For purposes of the individual MEAP score, 90% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 3rd and 4th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.

Effective (3): Between 75% and 89% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

For purposes of the individual MEAP score, between 75% and 89% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 3rd and 4th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.

Minimally Effective (2): Between 51% and 74% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

For purposes of the individual MEAP score, between 51% and 74% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 3rd and 4th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.

Ineffective (1): Less than 51% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

For purposes of the individual MEAP score, less than 51% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 3rd and 4th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.

K-6 Student Growth Effectiveness Rubric for Building Teachers on the State Assessments:

Highly Effective (4): The building or department exceeded the growth criteria or state score on the MEAP. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.

For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target

Effective (3): The building or department scored within two (2) points of the growth criteria or state score on the MEAP. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.

For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target

Minimally Effective (2): The building or department scored at a level between the previous year's achievement score and within two (2) points of the minimum growth target calculation. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.

For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target

Ineffective (1): The building or department scored below the previous year's achievement score. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.

For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target

Middle School (See figure 3):

75% of each individual teacher's performance will be based on a combination of the following assessments.

- NWEA or applicable Local Assessment (32.5%)
- All Grades, Electives—Local Assessment (65%)
- 7th Grade: MEAP by Content Area (32.5%)
- *8th Grade: EXPLORE by Content Area (32.5%)
- 8th Grade Social Studies MEAP (32.5%)
- **All Teachers NWEA Reading Assessment (10%)

25% of each individual teacher's performance will be based on the entire building's MEAP scores.

Content Specific MEAP (25%)

*Beginning during the 2011-2012 school year the EXPLORE exam will be given at the end of the 7th grade and used as a baseline for student performance to measure student growth of 8th grade teachers. The EXPLORE given at the end of the 8th grade will serve as the post exam for 8th grade teachers.

**Because ELA teachers utilize the NWEA Reading Assessment as 32.5% of their evaluation, they will use the NWEA Language Usage Assessment as 10% whereas all other teachers use the NWEA Reading Assessment as their 10%.

7-8 Student Growth Effectiveness Rubric for Individual Teachers on NWEA Assessments:

Highly Effective (4): At least 71% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

Effective (3): Between 31% and 70% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

Minimally Effective (2): Between 15% and 30% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

Ineffective (1): Less than 15% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

7-8 Student Growth Effectiveness Rubric on Locally Developed (Final Exam) Pre and Post Assessment:

Highly Effective (4): At least 90% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

Effective (3): Between 75% and 89% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

Minimally Effective (2): Between 51% and 74% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

Ineffective (1): Less than 51% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

7-8 Student Growth Effectiveness Rubric for Individual Teachers on State Assessments:

Highly Effective (4): For purposes of the individual MEAP score, 90% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 7th and 8th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.

Effective (3): For purposes of the individual MEAP score, between 75% and 89% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 7th and 8th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.

Minimally Effective (2): For purposes of the individual MEAP score, between 51% and 74% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 7th and 8th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.

Ineffective (1): For purposes of the individual MEAP score, less than 51% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 7th and 8th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.

8th Grade Student Growth Effectiveness Rubric for Individual Teachers on National Assessments:

Highly Effective (4): At least 75% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.

Effective (3): Between 50% and 74% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.

Minimally Effective (2): Between 25% and 49% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.

Ineffective (1): Less than 25% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.

7-8 Student Growth Effectiveness Rubric for State Assessments:

Highly Effective (4): The building or department exceeded the growth criteria or state score on the MEAP. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.

For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$$(85 - 45)/10 = +4\% \text{ (or 49\%)} \text{ annual increment of target}$$

Effective (3): The building or department scored within two (2) points of the growth criteria or state score on the MEAP. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.

For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$$(85 - 45)/10 = +4\% \text{ (or 49\%)} \text{ annual increment of target}$$

Minimally Effective (2): The building or department scored at a level between the previous year's achievement score and within two (2) points of the minimum growth target calculation. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.

For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$$(85 - 45)/10 = +4\% \text{ (or 49\%)} \text{ annual increment of target}$$

Ineffective (1): The building or department scored below the previous year's achievement score. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment

that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.
For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target

High School (See figure 3):

75% of each individual teacher's performance will be based on a combination of the following assessments.

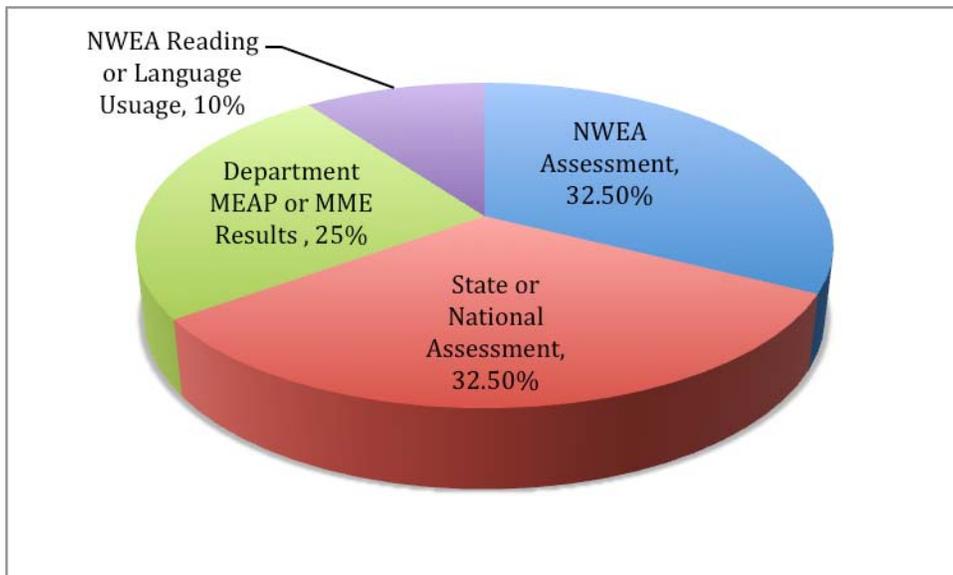
- All Grades— NWEA or applicable Local Assessment (32.5%)
- All Grades, Electives—Local Assessment (65%)
- 9th Grade—EXPLORE to EXPLORE (32.5%)
- 10th Grade—EXPLORE to PLAN (32.5%)
- 11th Grade—PLAN to ACT (32.5%)
- 12th Grade—ACT to Practice ACT (32.5%)
- *All Teachers NWEA Reading (10%)
- Social Studies Local Assessments (65%)

25% of each individual teacher's performance will be based on the entire building's MME scores.

Content Specific MME (25%)

*Because ELA teachers utilize the NWEA Reading Assessment as 32.5% of their evaluation, they will use the NWEA Language Usage Assessment as their 10% whereas all other teachers use the NWEA Reading Assessment as their 10%.

Figure 3. 7-12 individual teacher growth based upon achievement data.



9-12 Student Growth Effectiveness Rubric for Individual Teachers on NWEA Assessments:

Highly Effective (4): At least 71% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

Effective (3): Between 31% and 70% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

Minimally Effective (2): Between 15% and 30% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

Ineffective (1): Less than 15% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

9-12 Student Growth Effectiveness Rubric on Locally Developed (Final Exam) Pre and Post Assessment:

Highly Effective (4): At least 90% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

Effective (3): Between 75% and 89% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

Minimally Effective (2): Between 51% and 74% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

Ineffective (1): Less than 50% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district

content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

9-12 Student Growth Effectiveness Rubric for Individual Teachers on National Assessments (37.5%):

Highly Effective (4): At least 75% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.

Effective (3): Between 50% and 74% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.

Minimally Effective (2): Between 25% and 49% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.

Ineffective (1): Less than 25% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.

9-12 Student Growth Effectiveness Rubric for Building MME Assessment:

Highly Effective (4): The building or department exceeded the growth criteria or state score on the MME. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.

For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target

Effective (3): The building or department scored within two (2) points of the growth criteria or state score on the MME. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.

For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target

Minimally Effective (2): The building or department scored at a level between the previous year's achievement score and within two (2) points of the minimum growth target calculation. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.

For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target

Ineffective (1): The building or department scored below the previous year's achievement score. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.

For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target

Year	Highly Effective	Effective	Minimally Effective	Ineffective
Non-Tenured (Year 1)	The teacher receives no less than 90 points on the rating scale for all elements related to the teacher evaluation instrument.	The teacher receives no less than 75 points on the rating scale for all elements related to the teacher evaluation instrument.	The teacher receives between 74-51 points when considering all elements related to the teacher evaluation instrument.	The teacher receives less than 51 points when considering all elements related to the teacher evaluation instrument.
Non-Tenured (Year 2)	The teacher receives no less than 90 points on the rating scale for all elements related to the teacher evaluation instrument.	The teacher receives no less than 75 points on the rating scale for all elements related to the teacher evaluation instrument.	The teacher receives between 74-51 points when considering all elements related to the teacher evaluation instrument.	The teacher receives less than 51 points when considering all elements related to the teacher evaluation instrument.

Year	Highly Effective	Effective	Minimally Effective	Ineffective
Non-Tenured Teachers (Years 3, 4 and 5)	<p>Checklist: The teacher receives no less than 90 points on the rating scale for all elements related to the teacher evaluation instrument.</p>	<p>Checklist: The teacher receives no less than 75 points on the rating scale for all elements related to the teacher evaluation instrument.</p>	<p>Checklist: The teacher receives between 74-51 points when considering all elements related to the teacher evaluation instrument.</p>	<p>Checklist: The teacher receives less than 51 points when considering all elements related to the teacher evaluation instrument.</p>
	<p>Goal Setting: The teacher's goal setting plan focuses on improving student achievement. The goal(s) are based upon a self evaluation using the professional standards. A high level of student growth must be evident in order to be considered highly effective. Overall expected outcomes will be decided and agreed upon by the building principal and teacher, but minimally must meet the requirement of the Teacher Evaluation Assessment Model (TEAM). In order to be considered highly effective, the intended goals must be surpassed by the teacher being evaluated. For additional information about the highly effective teacher please review the Teacher Evaluation Rubric.</p>	<p>Goal Setting: The teacher's goal setting plan focuses on improving student achievement. The goal(s) are based upon a self evaluation using the professional standards. Student growth must be evident in order to be considered effective. Overall expected outcomes will be decided and agreed upon by the building principal and teacher, but minimally must meet the requirement of the Teacher Evaluation Assessment Model (TEAM). In order to be considered effective, the intended goals must be met by the teacher being evaluated. The teacher will meet the agreed upon goal(s) in order to be considered effective.</p>	<p>Goal Setting: The teacher's goal setting plan does not fulfill its intended focus or goals (with respect to improving student achievement). The appropriate level of student growth was not evident.</p>	<p>Goal Setting: The teacher's goal setting plan does not fulfill its intended focus or goals (with respect to improving student achievement). The appropriate level of student growth was not evident.</p>

Year	Highly Effective	Effective	Minimally Effective	Ineffective
Tenured Teachers	<p>Checklist: The teacher receives no less than 90 points on the rating scale for all elements related to the teacher evaluation instrument.</p>	<p>Checklist: The teacher receives no less than 75 points on the rating scale for all elements related to the teacher evaluation instrument.</p>	<p>Checklist: The teacher receives between 74-51 points when considering all elements related to the teacher evaluation instrument.</p>	<p>Checklist: The teacher receives less than 51 points when considering all elements related to the teacher evaluation instrument.</p>
	<p>Goal Setting: The teacher's goal setting plan focuses on improving student achievement. The goal(s) are based upon a self evaluation using the professional standards. A high level of student growth must be evident in order to be considered highly effective. Overall expected outcomes will be decided and agreed upon by the building principal and teacher, but minimally must meet the requirement of the Teacher Evaluation Assessment Model (TEAM). In order to be considered highly effective the intended goals must be surpassed by the teacher being evaluated. For additional information about the highly effective teacher please review the Teacher Evaluation Rubric.</p>	<p>Goal Setting: The teacher's goal setting plan focuses on improving student achievement. The goal(s) are based upon a self evaluation using the professional standards. Student growth must be evident in order to be considered effective. Overall expected outcomes will be decided and agreed upon by the building principal and teacher, but minimally must meet the requirement of the Teacher Evaluation Assessment Model (TEAM). In order to be considered effective the intended goals must be met by the teacher being evaluated. The teacher will meet the agreed upon goal(s) in order to be considered effective</p>	<p>Goal Setting: The teacher's goal setting plan does not fulfill its intended focus or goals (with respect to improving student achievement). The appropriate level of student growth was not evident.</p>	<p>Goal Setting: The teacher's goal setting plan does not fulfill its intended focus or goals (with respect to improving student achievement). The appropriate level of student growth was not evident.</p>