



Priority School Improvement Plan

John R. Kment Elementary School

Roseville Community Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

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School Data Analysis

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Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

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Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Overall the enrollment at Kment Elementary has decreased in the past three years from 458 students to 357 students due to six grade and two LD classrooms departing in 2014. Enrollment is on an upward trend from last year increased from 336 to 357 from 2015-2016. This is due, in part to high enrollment of Kindergarten and a high retention rate. The fact that Kment was identified as a priority school in 2011-12 and has technology being used and Kindles have been sent home is also a possible cause. As our scores rose from being in the 2nd percentile on the Top-To-Bottom list to the 12th percentile during the 2013-14 school year we hope that the trend will continue with sustained enrollment. Our perception data is very favorable with all community stakeholders and influx of technology provided by the School Improvement Grant. We expect the enrollment to increase, particularly once word of our academic achievement becomes documented through a full academic year completing M-Step and utilizing NWEA benchmark testing.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Some of the challenges that we face are our chronic absent students and our transient student population.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

The discipline referrals have decreased over the past three years although this is due, in part, to a decrease in enrollment.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

We are implementing a Multi-Tiered System of Support in order to service all our students who are significantly below grade level in reading or math. Interventionists are working with our core staff to provide support for our at-risk population. Reading initiatives have begun to encourage students to read on a daily basis. Kment Elementary also intends to continue our Wildcats after-school tutoring program and our Summer Program both of which have improved student achievement according NWEA MAP and Successmaker data. Attendance issues have been tiered as well and Tier 2 and tier 3 students for attendance and tardies receive letters and phone calls home from the Parent Liaison to attempt remedy the chronic attendance issues. In order to further engage our at risk populations, we have a series of monthly events to involve families and educate parents.

In order to continue our progress in improving the school culture and climate we have expanded our implementation of building wide PBIS over the past three years, and conducted training in restorative practices. We are continuing with PBIS awards assemblies, PBIS classroom SY 2016-2017

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tickets, PBIS VIP rewards, and special educational assemblies. Students that are at risk with academic and behavioral struggles have been made eligible to receive one on one mentoring with a staff members and time with the Student Support Specialist created as a participant in groups for: social skills, behavioral counseling, self-esteem, or anxiety.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The principal has extensive teaching experience at many different grade levels and in many different settings. His strength in 6-12 education and data driven decision-making aids student achievement by fostering a data driven school culture. The principal is also experienced in communicating a sense of urgency and maintaining high expectations for staff and students.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The staff at Kment Elementary have been trained extensively and have a wealth of experience. We lost two core staff members last year and have two first years teachers in the building as well as two teachers in their second year of teaching. Each will have a mentor teacher who will offer support and guidance. Each of the newer teachers had some past experiences that enhanced staff comprehension of new strategies as well as injected an abundance of energy and new ideas that enhance student motivation and confidence. The balance of new and experienced teachers represents a healthy collaborative effort of teachers willing to embrace technology integration and adapt in order to raise student achievement. While limited experience with our curriculum may have caused minor delays in lesson pacing and could show modest results on standardized testing, the contributions of our less experienced educators has been a perceived beneficial effect on student achievement overall.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Although the principal was out ill for several days and also away for training and extensive SIG requirements, achievement and perception data indicate he is an effective leader. The absenteeism mainly impacts the Teacher(s)-In-Charge and the lost of instructional time when a staff member is focused on administrative duties. That teacher loses that day or half day of instruction which disrupts the routines and learning for that lost time. The school is at its best when all staff are present, but due to the experience and professionalism of the educational staff, the schoolwide achievement continues to stay high.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

The majority of staff members at Kment have excellent attendance. A few staff members have attended ELA training and one staff member

has missed significant time due to illness. A second staff member missed some limited time due to work related injuries. The absence of any one teacher negatively impacts the achievement of multiple classrooms due to lost learning time and disrupted schedule.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

The absentee issues due to professional development for our school leaders and teachers require no clear action. Absenteeism might be addressed using incentives for instructional staff.

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Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Indicator G: Assessment System in Standard 3: Assessment and Strand IV: School, Family, and Community Relations Indicator Z: Partnerships were two strengths that stood out.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Under Standard 2 Instruction Indicator D: Effective Instructional Practices and Indicator F: Reflection stood out as challenges. Under Standard 3: Assessment, Indicator J: Student Involvement in the Assessment Process also needs improvement.

12. How might these challenges impact student achievement?

Unless we are able to achieve sustained implementation in these areas student achievement will not be optimum.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

The district has moved to NWEA as our primary student benchmarking assessment and students will be creating their own achievement goals. The staff will continue in data teams in order to continue their progress in using data to make sound, research-based instructional decisions. Staff are using walkthroughs to initiate dialogue with and develop more effective teachers. Teachers are using National Norms and tools to encourage students to meet RIT score goals on MAP testing.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

All students at Kment Elementary will have access to the interventions and programs available to everyone else. Many of our students with disabilities participated in the after school and summer programs.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

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The extended learning opportunities at KES include an extra twenty minutes of instruction per day for all students. The Wildcat Kids after school tutoring program, RAZ kids (leveled e-books), Follett Destiny Quest (leveled e-books) and Kment Summer program are available to students in grades K-5.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Students that are below grade level as indicated by NWEA and Reading Mastery Placement test are invited first and then the invites are expanded to all students through teacher recommendations.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

In 2013-14 KES conducted Surveys of Enacted Curriculum. The district has implemented significant curriculum changes to meet the demands of the Common Core State Standards. KES continues to be a district leader in this regard and consultants will continue to work with staff to align horizontally vertically. Data Teams continues to be implemented this year. Teachers utilized Atlas Rubicon in Social Studies and science. Studies Weekly was purchased as a supplement in studies and science. Write2Learn was this year for 4th and 5th graders. Finally Instructional Technology coaches will work with students and staff to fully utilize our technology including laptops, iPads, Kindles and document cameras.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

KES students compared very favorably in reading and Language in multiple grade levels with the rest of the district, state and nation according to the growth and projections in NWEA MAP testing.

19b. Reading- Challenges

Oral fluency continues to be a challenge. KES students are below the state and national averages in this category.

19c. Reading- Trends

The trend in reading is an increase in Reading and shows that we are at or above national averages in reading for lower elementary although we still lag behind the state and country in upper elementary in reading and language indicated by our MAP testing.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

KES has employed consultant Kathy Ming to train staff on ways to improve oral fluency. Academic vocabulary is targeted as a part of Marzano methodology and utilizing technology in the classroom daily. Kindles were purchased so that every Kment student has one to use all year. Raz kids and Follett's Brytewave subscriptions have been purchased specifically to improve both comprehension and fluency. These measures are designed to address all Tiers of instruction.

20a. Writing- Strengths

KES students have improved in the areas of fluency and summary writing over the past year. They have also been introduced to and received instruction on various types of writing. They have shown improvement on the district writing prompt. They also practiced Writing Tracker and kept track of their own fluency.

20b. Writing- Challenges

Prior to last year the students did little or no writing. The district writing prompt also only required students to do one type of writing per year. Mr. Schummer directed teachers to conduct all the types of writing indicated per grade in the Common Core State Standards and employed literacy consultant Kathy Ming to train staff. Pearson Instructional Learning Teams consultants worked with staff to create more effective instruction in this area as well.

20c. Writing- Trends

Since implementing Being a Writer and Writing Tracker the students have dramatically improved their writing skills. Writing endurance on paper and online continues to grow from year to year.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Since no writing was done prior to 2014 students had little or no stamina and their fluency in writing also suffered. Since implementing Being a Writer and Writing Tracker the students have dramatically improved their writing skills. Writing Tracker will continue to be implemented to ensure student writing fluency. Literacy consultant Kathy Ming will help the KES staff to continue their journey toward a more rigorous writing curriculum (Tier 1) including Pearson's Write2Learn for 4th and 5th grade students.

21a. Math- Strengths

KES students are above the district in multiple grades in math but not are below national standards in mathematics accordingly to the more accurate measures after switching to NWEA MAP testing this year.

21b. Math- Challenges

Many of our at-risk students still struggle in math including their computational skills.

21c. Math- Trends

Our students have made sustained gains in math over the past three years.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Kment teachers will utilize technology including iPads to address issues with computation. We will continue to use Successmaker, Skills Navigator, or other programs at least three times per week (all Tiers). In addition we have employed Project Seed, a program that uses the Socratic method and kinesthetics to increase rigor in the classroom. The Wildcat Kids after school and summer programs will also be available to all students.

22a. Science- Strengths

KES students (grades 3-5) have improved their grasp of science vocabulary and the scientific method. The level of interest in science has also increased through weekly science lessons as a special as well as with their core teacher.

22b. Science- Challenges

It is difficult to fit science and social studies into the school day for all students. The lack of fundamental science knowledge has affected our test scores.

22c. Science- Trends

Our students have increased their grasp of the scientific concepts but are still lagging behind some districts/states.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Two elementary science teachers have been employed to teach only science at the elementary level. They cannot service all grades or all students and is only at KES two days per week (1.5 days). The district has furnished teachers with the Oakland County Atlas Rubicon including a resource binder. KES also plans to use Studies Weekly to supplement the science curriculum (Tier 1). Furthermore the Reading Mastery curriculum includes many nonfictional science passages.

23a. Social Studies- Strengths

Students K-5 have increased their knowledge of social studies as evidenced by locally developed assessments used for data teams.

23b. Social Studies- Challenges

Social studies is not taught every day in every grade due to the reading and math blocks, Successmaker time, and specials. KES students have a deficit in their basic social studies knowledge.

23c. Social Studies- Trends

KES lags behind other schools/districts/states in social studies.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The district has provided the staff with Oakland County Atlas Rubicon access and resource binders. KES has purchased Studies Weekly to supplement the social studies curriculum (all Tiers and grades).

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Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

The students indicated that they felt that the teachers and principal at Kment cared about them and had high expectations for student achievement.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

The lowest areas of satisfaction were the cleanliness of the bathrooms, that students like school and that students know the rules.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

We are expanding our PBIS program in order to make sure that students all know our expectations and follow them and to give positive recognition to students each month and trimester. Students are required to go to the bathroom in pairs to discourage vandalism. The principal will also put out a schedule for teachers so that they check the bathrooms regularly.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Parents expressed their highest satisfaction in that the teachers are easy to work with and their children's safety.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

The survey

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

We will continue to expand and improve our parent-community involvement efforts with the help of our active parent club and our parent-community liaison. Parent events are held at least once per month and attendance has been excellent. Mr. Schummer will also step up his efforts to have teachers call about academic concerns and conduct home visits when necessary.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Teachers expressed their highest level of satisfaction with the high academic expectations

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

The staff expressed the lowest level of satisfaction with the cleanliness of student bathrooms, with the lack of input that they have with regard to amount and times of training required of SIG school teachers and with knowing the expectations required through the SIG grant.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

He has arranged for more late starts during the year and has opted for more after school training rather than Saturdays. The bathrooms will be checked and cleaned regularly. The principal will be facilitating meetings where the unpacking tool is shared and seeking staff input on what days and times they prefer to meet on data teams and technology training.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

The stakeholders and community members have expressed the highest level of satisfaction with the events that are held at least once per month at Kment Elementary.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

The time that it took to acquire and roll out the technology was the item that had the lowest level of satisfaction among the community.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

The summer program served as the pilot to roll out the technology. Students will receive their kindles at Open House, the iPad carts and Chromebook portable labs are functional and the IT coaches and Data/Assessment coach will be conducting extensive training.

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Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

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Overall the stakeholders at Kment Elementary are very satisfied with the progress that the school has made in the past two years. Although our at-risk students still present a challenge the Multi-Tiered System of Support at Kment continues to increase in effectiveness. The after school and summer programs have proven to help student achievement.

The improvements to culture and climate as well as academic achievement will continue as staff expands the PBIS program, trains in the data teams protocol and learns to increase student engagement through the use of technology.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

The challenges of addressing our at-risk students who are significantly below grade level present the greatest challenge. We expect that the continuing use of interventionists, teacher training and data teams will rapidly along will rapidly significantly improve student achievement.

The expansion of the PBIS program and use of technology will continue to increase student engagement. The use of the parent-community liaison and our mental health worker will foster continued community involvement.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The big ideas generated by our school data analysis were curriculum alignment (and increased rigor) and implementing a Multi-Tiered System of Support. Kment Elementary is making significant progress towards these goals but much work still needs to be done. Our MDE facilitator-monitor continues to work with us on achieving these goals. The unpacking tool for KES is comprehensive and addresses all the areas of high need mentioned above.

School Additional Requirements Diagnostic

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Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

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School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.rcs.misd.net/assets/kment-aer.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Rebecca Vasil Deputy Superintendent 18975 Church St. Roseville, MI 48066 586-445-5513	

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Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	beginning on page 16	2015-2016 RCS Elementary Handbook

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		2016-2017 Kment School-Parent Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		UnpackingTool_KmentSIG_March2015-16

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Title I Schoolwide Diagnostic

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Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

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Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

KES's current comprehensive needs assessment system promotes the use of both longitudinal and multiple sources of data. It includes student achievement data from state (MEAP, M-Step, and MI-Access) and local assessments (i.e. NWEA MAP, Reading Mastery, Corrective Reading, Connecting Math Concepts, etc.), perceptions (e.g., parent, student and staff surveys, Comprehensive Needs Assessment, etc.), school processes (such as school schedule, academic calendar, School Process Rubrics (40), Title I Schoolwide Diagnostic, etc.), and student and staff demographics. This system of continuous school improvement was designed with stakeholder input and is evaluated annually (i.e., Transformation Redesign Diagnostic, teacher evaluations, principal evaluations, etc.). This system also provides data that is disaggregated, timely, and accurate. Finally, KES uses this system to determine student growth, the needs of our school, and whether or not our Annual Measurable Objectives (AMOs) are being met.

To be more specific, KES uses Wellman and Lipton's research-based, three-phased Data-Driven Dialogue (DDD) process to analyze the needs of Kment Elementary School (KES) and the selection of our reform model. A District/School Support Team (D/SST), which consists of the President of the RCS Board of Education, Superintendent, Assistant Superintendent of Instruction, Director of Curriculum, several KES staff members, MISD School Improvement Facilitator, a district representative, and an MSU K-12 Outreach Intervention Specialist, participated in numerous DDDs. All stakeholders involved carefully reviewed student achievement, perceptions, processes and demographic data. The subsequent information below describes, in further detail, the first two phases of the DDD process that was used to analyze the needs of KES and how the intervention model was selected for the school:

Phase I (Activate and Engage) - D/SST agreed upon team norms, made predictions about what the metrics might show and uncovered the following assumptions:

1. Misalignment of district curriculum to state standards and poor implementation of research-based strategies/materials across grade levels
2. Need for revision of curriculum/instruction (i.e., technology, classroom materials, strategies, programs)
3. School culture deficient in belief that all children can and will learn
4. Lack of a sustainable academic/behavioral multi-tiered system of supports (MTSS) for students
5. Lack of ongoing collaborative time for staff to review data to inform effectiveness of daily instruction
6. Poor student attendance

Phase II (Explore and Discover) - The D/SST meticulously reviewed KES demographics (e.g., attendance, gender, race/ethnicity, economically disadvantaged, students with disabilities, etc.) student achievement (i.e., MEAP, M-Step, MI-Access, NWEA MAP, AIMS web, etc.), perceptions (i.e., staff, student and parent surveys, Comprehensive Needs Assessment, etc.) and school processes (e.g., daily school schedule, academic calendar, School Process Rubrics, Title I Schoolwide Diagnostic, etc.) data. This phase involved discovery and required the team to remain open to possibilities, look for patterns and observe the "real" stories behind the data; this was a time of exploration, not justification.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The results of our comprehensive needs assessment and analyzing perception, student achievement, school programs/process, and demographic data were identified in Phase III (Organize and Integrate) of the D/SST's Data-Driven Dialogue. During this phase, the D/SST transitioned to causation and action generating three powerful "Big Ideas" for significantly, effectively and rapidly improving KES student achievement: (1) increasing academic rigor, while aligning curriculum to Common Core State Standards (CCSS); (2) effectively using data to monitor, inform and select research-based instructional practices/strategies and materials; (3) implementing an academic and behavioral multi-tiered system of supports (MTSS) for students. Below is a synopsis of the D/SST's needs assessment, where they noticed some very disconcerting trends in perception, student achievement, school programs/process, and demographic data over the past few years at KES.

BUILDING DEMOGRAPHICS: KES is a Title I Schoolwide school and has an overall Top-to-Bottom percentile rank of two. Additionally, the Michigan School Accountability Scorecard Status for KES is RED. Grades taught in the school ranged from kindergarten through fifth-grade, with two self-contained Special Education classes housed in the building (LD K-1, LD 2-3,). The total enrollment of KES for the 2014-15 academic year was 349 students. The student population comprised of 159 (46%) female and 190 male (54%) students. In terms of race/ethnicity demographics, 73% of the students attending Kment Elementary School were Caucasian, 16% African American, 6% two of more races, 1% Hispanic, 2% Asian and 1% Native American or Alaskan Native and 1% Native Hawaiian or Other Pacific Islander. With regard to program participation subgroups, 2% (7) of the student population were ELL students, 23% (103) had an IEP, while 72% (324) were identified as economically disadvantaged.

In 201-12, 18 students were retained, 3 of which came from a different district the previous year and 10 from a different school the previous year. The overall attendance rate from 2011-2012 was at 89.01%, with 161 students having more than 10 absences. Also in 2011-12, the student count mobility rate revealed that there were 408 stable students and only 30 mobile students, with 29 students incoming from other districts.

STUDENT ACHIEVEMENT DATA: Over the past three years, MEAP summative assessment data for KES divulges considerably below average results. For instance, the overall school percentile rank of the building dropped from 6% (z-score = -1.5187) in 2011-12 to 2% (z-score = -1.8023) in 2012-13. This can mostly be attributed to 2012-13 MEAP mathematics (z-score = -1.4378), writing (z-score = -2.0928) and science (z-score -1.5046) results; in each of these subject areas, z-scores dropped drastically. Furthermore, meager progress was made in 2012-2013, where MEAP reading (z-score = -1.6183) and social studies (z-score = -1.2236) improved, but not significantly. 2013 MEAP data reveals the following:

1. All grade levels made gains in reading achievement, but are still below county and state averages, with the exception of 6th grade, where we scored above county (71%) and state (71.5%) averages. Despite improving our reading proficiency across grade levels in MEAP (3-6), our African American and students with disabilities continue to struggle in this subject area.

2. Although all grade levels improved significantly in mathematics last year, we are still performing well below county and state averages in math, with the exception of 3rd grade, where we scored above county (39%) and state (40.1%) averages. Conversely, our African American and students with disabilities are still lagging behind these positive results.

3. Our 4th grade writing scores improved to 42% last year, but we are still performing below county (54%) and state (50.5%) averages. Moreover, our male (24.1%) students are significantly underperforming in writing as compared to their female (66.7%) peers.

4. In science, our 5th grade scores regressed last year and are slightly under county (13.2%) and state (16.8%) averages.

5. For social studies, we dropped significantly below county (24.1%) and state (26.5%) proficiency averages.

PERCEPTION DATA: Survey results for 2012-13 reflect the opinions of only staff and students. They are broken down into five distinct categories: (1) Purpose and Direction, (2) Governance and Leadership, (3) Teaching and Assessing for Learning, (4) Resources and Support Systems and (5) Using Results for Continuous Improvement. Staff survey results for 2012-2013 (n = 28) were overwhelmingly positive in every category, despite extremely low standardized achievement test scores. For example, in the "Purpose and Direction" category, 90.83% of all staff members "Strongly Agree" or "Agree" that the school's purpose statement is clearly focused on student success, is formally reviewed and revised with involvement from stakeholders and is based on shared values/beliefs that guide decision-making. They also strongly believe that the purpose statement is supported by the policies and practices adopted by the school board and that KES School has a continuous improvement process based upon data, goals, actions, and measures for growth. Within "Governance and Leadership," 91.25% of all staff responses "Strongly Agree" or "Agree" that the school board complies with all policies, procedures, laws, and regulations. They also affirm that school's leaders expect staff members to hold all students to high academic standards, hold themselves accountable for student learning and hold all staff members to accountable for student learning. For the "Teaching and Assessing for Learning" category, only 87.61% of all staff responses either "Strongly Agree" or "Agree" that all teachers monitor and adjust curriculum, instruction, and assessment based upon data from student assessments and examination of professional practice. In this domain, the staff also declares that they personalize instructional strategies and interventions to address individual learning needs of their students and use a variety of technologies as instructional resources. Nearly 90% (88.85%) of all staff responses in 2012-2013 for "Resources and Support Systems" "Strongly Agree" or "Agree" that the school provides instructional time and resources to support our school's goals and priorities. Likewise, the school provides sufficient material resources to meet students' needs, provides high quality student support services and provides opportunities for students to participate in activities that interest them. As for "Using Results for Continuous Improvement," the majority of staff responses (92.21%) "Strongly Agree" or "Agree" that the school uses multiple assessment measures to determine student learning/school performance, has a systematic process for collecting, analyzing, and using data and school leaders monitor data related to continuous improvement goals.

The Students' responses (n = 95) to the 2012-2013 surveys were also tremendously positive in every category. In the "Purpose and Direction" category, 100% of all students "Agree" that the principal and teachers want every student to learn and that they are learning new things that will help them. Within "Governance and Leadership," 91.91% of all student responses "Agree" that they are treated fairly in school, students treat adults with respect, and teachers want them to do their best work. For the "Teaching and Assessing for Learning" category, only 86.93% of all student responses "Agree" that teachers help them to learn things they will need in the future, teachers use different activities to help them learn and teachers listen to them. The students also assert that teachers tell them how they should behave and do their work, teachers always help them when they need them and teachers tell their family how they are doing in school. Over 90% (95.45%) of all student responses in 2012-2013 for "Resources and Support Systems" "Agree" that the school is safe/clean, has many places where they can learn (such as the library), has computers to help them learn and is a place where children help each other even if they are not friends. As for "Using Results for Continuous Improvement," the majority of student responses (84.85%) "Agree" that the principal and teachers ask them what they think about school, tell them when they do a good and help them to be ready for the next grade.

The above data summaries compiled by the D/SST during their "Data-Driven Dialogue" discussions were all underlying factors and give a clear explanation as to why KES's achievement is low enough to have been placed in the state's bottom 5%. MEAP data reveals that student achievement in reading, writing, mathematics, science and social studies are extremely low when considering various subgroups of all grade levels. To raise student achievement, it is essential to vertically/horizontally align the school's curriculum to state and national standards, implement research-based strategies/materials across grade levels and develop a sustainable academic/behavioral multi-tiered system of

supports (MTSS) for students. This will be accomplished through the delivery of high quality/job embedded professional development, an established progress monitoring system, and a customary data protocol (such as Wellman and Lipton's Data-Driven Dialogue protocol).

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

KES's goals are connected to priority needs based upon the school's needs assessment. We use multiple types of data to select the goals (such as demographics, student achievement, perceptions, and school processes). As a result, our goals encompass the following: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time, while creating a community-oriented school; and 4) providing operational flexibility and sustained support.

Since KES surpassed its 2013-14 proficiency targets for student achievement in reading and language arts and mathematics on the state's MEAP assessment (with the exception of 3rd grade reading), KES increased its annual proficiency targets in reading and language arts and mathematics. This will ensure rapid/significant student achievement. As a result, more than 85% of KES students will meet or exceed proficiency status on the state's assessments by 2022. KES's annual proficiency target goals or Annual Measurable Objectives (AMOs) for improving student achievement over the next three years in reading and language arts and mathematics are provided below:

MEAP Math (3rd grade)

2012-13 = 29.1%

2013-14 (current) = 46.4% (+17.3)

2013-14 (AMO) = 33.8% (goal met)

2014-15 (AMO) = 51.2%

2015-16 (AMO) = 56.0%

2016-17 (AMO) = 60.8%

MEAP Reading (3rd grade)

2012-13 = 50.0%

2013-14 (current) = 58.9% (+8.9)

2013-14 (AMO) = 61% (goal not met)

2014-15 (AMO) = 64%

2015-16 (AMO) = 67%

2016-17 (AMO) = 70%

MEAP Math (4th grade)

2012-13 = 17.5%

2013-14 (current) = 33.3% (+15.8)

2013-14 = 25.8% (goal met)

2014-15 = 39.8%

2015-16 = 46.3%

2016-17 = 52.8%

MEAP Reading (4th grade)

2012-13 = 56.7%

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2013-14 (current) = 66.0% (+9.3)

2013-14 = 68.4% (goal met)

2014-15 = 70.8%

2015-16 = 73.2%

2016-17 = 75.6%

MEAP Writing (4th grade)

2012-13 = 22.6%

2013-14 (current) = 42.0% (+19.4)

2013-14 = 32.2% (goal met)

2014-15 = 47.4%

2015-16 = 52.8%

2016-17 = 58.2%

MEAP Math (5th grade)

2012-13 = 13.0%

2013-14 (current) = 36.2% (+23.2)

2013-14 = 30.6% (goal met)

2014-15 = 42.3%

2015-16 = 48.4%

2016-17 = 54.5%

MEAP Reading (5th grade)

2012-13 = 54.7%

2013-14 (current) = 64.4% (+9.7)

2013-14 = 57.8% (goal met)

2014-15 = 67.0%

2015-16 = 69.6%

2016-17 = 72.2%

MEAP Math (6th grade)

2012-13 = 18.0%

2013-14 (current) = 40.0% (+22.0)

2013-14 = 34.6% (goal met)

2014-15 = 45.6%

2015-16 = 51.2%

2016-17 = 62.4%

MEAP Reading (6th grade)

2012-13 = 52.0%

2013-14 (current) = 74.2% (+22.2)

2013-14 = 43.4% (goal met)

2014-15 = 75.6%

2015-16 = 77.0%

2016-17 = 78.4%

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Our goals address the needs of the whole school population, with special recognition being paid to meeting the needs of children who are performing well below grade level in literacy and numeracy achievement. For example, KES has a Multi-Tiered System of Supports (MTSS), which is a research-based framework to provide all students with the best opportunities to succeed academically and behaviorally in school. Our MTSS focuses on:

1. Providing high quality instruction and interventions matched to students' needs
2. Monitoring progress frequently to make decisions about changes in instruction or goals and allocate resources to improve student learning
3. Supporting staff implementation of effective practices

In order to address the cultural/behavioral domains of the MTSS and comply with current state requirements, all KES staff members and the principal were trained in the 2014-2015 school year in Positive Behavioral Interventions & Supports (PBIS), a high quality, job-embedded PD training aligned with the school's comprehensive instructional program. PBIS is a decision making framework that guides selection, integration, and implementation of the best evidence-based practices for improving important academic and behavior outcomes for all students. Additional staff training in Howard Glasser's Nurtured Heart Approach and Restorative Practices will be offered to enrich the KES PBIS program. The Nurtured Heart Approach is a set of strategies that builds richer relationships. It inspires appropriate behaviors by energizing children when things are "doing right" and it sets clear limits. By implementing this simple framework, KES hopes to achieve: higher test scores, a more peaceful classroom environment, less office referrals, and improved social skills.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

Below is a detailed description the strategies in the schoolwide plan which focuses on helping ALL students reach the State's standards. Furthermore, in order to ensure school ownership and follow-through, input for this plan was developed and designed with parents, district administrators, and school staff.

IMPLEMENTATION OF RESEARCH-BASED STRATEGIES USING CONSISTENT CURRICULUM MATERIALS ACROSS GRADE LEVELS: The school's rigorous curriculum alignment, utilizing research based instructional practices/strategies and materials that center on teaching and learning will be initiated by McREL's Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition (CITW). This framework draws upon research and developments from the past decade to analyze/evaluate the teaching strategies that have the most positive effect on student learning:

- Setting objectives and providing feedback
- Reinforcing effort and providing recognition
- Cooperative learning
- Cues, questions, and advance organizers
- Nonlinguistic representations
- Summarizing and note taking
- Assigning homework and providing practice
- Identifying similarities and differences
- Generating and testing hypotheses

These strategies are organized and presented within a structure that is geared toward instructional planning, which highlights the point that all of the strategies are effective and should be used to complement one another. Each strategy is supported with recommended classroom practices, examples of the strategy in use, tips for teaching, and information about using the strategy with today's learners. NOTE: All instructional staff and the Principal were trained during the 2013-14 school year. This training will be extended to new staff members in succeeding years. This training will be provided by the Macomb Intermediate School District (MISD) consultants.

In order to appropriately monitor/assess the effects of our curriculum/instructional programs on student achievement, the use of strategies, and fidelity of implementation, Instructional Rounds will be initiated. These walkthroughs will turn into meaningful opportunities for coaching teachers to higher levels of performance and guiding staff professional development and development of school improvement initiatives. The Instructional Rounds protocol is job-embedded, designed to help school leaders gain a practical understanding of the CITW strategies, how they improve student learning, and how to identify their use in the classroom. This training was extended to other instructional staff members in subsequent years.

In the initial year of the transformation plan (Winter 2014), school staff participated in "BALANCED ASSESSMENT PRACTICES: Supporting Instructional Practices and Learning Cycle," a job-embedded professional learning opportunity. Staff will collect and use classroom data gathered through progress monitoring efforts. Data teams have been established. A collaborative and results-driven culture has been established making assessments more meaningful to student learning.

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As a follow-up to the two previous professional development opportunities, staff will participate in "21things4teachers." The purpose of this training is to provide staff with "Just in Time" training through an online (blended learning) interface for K-12 educators based on the National Educational Technology Standards for Teachers (NETS-T). These standards are the basic technology skills every educator should possess. In the process, educators will develop their own skills and discover what students need in order to meet the NETS for Students, as well as online course requirement.

During the previous school year (2012-2013), the district adopted and launched McGraw-Hill's Reading Mastery (K-5) program. McGraw-Hill's Corrective Reading (4-6) was also implemented as a Tier II/Tier III intervention program. Professional development was provided to all necessary staff members. In order to monitor the implementation of these programs, McGraw-Hill consultants provided job-embedded professional development to support the instructional delivery with fidelity. NOTE: This practice will continue over the duration of the transformation plan.

Due to poor academic achievement in mathematics, all pertinent staff members were trained in Connecting Math Concepts (K-5) in September 2013. This program is aligned to the Common Core State Standards and combines facts, procedures, conceptual understanding, applications, and the development of problem solving to provide a comprehensive curriculum for all students. Moreover, Connecting Math Concepts has proven field results for Tier I, II and III at-risk students (as cited by Robert Slavin's Best Evidence Encyclopedia website). The program provides explicit, systematic, intensive instruction. NOTE: This training will be extended to new instructional staff members in subsequent years and be provided by McGraw Hill consultants. Furthermore, staff will be provided ongoing support in the classroom by these consultants as needed. This practice will also continue over the duration of the transformation plan.

In conjunction with McREL's CITW framework, all staff will participate in "Building Academic Vocabulary" professional development. During this training, Robert Marzano's six-step process for direct instruction in subject area vocabulary will be presented. Staff will also learn practical ways to help students master academic vocabulary; research has shown that when teachers, schools, and districts take a systematic approach to helping students identify and master essential vocabulary and concepts of a given subject area, student comprehension and achievement rises. NOTE: Teacher leaders and the principal will be trained during the 2014-15 school year. This training will be extended to new instructional staff members in subsequent years. This training will be hosted by an external provider.

In order to ensure rapid, significant student growth, Kment Elementary School will align its rigorous instructional program to state and national standards. This will be accomplished in the spring of 2014, through the use of Surveys of Enacted Curriculum (SEC). SEC is a web-based tool that provides mathematics, science, and English language arts teachers with consistent data, both on current instructional practices and the content actually being taught in their classrooms (the "how" and the "what"). Survey results are presented in clear and accessible charts and graphs to facilitate data analysis and discussion. The SEC's comprehensive data analysis and reporting tools help staff to: vertically/horizontally align classroom instruction with state/national standards and assessments; measure indicators of instruction and their relationship to student achievement; analyze instructional practices and teacher preparation; develop a needs assessment in low performance areas; and plan/evaluate staff development initiatives.

SEC data will reveal: the amount of time teachers spend on specific standards/activities by grade level (horizontal alignment) and school (vertical alignment); a breakdown of the amount of time teachers spent instructing on different strands of a content standard; and the relationship between time and depth of instruction on strands within a standard compared to the standards measured on a benchmark assessment. SEC data feedback will also guide staff to better allocate their instructional time for a given standard and to clarify exactly what content within the standard demands additional instructional focus, thus serving as a catalyst for collegial conversations (data dialogues) about instructional change and reflective practice.

In 2014-15, all staff will be trained in Writing Tracker, which is based on six chapters of the book, What Content-Area Teachers Should Know

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About Adolescent Literacy (National Institute for Literacy, U.S. Department of Education). This essential training will enable teachers to increase student writing fluency in all content areas. The students respond to a prompt for two minutes (quick write) and chart their progress. The students also reflect upon the effects of the program on their writing. Once students reach fluency, the focus shifts to using academic vocabulary and increasing the quality of their writing. Writing Tracker is a part of the Literacy in Action program developed by Michigan's Mission Literacy. This program draws upon two decades of research in the areas of writing, motivation, and learning theory as well as social and ethical development. The program is based on current research findings including those of the National Council of Teachers of English, Richard Allington, and Donald Graves. NOTE: All ELA staff (K-6) will be formally trained in the Being a Writer curriculum in the 2014-15 academic year by an external consultant.

As a follow up to Being a Writer training, all ELA staff members will participate in professional development for the 6 + 1 Traits of Writing and Writer's Workshop. 6 + 1 Traits of Writing incorporates a common language for teachers and students to communicate about the characteristics of writing, thus establishing a clear vision of what good writing looks like. It has become a highly respected, essential tool for evaluating student writing and planning instruction. Writing Workshop is a method of writing instruction developed by Lucy Caulkins and educators involved in the Reading and Writing Project at Columbia University in New York City, New York. This method of instruction focuses on the goal of fostering lifelong writers. It is based upon four principles; students will write about their own lives, they will use a consistent writing process, they will work in authentic ways and it will foster independence. The teacher acts as a mentor author, modeling writing techniques and conferring with students as they move through the writing process. Direct writing instruction takes place (Being a Writer) in the form of mini-lessons at the beginning of each workshop and is followed by active writing time by students. Each workshop ends with a sharing of students' work. NOTE: These trainings will also occur during the 2015-16 academic year by an external consultant.

ACADEMIC AND BEHAVIORAL MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) FOR STUDENTS: The other "big idea" that Kment Elementary will focus on is that of a Multi-Tiered System of Supports (MTSS). MTSS is a research-based framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on:

- Providing high quality instruction and interventions matched to students' needs (MTSS)
- Monitoring progress frequently to make decisions about changes in instruction or goals and allocate resources to improve student learning (such as, MEAP, AIMSweb, Data Director, 2Inform, Reading Mastery, Corrective Reading, Connecting Math Concepts, etc.)
- Supporting staff implementation of effective practices (coaches, McREL Power Walkthroughs, instructional aides, etc.)

In order to address the cultural/behavioral domains of the MTSS and comply with current state requirements, all Kment Elementary staff members will be trained in Positive Behavioral Interventions & Supports (PBIS), a high quality, job-embedded professional development training aligned with the school's comprehensive instructional program. PBIS is a decision making framework that guides selection, integration, and implementation of the best evidence-based practices for improving important academic and behavior outcomes for all students. Additional staff training in Howard Glasser's Nurtured Heart Approach and Restorative Practices will be done to enrich the Kment Elementary School's PBIS program. The Nurtured Heart Approach is a set of strategies that builds richer relationships. It inspires appropriate behaviors by energizing children when things are "going right" and it sets clear limits. By implementing this simple framework, phenomenal results follow: Peaceful classroom environment, less office referrals, higher test scores and improved social skills. NOTE: All instructional staff and the Principal will be trained during the 2015-16 academic year and provided support by an external consultant. These trainings will be extended to new staff members in subsequent years.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

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The research-based methods and strategies of Direct Instruction in KES's schoolwide plan, will increase the quality and quantity of instruction (which accelerates and enriches the school's curriculum) in the building. To be more specific, KES has a full-immersion Direct Instruction program in reading and math (i.e., Reading Mastery, Corrective Reading, Connecting Math Concepts, Horizons, Being a Writer, etc.). These types of programs focus on accelerating student performance using interactive, systematic, and explicit instruction supported by a system of data analysis and problem solving tightly linked to instruction. This is based upon Siegfried Engelmann's research in the late 1960s on the effects of implementing innovative instructional strategies in classrooms with children from disadvantaged backgrounds resulted in the theoretical foundation for Direct Instruction (DI). The model features a scripted curricular program that incorporates instructional and grouping strategies.

Since 1968, Engelmann and his associates have field tested and revised DI reading/math materials and processes while developing additional curricular programs for science, social studies, fact learning, and handwriting. Today, Science Research Associates (SRA), the publisher of most DI materials (<http://www.sraonline.com>), produces over 40 DI curricular programs that serve students in kindergarten through eighth grade throughout the United States as well as overseas.

According to the National Institute for Direct Instruction (NIFDI), the focus of the Full Immersion Model of Direct Instruction is to accelerate student performance using interactive, systematic, and explicit instruction supported by a system of data analysis and problem solving tightly linked to instruction. A major focus of the model is to build the capacity of teachers and administrators to implement the model with fidelity. The model is based on the premise that the district or school cannot properly implement the model without external input and direction unless the site has demonstrated through data that it is self-sufficient.

KES's Full Immersion Model of Direct Instruction has two foundational principles: all students are capable of learning if taught using proper techniques, and all teachers can be effective if provided with research-based strategies and materials. Thus, the model seeks to accelerate learning for all students and provide teachers with appropriate strategies by targeting factors that are within a school's control. These factors include assessment, instruction, grouping, scheduling, professional development, and resource allocation.

Notably, the model does not rely on parental involvement or technology; NIFDI believes that school leaders often cannot control these factors or use them efficiently. The main component of the Full Immersion Model of Direct Instruction is Engelmann's curricular program. Engelmann asserts that an implementation plan, such as DI, seeks to accelerate student achievement and should include the following components:

1. A scientifically research-based instructional program
2. Homogeneous and flexible grouping
3. Appropriate student placement within the instructional sequence
4. Daily practice and application of skills and strategies
5. Scheduling that allows for cross-classroom grouping and provides sufficient daily instructional time
6. Instructional activities that motivate, engage, and interest students
7. Ongoing data collection for instructional decision making

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

KES's research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment. Because of this, KES staff will need to continue to implement a DI approach that is based on the belief that learning is affected by the sequential development of skills, instructional approaches, amount of skill practice and application, ongoing feedback given to students, and continuous monitoring of student progress.

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Essentially, KES's programs will develop specific skills through continuous practice and later combine these skills to form higher order thinking skills. Lessons will also emphasize reviewing and practicing already learned skills and integrate new skills as they are mastered. Scripted and predictable lessons will ensure daily assessment of student progress, while field-tested instructional practices are revised, adjusted, or maintained based upon student progress and responses.

In all, the central element of our Full Immersion Model of DI is the scripted curricular program. The curriculum materials include highly interactive yet fast-paced lessons. Each lesson builds on the previous lessons; therefore, the lessons gradually introduce new skills. The lessons require teachers to adopt specific instructional strategies such as directing choral responses and signaling. KES will phase in the implementation of the model by implementing the reading and language curricula during the 1st year, spelling and math during the 2nd year, and writing during the 3rd year.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Some strategies in our schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program include:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Direct Instruction
11. Story Performance (e.g., storytelling, read alouds, etc.)

5. Describe how the school determines if these needs of students are being met.

During the initial stage of implementation, students take a placement test which determines their instructional level for grouping. Throughout implementation, teachers monitor student progress and grouping using daily assessment of student performance on lessons. Teachers are taught techniques to analyze and interpret data from these assessments; these techniques help with reflecting on their instructional practices, evaluating students' responses to instruction, and identifying students who do not demonstrate mastery.

Additionally, each week, teachers provide the school principal with a summary report of student performance, which notes any students that do not make adequate progress during that week. In return, the principal documents this information through monthly administrative reports and the RCS Board of Education quarterly. During monthly late starts, the School Support Team (SST) discusses the progress of instructional groups and individual students with school staff. If individual students do not make adequate progress for three consecutive weeks, the SST establishes a plan for remediation. The principal monitors these students' performance on a bi-weekly basis. Finally, the SST

provides KES teachers feedback, coaching support, and appropriate instructional materials to meet the needs of students requiring remediation.

DRAFT

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All of our instructional paraprofessionals meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All of our teachers meet the NCLB requirements for highly qualified.	

DRAFT

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

100% of our staff from the previous school year (2012-13) has been assigned to the building this year. As a result, our school's teacher turnover rate for this school year (2013-14) is 0%.

2. What is the experience level of key teaching and learning personnel?

All key teaching and learning personnel at KES are highly qualified, have high levels of experience, and meet the requirements of NCLB. For instance, they all possess a Bachelor's degree or higher and have full state certification. In addition, our staff meets the criteria of at least one of the following: Michigan Test for Teacher Certification (M.T.T.C), Masters' Degree, or Post Graduate studies and certifications; they are encouraged to continue/maintain professional growth through job related trainings/workshops.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

KES has specific initiatives implemented to attract and retain high quality teachers regardless of the turnover rate. For example, staff members are rewarded for positively contributing to student achievement and implementing instructional programs with fidelity. To be more specific, if all Annual Measurable Objectives (AMO) targets in reading, writing, math, science and social studies are met, staff will be given a celebratory dinner within thirty days of MEAP scores being reported to the public and a yet to be determined student achievement financial bonus. Furthermore, grade level staff rewards (please see list below) for program implementation are offered at the end of every trimester for staff members who meet or exceed the following SuccessMaker criteria:

Trimester Average Classroom Gain in Reading/Math:

1st (December) >0.33

2nd (March) >0.66

3rd (June) >1.00

- At the end of each grading period, send special notes of appreciation
- Give gift certificates to teachers at the end of each grading period
- Give professional books to teachers as recognition at the end of each grading period
- High achieving teachers have the first bid for an open classroom position; management can say no at the end of each grading period
- Offer a teacher a leadership position or role within the school
- Provide technology incentives to staff

Individual rewards from the list below will be given within thirty days of testing if a teacher's class meets or exceeds the AIMSweb expected growth rate (as compared to the national standard).

AIMSweb R-CBM/M-COMP Benchmark Targets:

SY 2016-2017

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Timeline *ROI (R-CBM/M-COMP)

January Benchmark Expected Growth Rate

May Benchmark Expected Growth Rate

*Numerical score expressed as Rate of Improvement (ROI)

- Teachers will receive an extra personal day to be used at their choice
- Principal will take over a class for a special read-aloud time that will give teachers extra planning time
- Principal will send a complimentary e-mail and put a copy in the teacher's file
- Principal will send a personal, handwritten note of thanks or appreciation to teachers "caught" caring or who implemented a strategy with success, and shared results with their colleagues
- Principal will identify staff members that can enhance the skills of other teachers in targeted areas (peer to peer coaching)
- Principal will honor a teacher by promoting their accomplishments (i.e., website, newsletters, board of education meetings, marquee, etc.)

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Some of the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate involve rewarding teachers for positively contributing to increased student achievement. These teachers are recognized and celebrated through monthly and weekly newsletters, Board of Education Meetings, the RCS Perfect Attendance Luncheon as well as letters of acknowledgement, and gift certificates (as donations permit). The district has also implemented an annual outstanding teacher award program that recognizes talented, dedicated educators at the elementary, middle school and high school levels. Winners at the district stage are entered as candidates for the MISD and state levels.

The district provides a large variety of leadership and coaching opportunities that aid in teacher retention. For example, participation in numerous committees (e.g., marketing committee, crisis committee, professional development committee), involvement in school and district wide events (Ed Knoll Band-o-Rama, Mock School Board Meetings, High School Graduation, District-wide Health Fair, etc.) and the opportunity to work with charities and organizations (Roseville Optimists, Roseville Community Schools Scholarship Foundation) in the community are available for teacher leaders in Roseville.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

(Not Applicable)

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Staff will be provided with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive needs assessment and the goals of the redesign plan. During data conversations with staff members, several "big ideas" emerged from the intensive examination of data trends. The first involves the need for a rigorous curriculum alignment, utilizing research-based instructional practices/strategies and curriculum materials consistent across grade levels that center on teaching and learning (i.e., Grade Level Content Expectations, Common Core State Standards, direct instruction, differentiated instruction, Classroom Instruction that Works, Reading Mastery, Connecting Math Concepts, etc.). The second big idea encompasses academic and behavioral multi-tiered systems of support (MTSS) for students (such as, PBIS, SuccessMaker, Restorative Practices, Corrective Reading and Reading Mastery).

Below is a detailed description of the school's plan for professional development. In order to ensure school ownership and follow-through, input for this plan was developed and designed with parents, district administrators, and school staff. This will allow stakeholders and staff to facilitate effective teaching and learning and guarantee the capacity to successfully implement and maintain the transformation plan.

IMPLEMENTATION OF RESEARCH-BASED STRATEGIES USING CONSISTENT CURRICULUM MATERIALS ACROSS GRADE LEVELS: As previously indicated, Kment Elementary School's rigorous curriculum alignment, utilizing research based instructional practices/strategies and materials that center on teaching and learning will be initiated by McREL's Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition (CITW). This framework draws upon research and developments from the past decade to analyze/evaluate the teaching strategies that have the most positive effect on student learning:

- Setting objectives and providing feedback
- Reinforcing effort and providing recognition
- Cooperative learning
- Cues, questions, and advance organizers
- Nonlinguistic representations
- Summarizing and note taking
- Assigning homework and providing practice
- Identifying similarities and differences
- Generating and testing hypotheses

These strategies are organized and presented within a structure that is geared toward instructional planning, which highlights the point that all of the strategies are effective and should be used to complement one another. Each strategy is supported with recommended classroom practices, examples of the strategy in use, tips for teaching, and information about using the strategy with today's learners. NOTE: All instructional staff and the Principal will be trained during the 2013-14 school year. This training will be extended to new staff members in succeeding years. This training will be provided by the Macomb Intermediate School District (MISD) consultants.

In order to appropriately monitor/assess the effects of our curriculum/instructional programs on student achievement, the use of strategies, and fidelity of implementation, Mid-Continental Research in Education Labs (McREL) "Power Walkthrough" will be initiated. This high quality professional development and accompanying software help to turn classroom walkthroughs into meaningful opportunities for coaching

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teachers to higher levels of performance and guiding staff professional development and development of school improvement initiatives. The Power Walkthrough protocol is job-embedded, designed to help school leaders gain a practical understanding of the CITW strategies, how they improve student learning, and how to identify their use in the classroom. NOTE: Teacher leaders and the Principal will be trained during the 2013-14 school year. This training will be extended to other instructional staff members in subsequent years. This training will be provided by the Macomb Intermediate School District (MISD) consultants.

In the initial year of the transformation plan (Winter 2014), school staff will participate in "BALANCED ASSESSMENT PRACTICES: Supporting Instructional Practices and Learning Cycle," a job-embedded professional learning opportunity. Staff will collect and use classroom data gathered through progress monitoring efforts. Data teams will be established. A collaborative and results-driven culture will be established making assessments more meaningful to student learning.

As a follow-up to the two previous professional development opportunities, staff will participate in "21things4teachers." The purpose of this training is to provide staff with "Just in Time" training through an online (blended learning) interface for K-12 educators based on the National Educational Technology Standards for Teachers (NETS-T). These standards are the basic technology skills every educator should possess. In the process, educators will develop their own skills and discover what students need in order to meet the NETS for Students, as well as online course requirement. In addition, the McREL's "Using Technology with Classroom Instruction that Works (2nd Edition)," used to incorporate best practice framework. Moreover, participants who fulfill all of the requirements have the opportunity to earn SCECH's, or college credit, in Michigan. NOTE: All instructional staff and the Principal will be trained during the 2013-14 and 2014-15 academic years. These trainings will be extended to new instructional staff members in subsequent years and be provided by MISD consultants.

During the previous school year (2012-2013), the district adopted and launched McGraw-Hill's Reading Mastery (K-5) program. McGraw-Hill's Corrective Reading (4-6) was also implemented as a Tier II/Tier III intervention program. Professional development was provided to all necessary staff members. In order to monitor the implementation of these programs, McGraw-Hill consultants provided job-embedded professional development to support the instructional delivery with fidelity. NOTE: This practice will continue over the duration of the transformation plan.

Due to poor academic achievement in mathematics, all pertinent staff members were trained in Connecting Math Concepts (K-5) in September 2013. This program is aligned to the Common Core State Standards and combines facts, procedures, conceptual understanding, applications, and the development of problem solving to provide a comprehensive curriculum for all students. Moreover, Connecting Math Concepts has proven field results for Tier I, II and III at-risk students (as cited by Robert Slavin's Best Evidence Encyclopedia website). The program provides explicit, systematic, intensive instruction. NOTE: This training will be extended to new instructional staff members in subsequent years and be provided by McGraw Hill consultants. Furthermore, staff will be provided ongoing support in the classroom by these consultants as needed. This practice will also continue over the duration of the transformation plan.

In conjunction with McREL's CITW framework, all staff will participate in "Building Academic Vocabulary" professional development. During this training, Robert Marzano's six-step process for direct instruction in subject area vocabulary will be presented. Staff will also learn practical ways to help students master academic vocabulary; research has shown that when teachers, schools, and districts take a systematic approach to helping students identify and master essential vocabulary and concepts of a given subject area, student comprehension and achievement rises. NOTE: Teacher leaders and the principal will be trained during the 2014-15 school year. This training will be extended to new instructional staff members in subsequent years. This training will be hosted by an external provider.

In order to ensure rapid, significant student growth, Kment Elementary School will align its rigorous instructional program to state and national standards. This will be accomplished in the spring of 2014, through the use of Surveys of Enacted Curriculum (SEC). SEC is a web-based tool that provides mathematics, science, and English language arts teachers with consistent data, both on current instructional

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practices and the content actually being taught in their classrooms (the "how" and the "what"). Survey results are presented in clear and accessible charts and graphs to facilitate data analysis and discussion. The SEC's comprehensive data analysis and reporting tools help staff to: vertically/horizontally align classroom instruction with state/national standards and assessments; measure indicators of instruction and their relationship to student achievement; analyze instructional practices and teacher preparation; develop a needs assessment in low performance areas; and plan/evaluate staff development initiatives.

SEC data will reveal: the amount of time teachers spend on specific standards/activities by grade level (horizontal alignment) and school (vertical alignment); a breakdown of the amount of time teachers spent instructing on different strands of a content standard; and the relationship between time and depth of instruction on strands within a standard compared to the standards measured on a benchmark assessment. SEC data feedback will also guide staff to better allocate their instructional time for a given standard and to clarify exactly what content within the standard demands additional instructional focus, thus serving as a catalyst for collegial conversations (data dialogues) about instructional change and reflective practice.

In 2014-15, all staff will be trained in Writing Tracker, which is based on six chapters of the book, *What Content-Area Teachers Should Know About Adolescent Literacy* (National Institute for Literacy, U.S. Department of Education). This essential training will enable teachers to increase student writing fluency in all content areas. The students respond to a prompt for two minutes (quick write) and chart their progress. The students also reflect upon the effects of the program on their writing. Once students reach fluency, the focus shifts to using academic vocabulary and increasing the quality of their writing. Writing Tracker is a part of the Literacy in Action program developed by Michigan's Mission Literacy. This program draws upon two decades of research in the areas of writing, motivation, and learning theory as well as social and ethical development. The program is based on current research findings including those of the National Council of Teachers of English, Richard Allington, and Donald Graves. NOTE: All ELA staff (K-6) will be formally trained in the *Being a Writer* curriculum in the 2014-15 academic year by an external consultant.

As a follow up to *Being a Writer* training, all ELA staff members will participate in professional development for the 6 + 1 Traits of Writing and Writer's Workshop. 6 + 1 Traits of Writing incorporates a common language for teachers and students to communicate about the characteristics of writing, thus establishing a clear vision of what good writing looks like. It has become a highly respected, essential tool for evaluating student writing and planning instruction. Writing Workshop is a method of writing instruction developed by Lucy Caulkins and educators involved in the Reading and Writing Project at Columbia University in New York City, New York. This method of instruction focuses on the goal of fostering lifelong writers. It is based upon four principles; students will write about their own lives, they will use a consistent writing process, they will work in authentic ways and it will foster independence. The teacher acts as a mentor author, modeling writing techniques and conferring with students as they move through the writing process. Direct writing instruction takes place (*Being a Writer*) in the form of mini-lessons at the beginning of each workshop and is followed by active writing time by students. Each workshop ends with a sharing of students' work. NOTE: These trainings will also occur during the 2015-16 academic year by an external consultant.

ACADEMIC AND BEHAVIORAL MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) FOR STUDENTS: The other "big idea" that Kment Elementary will focus on is that of a Multi-Tiered System of Supports (MTSS). MTSS is a research-based framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on:

- Providing high quality instruction and interventions matched to students' needs (MTSS)
- Monitoring progress frequently to make decisions about changes in instruction or goals and allocate resources to improve student learning (such as, MEAP, AIMSweb, Data Director, 2Inform, Reading Mastery, Corrective Reading, Connecting Math Concepts, etc.)
- Supporting staff implementation of effective practices (coaches, McREL Power Walkthroughs, instructional aides, etc.)

In order to address the cultural/behavioral domains of the MTSS and comply with current state requirements, all Kment Elementary staff

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members will be trained in Positive Behavioral Interventions & Supports (PBIS), a high quality, job-embedded professional development training aligned with the school's comprehensive instructional program. PBIS is a decision making framework that guides selection, integration, and implementation of the best evidence-based practices for improving important academic and behavior outcomes for all students. Additional staff training in Howard Glasser's Nurtured Heart Approach and Restorative Practices will be done to enrich the Kment Elementary School's PBIS program. The Nurtured Heart Approach is a set of strategies that builds richer relationships. It inspires appropriate behaviors by energizing children when things are "going right" and it sets clear limits. By implementing this simple framework, phenomenal results follow: Peaceful classroom environment, less office referrals, higher test scores and improved social skills. NOTE: All instructional staff and the Principal will be trained during the 2015-16 academic year and provided support by an external consultant. These trainings will be extended to new staff members in subsequent years.

2. Describe how this professional learning is "sustained and ongoing."

All professional learning will be "sustained and ongoing" as evidenced by the following PD schedule:

2013-14 IMPLEMENTATION OF INSTRUCTIONAL PROGRAM - The subsequent professional learning will be extended to all staff members. Furthermore, based upon data dialogues and staff input, other research-based professional learning opportunities may be implemented to enhance the instructional program of the redesign plan.

Professional Learning: Reading Mastery

Goal/Purpose: To provide staff with a research-based/aligned curriculum (vertically and horizontally) to state standards, inclusive of materials, strategies, interventions and assessments. After initial training, job-embedded professional development/coaching support will be provided.

Timeline: Initiated Fall 2012; ongoing through Fall 2017

Resources: Roseville Community Schools general fund

Staff Responsible: Principal, staff and McGraw-Hill consultants

Professional Learning: Corrective Reading

Goal/Purpose: To provide staff with research-based Tier II/III interventions, inclusive of materials, strategies, and assessments. After initial training, job-embedded professional development/coaching support will be provided.

Timeline: Initiated Fall 2012; ongoing through Fall 2017

Resources: Section 31a

Staff Responsible: Principal, staff and external consultants

Professional Learning: Classroom Instruction That Works (CITW)

Goal/Purpose: Staff will analyze/evaluate the teaching strategies that have the most positive effect on student learning.

Timeline: Initiate Fall 2013; ongoing through Fall 2017

Resources: Title I Set Aside

Staff Responsible: Principal, staff and Macomb Intermediate School District consultants

Professional Learning: McREL Power Walkthrough

Goal/Purpose: The Power Walk-through protocol assists school leaders in gaining a practical understanding of the CITW strategies, how to improve student learning, and how to identify their use in the classroom.

Timeline: Initiate Fall 2013; ongoing through Fall 2017

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Resources: Title I Set Aside

Staff Responsible: Principal, staff and Macomb Intermediate School District consultants

Professional Learning: Connecting Math Concepts

Goal/Purpose: To provide staff with a research-based/aligned curriculum (vertically and horizontally) to state standards, inclusive of materials, strategies, interventions and assessments. After initial training, job-embedded professional development/coaching support will be provided.

Timeline: Initiate Fall 2013; ongoing through Fall 2017

Resources: Title I Set Aside

Staff Responsible: Principal, staff and McGraw-Hill consultants

Professional Learning: Data Teams, Balanced Assessment Practices

Goal/Purpose: To promote the continuous use of individual student data (such as; formative, interim, and summative) through the establishment of a schoolwide Data Teams process.

Timeline: Initiate Winter 2014; ongoing through Fall 2017

Resources: Title II, Part A; MISD resources

Staff Responsible: Thomas Many, Principal, staff, Macomb Intermediate School District and MSU consultant

Professional Learning: Surveys of Enacted Curriculum (SEC)

Goal/Purpose: SEC is a web-based tool that provides mathematics, science, and English language arts teachers with consistent data, both on current instructional practices and the content actually being taught in their classrooms (the "how" and the "what").

Timeline: Initiate Spring 2014; ongoing through Fall 2017

Resources: Michigan Department of Education

Staff Responsible: Principal, staff, Macomb Intermediate School District consultants and MSU Consultant

Professional Learning: 21things4teachers (Using Technology with Classroom Instruction That Works)

Goal/Purpose: To ensure the use of technology in the classroom will enhance instruction and support student learning.

Timeline: Initiate Spring 2014; ongoing through Fall 2017

Resources: Title I Set Aside

Staff Responsible: Principal, staff and Macomb Intermediate School District consultants

Professional Learning: Response to Intervention (RtI)/Multi-tier System of Supports (MTSS)

Goal/Purpose: To provide staff with a way of thinking about how they can ensure that each child receives the time and support needed to achieve academic success; for RTI to be effective, work must be divided between collaborative teacher teams and schoolwide teams.

Timeline: Initiate Spring 2014; ongoing through Fall 2017

Resources: Title II, Part A

Staff Responsible: Principal, staff and Macomb Intermediate School District consultants

2014-15 IMPLEMENTATION OF INSTRUCTIONAL PROGRAM - The following professional learning will be extended to all staff members. Furthermore, based upon data dialogues and staff input, other research-based professional learning opportunities may be implemented to enhance the instructional program of the redesign plan.

Professional Learning: Building Academic Vocabulary (Robert Marzano)

Goal/Purpose: To provide staff with a research-based six-step process to help students master subject area vocabulary.

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Timeline: Initiate Fall 2014; ongoing through Fall 2017

Resources: Title I Set Aside/Title II, Part A

Staff Responsible: Principal, staff and external consultants

Professional Learning: Writing Tracker

Goal/Purpose: To provide staff with research-based training that will enable them to increase student writing fluency in all content areas.

Timeline: Initiate Fall 2014; ongoing through Fall 2017

Resources: Title I Set Aside/Title II, Part A

Staff Responsible: Principal, staff and external consultants

Professional Learning: Positive Behavior Interventions & Supports (PBIS)

Goal/Purpose: To provide staff with a way of thinking about how they can ensure that each child receives the time and support needed to achieve behavioral success; this process will be used to address Tier II/III behavioral interventions.

Timeline: Winter 2015; ongoing through Fall 2017

Resources: Title II, Part A

Staff Responsible: Principal, staff and Macomb Intermediate School District /external consultants

Professional Learning: Being a Writer

Goal/Purpose: To provide staff with a research-based/aligned curriculum (vertically and horizontally) to state standards, inclusive of materials, strategies, interventions and assessments. This professional learning builds upon previous writing trainings (i.e., Building Academic Vocabulary, Writing Tracker, etc.).

Timeline: Initiate Spring 2015; ongoing through Fall 2017

Resources: Title I Set Aside

Staff Responsible: Principal, staff and external consultants

2015-16 IMPLEMENTATION OF INSTRUCTIONAL PROGRAM - The following professional learning will be extended to all staff members. Furthermore, based upon data dialogues and staff input, other research-based professional learning opportunities may be implemented to enhance the instructional program of the redesign plan.

Professional Learning: 6 + 1 Traits of Writing and Writer's Workshop

Goal/Purpose: To provide teachers with professional learning that incorporates a common language and structure to communicate about the characteristics of writing, thus establishing a clear vision of what good writing looks like.

Timeline: Initiate Fall 2015; ongoing through Fall 2017

Resources: Title I Set Aside/Title II, Part A

Staff Responsible: Principal, staff and external consultants

Professional Learning: Restorative Practices (Nurtured Heart)

Goal/Purpose: To provide staff with a means to support and nourish relationships, whether it is being applied to children, adults or employees; this process will be used to address Tier II/III behavioral interventions.

Timeline: Initiate Winter 2016; ongoing through Fall 2017

Resources: Title I Set Aside/Title II, Part A

Staff Responsible: Principal, staff and external consultants

2016-17 IMPLEMENTATION OF INSTRUCTIONAL PROGRAM

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The aforementioned professional learning will be extended to all staff members. Based upon ongoing data dialogues and staff input, other research-based professional learning opportunities may be implemented to enhance the instructional program of the redesign plan.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

DRAFT

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

KES consciously involved all relevant stakeholders (e.g., district administration, RCS Board of Education, union leadership, teachers, parents, community leaders, business leaders, etc.) regarding the school's schoolwide transformation redesign plan. Below is a summary of how this process evolved and was carried out:

On Tuesday, August 20, 2013, the Michigan Department of Education (MDE) notified Roseville Community Schools that Kment Elementary School was in the lowest achieving five percent of schools on the Top-to-Bottom list, consequently being identified by the state as a Priority School. Upon this notification, the district's first meeting with stakeholders was held in Lansing, MI on August 22, 2013 (e.g., President of the RCS Board of Education, Superintendent, Assistant Superintendent of Instruction, Director of Curriculum, several KES staff members, MISD School Improvement Facilitator, principals, teachers, parents, and an MSU K-12 Outreach Intervention Specialist); meeting announcements and agendas provide evidence of this, as well as other related meetings.

Shortly after the abovementioned meeting in Lansing, MI, RCS assigned several district representatives (Mike LaFeve, Assistant Superintendent of Instruction and Mark Blaszkowski, Director of Curriculum) to be part of the District/School Support Team (D/SST). This team was formed with other stakeholders (i.e., RCS Board of Education members, KES staff members, new principal, parents, etc.) to provide support in identifying KES's reform plan, writing the plan, and upon SSR/RO approval, will assist in implementing the plan. The D/SST assisted KES in establishing its own School Support Team (SST).

After consulting with all relevant stakeholders, RCS drafted and disseminated a letter to all parents of students enrolled at KES in late August 2013. The letter was also sent to parents of those students enrolled during the 2012-13 school year and those anticipated to be enrolled in KES for the 2013-14 school year. In the letter, the district included reasons for its identification and the school's/district's plans to significantly, effectively and rapidly improve student achievement. This letter has been uploaded into MEGS+ and is on file at the district's administration building.

Within 90 days (November 25, 2013) and after consulting with all relevant stakeholders, the RCS School Board of Education and Superintendent directed KES to submit a redesign plan to the State School Reform/Redesign Office (SSR/RO). The redesign plan chosen by the district was the Transformation Intervention Model. This model included amendments to the collective bargaining agreement that were necessary to implement the intervention model as specified by statute in MCL 380.1280c, Section 8. RCS also set-aside 20% of its Title I allocation to support KES and their pre-implementation activities.

All relevant stakeholders worked with Dr. Noni Miller, MSU-assigned Intervention Specialist, to conduct district-level Data-Driven Dialogues (DDD) about system changes required to support KES in significantly, effectively and rapidly improving student achievement. Meeting notes that attest to Dr. Miller's involvement are on file at the district's administration building.

Finally, quarterly reports are presented by Dr. Wightman, Principal of KES, to the RCS Board of Education. This is done in open session, giving parents and community member's information on the school's progress and providing them an opportunity for input; copies of each quarterly report have been uploaded into MEGS+ and are on file at KES.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

KES parents are (will be) involved in the implementation of the schoolwide plan through the use of Joyce Epstein's Model of School, Family and Community Partnerships. For example, Dr. Wightman will invite parents and community volunteers to school improvement meetings. Parents will be invited to be engaged participants in Professional Learning Communities (PLCs) meetings. School Improvement, and specifically the progress of the redesign plan implementation and progress, will be shared at Parent Club/Title I Parent Meetings by Dr. Wightman and other staff members. Perception data will be collected from all stakeholder groups. Staff and parents will analyze school results at least twice per year and formulate solutions to areas of concern using the data team process. Kment Elementary will celebrate successes/short term wins and areas of strength through a variety of methods (such as monthly newsletters, cable crawl, data walls, RCS Board of Education meetings, staff incentives, assemblies, etc.). Dr. Wightman currently participates on the district's Marketing Committee. The committee is made up of community members including parents, teachers and administrators. Dr. Wightman will seek ideas to increase parent and community involvement at Marketing Committee meetings. The Superintendent's Discussion Group is another venue that is offered to the parents and citizens of Roseville to give feedback and be involved in the decision-making process. Representatives from the Kment Elementary staff will present to parents on programs that are being implemented through the redesign plan. Dr. Wightman will discuss with parents what it means to be a "Priority" school. He will also inform parents about the school's "big ideas" and their role in supporting student achievement, including setting home conditions to support learning at each age and grade level. At the school's Annual Title I Open House, Dr. Wightman will discuss school improvement and transformation plan initiatives, programs and their progress with the families of Kment Elementary. In addition, Dr. Wightman and representatives from his staff will present on the progress of the transformation plan to the community a minimum of four times per year at the Roseville Community Schools' Board of Education meetings. Staff members will encourage parent participation in and discuss the redesign plan and its progress at community events including parent-teacher conferences, open house and parent nights.

To strengthen academics and support the building's reform efforts, businesses and organizations will be enlisted on an ongoing basis by the school's principal, staff and parents (through phone calls, face-to-face conversations, letters/invites, emails, networking). A few community partnerships that have already been established at Kment Elementary School this year include: Roseville Kiwanis Club (3rd grade dictionary program); Roseville Optimist Club (Youth Appreciation Night for good citizenship and Safety Patrol Awards Assembly); Louie's Pizza (free pizza cards to use as incentives for academics and positive behavior); Roseville Fire and Police Departments (career awareness); Roseville Public Library (Summer Reading Program); CARE: Community Assessment Referral and Education (family agency). Recreation Authority of Roseville & Eastpointe (youth athletics). Kment Elementary will continue to recognize community partners through appreciation certificates/letters, marquee, school newsletters, school board meetings, etc.

By Spring 2014, Dr. Wightman will appoint a staff member responsible to use the school webpage and other electronic media to inform the community about the results of transformation efforts. Kment students and staff will participate in community events such as the Roseville High School Homecoming parade and annual district community events. In order to better inform the community about the transformation initiative, a Kment staff member will serve as media liaison and will contact media sources (such as newspapers, radio and television, including the local cable channel) about special events, notable academic achievements, etc.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

KES parents will be involved in the evaluation of the schoolwide plan through annual surveys, increased parent participation during Title I related activities/events and end-of-the-year program evaluations.

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Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

KES school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f). For instance, we provide information to parents in an understandable language that is easily interpreted by parents and guardians. Our plan provides for involvement of parents/guardians in the development of the plan and Title I activities. Parents receive assessment results via progress reports, report cards and IEP's, computer accessibility, as well as parent-teacher conferences. Additionally, parents receive the school annual report, classroom newsletters, Literacy newsletters, school newsletters, AIMSweb reports and MEAP reports. Parents are also encouraged to communicate with school staff as needed.

KES also provides parent/guardian access to SuccessMaker at home, to further advance their children(s) academic progress. KES also offers a Special Person's Day, which is focused on developing oral language, problem solving, and social/emotional skills students need to be successful.

The district provides necessary technical staff and administrative support to schools in the planning and implementation of effective parental involvement activities that improve student academic achievement. The district also provides professional development opportunities for teachers and staff to enhance their understanding of how important parents are in the educational process. Moreover, the district integrates and coordinates plans/policies for parental involvement in Title I programs, including Early Childhood.

Finally, KES provides information to parents/guardians in an understandable language that is easily interpreted.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

The parent involvement component will be evaluated through annual surveys. These results are shared with the school community.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Results will be used to help us determine program modifications so that we may meet, for the better, the needs of all KES students, parents, and community members.

8. Describe how the school-parent compact is developed.

The Student-Parent Compact is jointly developed with parents. It outlines that student achievement is a shared responsibility of students, parents and KES. The compact is distributed to parents before the school year begins and is discussed with parents during fall and

spring parent-teacher conferences.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

Teachers present the School-Parent Compact at our fall parent-teacher conferences. At that time, all parties involved sign and discuss the compact. Furthermore during our spring parent-teacher conferences all parties revisit the compact to discuss everyone's responsibilities again.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

(Not Applicable)

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	KES's School-Parent Compact is attached.	

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

We provide students' academic assessment results and information to parents involving verbal communication per phone conversations and conferences. Written communication is also provided through progress reports, report cards, MEAP reports and AIMSweb reports. All such materials are provided in an understandable language that is easily interpreted by parents and/or guardians.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Each winter the district holds a Kindergarten Information Night for parents living in the community. All district services to parents are presented that evening and provide parents important information about Latchkey, transportation and Developmental Kindergarten programs, etc. KES also does a variety of kindergarten transition activities, some of which include:

- Kindergarten Information Night
- Kindergarten Academic Snapshot
- Kindergarten Day Camp
- Kindergarten Great Start Summer Literacy Backpack
- Kindergarten Roundup
- Kindergarten First Day Breakfast

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

District Preschool Programs include GSRP (Great Start Readiness Program), ECSE (Early Childhood Special Education), Head Start, and a tuition-based preschool provide preschool parents training on the skills preschool age children will need when they enter kindergarten. The district's website also includes a link to parent resources for all age levels including preschoolers. All Early Childhood teachers and preschool parents have been given copies of Kindergarten Target Goals during Preschool Information and Registration Night. Finally, the school provides parents activities and materials, to prepare their child for kindergarten, at Kindergarten Information Night.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

KES teachers provide their input into the decisions regarding the use of school-based academic assessments during school improvement meetings, staff meetings, staff surveys, and teacher evaluations.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

KES teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students. For example, teachers use AIMSweb data (e.g. R-CBM, R-MAZE, M-COMP, M-CAP, etc.) to compare students to national norms in reading and math. KES teachers also use MEAP, a criterion referenced assessment, to compare student achievement proficiency levels to the state, county, and district. Finally, teachers use SuccessMaker reports to identify students in need of TIER II and III interventions. All of the aforementioned are ways teachers are involved in student achievement data analysis for the purpose of improving the academic achievement of all students.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Several tools are used to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level . At the beginning of the year teachers use MEAP data, Reading Mastery data, Corrective Reading data, AIMSweb data, SuccessMaker data, and classroom formative/summative assessment data to identify "at risk" students. Teachers use PLC time to pinpoint areas of concern at the grade, classroom and individual level. At this point, teachers begin to use differentiated instruction to meet the needs of these students. If a child continues to struggle, they are referred to the Principal for a Child Study. During the Child Study, the Principal and teacher(s) develop and implement several intervention plans. Teachers are encouraged to discuss students having the greatest academic difficulties based upon both formal and informal assessments/observations.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

When students are identified timely, effective, additional assistance is provided by a variety of intervention professionals. Services include: Literacy Coach, Math Aide, Teacher Consultant, Speech-Language Pathologist, Social Worker, and MISD Bilingual Tutor. Computer programs such as SuccessMaker, have been effective in helping our students. Teachers use CITW best practices, flexible grouping, extended day learning, and differentiated instruction to advance student progress.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Several tools are used to identify students having academic difficulties. At the beginning of the year, teachers use MEAP data, AIMSweb reports, SuccessMaker reports, Reading Mastery/Corrective Reading assessments, and classroom performance (formal and informal assessments and observations) to identify students not mastering state/district benchmarks. Teachers meet with the Principal to pinpoint areas of concern at their grade level. At this time, teachers begin to use differentiated instruction to meet the needs of these students. If a child continues to struggle, they are referred to the Principal, who initiates a Child Study process. During this process, individualized student academic plans are developed, implemented for several weeks, and analyzed for their effectiveness.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Our district Curriculum Director and elementary administrative staff meet regularly to discuss and plan the use of funds from Title I and other state and federal sources based on our building needs and those of the community. All programs and resources are coordinated and integrated toward the achievement of our schoolwide goals. State/local educational agency programs and other federal programs that will be coordinated in the Schoolwide program are: Michigan Department of Education, AdvanceED, Office of Educational Improvement and Innovation, OFS Office of Field Services (Title One), and Facilitators of School Improvement (MISD).

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Funding for the activities and programs that KES staff, students, and parents participate in, are funded through a variety of resources. For instance, the Kment Parent Club supports staff efforts by providing funds for annual field trips and classroom materials. They are open to funding classroom and extracurricular projects. School funded programs are utilized for special programs/services, materials, and professional development that directly impacts our students' needs. Title I also covers several parenting activities. Title II funds cover all MISD teacher workshop substitute costs. 31(a) funds are used for some of our Tier II and III reading support programs.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Coordination and integration of Federal, state and local programs and services to support eligible Title I, Part A students is planned, organized, and implemented through district and building level teams (i.e., Literacy Coach, teacher consultant, psychologist, speech pathologist, School Aged Child Care, Head Start, MISD Homeless liaison, etc.).

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The staff evaluates the implementation of, and results achieved by the SIP through regular staff meetings, and individual grade level assessments. We also look at and analyze MEAP data, SuccessMaker data, AIMSweb data, and Reading Mastery/Corrective Reading data.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

KES staff evaluates the results achieved by the schoolwide program using data from MEAP assessments and other indicators of academic achievement (i.e. SuccessMaker data, AIMSweb data, and Reading Mastery/Corrective Reading data). This is accomplished through the Title I End of the Year Evaluation rubric, which is used at other schools throughout the district.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

Our school improvement team determines whether the schoolwide program has been effective in the achievement of students who had been furthest from achieving the standards by analyzing MEAP scores and determining whether their scores are proficient or not. In addition, SuccessMaker reports (K-5), AIMSweb assessments, Reading Mastery/Corrective Reading assessments, and classroom formative/summative assessment data are analyzed to determine if low achieving students are making adequate progress.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The school improvement team analyzes the scores of state, building, and classroom formative/summative assessments. If goals are not being met, we collaborate and discuss interventions that could be made within the school and classrooms so that the SIP goals are achieved. Changes and or revisions are made based on the scores from these assessments. School staff also meet with the Principal and other support staff members to collaborate on the changes that are needed.