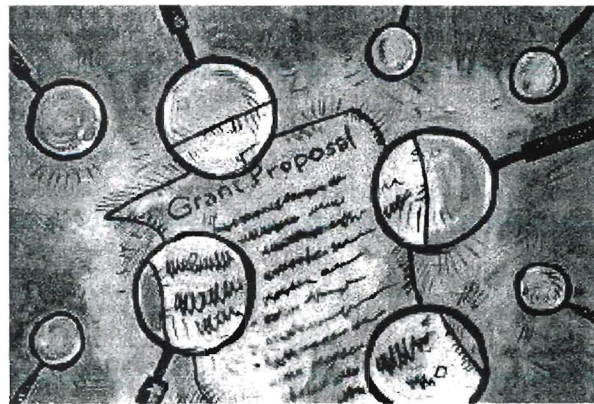


# Transformation Model



**[SUMMARY OF SCHOOL  
IMPROVEMENT GRANT]**

<b>School Improvement Terminology and Acronyms</b>	
SIG	School Improvement Grant
SIP	School Improvement Plan
CAN	Comprehensive Needs Assessment
LEA	Local Education Agency (ISD #709)
SEA	State Education Agency (Minnesota Department of Education) MDE
PDP	Professional Development Plans
PLC	Professional Learning Community
PDSA	Plan, Do, Study, Act
BOM	Building Operations Manager
Transformation	Model chosen for MacArthur

### Transformational Model (This model was determined to be our best fit)

- Replace the principal who led the school prior to commencement of the transformation model;
- Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —
  - (a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
  - (b) Are designed and developed with teacher and principal involvement;
- Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards;

- Promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- Establish schedules and strategies that provide increased learning time;
- Provide ongoing mechanisms for family and community engagement;
- Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduations rates; and
- Ensure that the school receives ongoing, intensive technical assistance and related support from the district.

Here are 5 significant changes as required by MDE...

## #1 Our new mindset:

**Continuous improvement:** Successful schools are dynamic places with high expectations for everyone. Effective improvements happen planfully and are built around goals that educators, parents and other community members know and support. It is a simple process with four stages of action: (1) Plan – developing an action plan, (2) Do/ Implement - carrying out the plan, (3) Study/ Evaluate - seeing how successful the plan is, and (4) Act/Refine - finding ways to make it better.

## #2 New positions of support to help implement the change during the grant period:

**Building Operations Manager (BOM) or locally-named position:** SIG schools are required to ensure a distribution of administrative responsibilities to support the principal as an instructional leader, including a position to assist the principal in school operations, student discipline, teacher observations, and instructional facilitation.

**Continuous Improvement Specialist:** Schools are required to establish oversight of the continuous improvement cycle driving the school turnaround efforts at the school level and to support the principal and turnaround staff in the ongoing process to plan, implement, progress monitor, and reflect on student learning needs and instruction.

**Data and Instructional Coach:** Schools are required to ensure the principal and turnaround staff are supported with ongoing coaching around assessment practices, using data to inform instruction, and implementing instructionally-focused professional learning communities (PLCs).

**Family and Community Liaison:** Schools are required to actively collaborate with families and community partners to engage them in academics and increase student success.

**Regional Centers of Excellence:** The Regional Centers of Excellence are partners of the Minnesota Department of Education (MDE) providing services to the northern, central/south, and southeast/metro areas of the state. The role of the Regional Centers of Excellence is to provide support and technical assistance to districts and schools across the state to help them build capacity for a sustained improvement in student academic outcomes. In partnership with MDE, the Centers will deliver consistent and focused services across the state of Minnesota and will be supported by cross-agency implementation teams from MDE. MDE will provide an implementation specialist, reading specialist, math specialist, special education specialist and a director. They are required to spend at a minimum of 3 days a month in our buildings. They will work collaboratively with our staff as determined by student data. They will be available in many different ways such as: coaching, teaching model lessons, expert level advice on learning and instruction etc.

### #3 Job-embedded professional development:

Job-embedded professional development is professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-embedded professional development is usually characterized by the following:

- It occurs on a regular basis (e.g., daily or weekly);
- It is aligned with academic standards, school curricula, and school improvement goals;
- It involves educators working together collaboratively and is often facilitated by school instructional leaders or school-based professional development coaches or mentors;
- It requires active engagement rather than passive learning by participants; and
- It focuses on understanding what and how students are learning and on how to address students' learning needs, including reviewing student work and achievement data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data.

Laura MacArthur will provide at a minimum 90 minutes each 8 day rotation for every teacher, dedicated to professional learning communities (PLCs). All educators are required to attend PLCs and engage in active dialogue and instructional problem solving as described in job embedded professional development. Educators are expected to use the knowledge gained from data-informed discussions on student progress towards meeting standards to inform instruction in the classroom. Sustained, content-focused PLCs improve teachers understanding of effective evidence-based instructional strategies resulting in improved student achievement.

Job-embedded professional development can take many forms, including, but not limited to: classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, pre and post observation meetings, peer evaluations (walk-through) peer coaching, grade level planning, analyzing of student data with data team, teacher collaboration, individual growth and development plan

#### #4 The specialist schedule:

We will have specialist for five days at MacArthur. The other three days they will be at Stowe. By scheduling the specialists this way, it allowed for grade levels to have common time. All 3<sup>rd</sup>-5<sup>th</sup> grade classrooms will not have specialists in the morning. For KG-2<sup>nd</sup>, there will be no specialist in the afternoon for these classrooms. This will allow our special education teachers to co-teach. It will also provide flexibility for teachers to differentiate their instruction or do creative activities/lessons with their colleagues. (Example, share students).

#### #5 Teacher Evaluation System:

Effective teacher evaluation systems include the following features:

- The teacher evaluation system is documented as an integral part of the site professional development plan and reflects the site professional development activities.
- All teachers are observed or evaluated at least three times and by at least two or more trained observers.
- Teachers participate in additional forms of observations during the school year, such as having peers observe and score a lesson and reflect on scoring, completing a lesson video for inter-rater reliability practice, modeling a lesson for peers or sharing reflections from observations with PLC members.
- The integrity of the evaluation process is ensured through the use of the same evaluation tool (rubric) by all observers for the observation of all teachers.
- The evaluation rubric is clear, transparent, research-based and has specific categories with defined, observable performance indicators. The rubric sets “Proficient” as the standard for a successful evaluation and is used by all observers for all teachers.
- The high-quality instructional rubric is also utilized schoolwide or districtwide as a guide to professional practice focused on student achievement.
- All licensed staff members participate in the evaluation program.
- All evaluators receive initial training in teacher observation methods and the use of an evaluation tool to ensure inter-rater reliability in the scoring process.
- The reflection and feedback from teacher observations results in improved classroom instruction.

#### Summary:

#1 Continually seeking ways to improve our trade. It involves identifying benchmarks of excellent practice and instilling a sense of employee ownership in the process. This is the essence of the continuous improvement cycle.

#2 The new positions will support you in the classroom. No longer can we work in isolation but in collaboration. You will never have more support to help you professionally than the next 3 years.

#3 We will model learning for our students. Our professional learning communities will lead their own professional development (as determined by student needs). In all my years of education, I have never been more excited to be a part of an endeavor like this.

#4 Common assessments? Peer coaching? Co-teaching? Learning from each other? Time to collaborate with your colleagues for 90 minutes a week without distractions? Awesome!!!

#5 Some of you right now are thinking, "I have not had a formal evaluation in 12 years. Now I am going to have three in one year?" Take a deep breath and relax. My role is that of a coach, getting the best out of people to reach a common goal of increasing student achievement. I am here to help you be successful, period.

I want you to think about this phrase, "There is no growth in the comfort zone and no comfort in the growth zone." We will work collaboratively to make these evaluations worthwhile. Be prepared to grow personally and professionally this year. ☺

## Piedmont School Action Plan ....Reading (Draft as of 9.11.12)

*looking at Strom*

The percentage of all students in grades 3-5 at Piedmont School enrolled by October 1 who are proficient on the reading (all accountability tests) will increase from 61.6% in 2012 to 64.7% in 2013. A 3.1% increase each year will bring the proficiency level of the whole school to 80% in 6 years. This means 8 more students will need to be proficient in reading by the spring of 2013.

In addition...

- The percentage of black students in grades 3-5 at Piedmont School enrolled by October 1 who are proficient in reading (all accountability tests) will increase from 44.0% in 2012 to 48.63% in 2013. (vs. white 63.5%). This will reduce the achievement gap by half over 6 years, and assumes a 3% annual increase for the white student subgroup. This means 1 more student will need to be proficient in reading by the spring of 2013.
- The percentage of white students in grades 3-5 at Piedmont School enrolled by October 1 who are proficient in reading (all accountability tests) will increase from 63.5% in 2012 to 66.25% in 2013. This will increase proficiency to 80% in 6 years. This means 8 more students will need to be proficient in reading by the spring of 2013.

The percentage of students receiving free or reduced price lunch in grades 3-5 at Piedmont School who are proficient in reading (all accountability tests) will increase from 50.8 % in 2012 to 56.8% in 2013. (vs. not frl 86.3 %). This will reduce the achievement gap by half over 6 years, and assumes a 3% annual increase of the not frl group. This means 7 more students will need to be proficient in reading by the spring of 2013.

**INTERVENTION:** The Needs Assessment indicates a need to increase student achievement levels in reading comprehension and that individual students need more specific instruction at their particular skill level. As a school focus, professional development will be directed toward strategies and interventions that increase reading comprehension and work toward lowering the achievement gap for All, Black, White, and F&R students.

**Plan:**

To increase reading comprehension and vocabulary through staff development focusing on interventions determined by specific student needs, as shown by assessment data. Plan is to check assessment data, determine specific student levels, develop a staff development plan that enhances teacher skills to meet those student needs, and have grade level PLC teams meet.

**Do:**

Pre-K will work with parents to teach and encourage use of strategies for developing vocabulary in children. During EC sessions parents will be taught strategies for increasing vocab in children, including the importance of talking with children, following the child's lead in conversation, taking the child into the community and describing events, teaching songs and fingerplays, and using words to describe feelings. Head Start will use O.W.L. (Opening the World to Learning) and post vocab words in the classroom for adults to use in conversation with children, present the vocab words at the writing centers, and use the vocab words in small group activities, such as games.

K will continue to develop and revise their Literacy Centers. Materials will be added as needed and teachers will implement a common center time focusing on reading comprehension. They will use guided reading and develop an at-home reading program that includes families.

Grades 1-2 will use flexible grouping to address the needs of students by using the five components of Read to Self, Read to Someone, Work on Writing, Word Work, and Listen to Reading (Daily Five/Café) techniques and guidelines for comprehension. Teachers will continue guided reading with a focus on quality non-fiction leveled reading materials. An at-home reading program will be developed that includes families. The Phy Ed specialist will work with class to make a Phy Ed Book. They will use guided reading.

Grades 3-5 will use flexible grouping to address the needs of students by using techniques from the five components of Read to Self, Read to Someone, Work on Writing, Word Work, and Listen to Reading (Daily Five/Café). Teachers will examine assessment data to build cross-grade-level groups specific to student achievement in reading comprehension in order to do group interventions matched to individual student needs. Guided reading and Study Island (computer reading review) will be used. A reading at home program using materials specific to the child's reading level will be implemented. Small group tutoring opportunities of up to three times per week for 20 minutes each will be implemented with at risk students.

All K-5 classroom and sped teachers will meet monthly with the Data Coach to review current best practice and learn and practice reading comprehension interventions. They also will use staff development funds to pay for subs or meet after school as a PLC to discuss what is working, what is not, and learn from each other.

**Study:**

For Pre-K, a pre and post measure of vocabulary will be taken in the fall and spring, and the Individual Growth and Development Indicators will be taken three times a year.

For K-5, district benchmark assessments, NWEAs, and MCAs will be used to guide initial interventions. Grade specific assessments will be used. Targeted students will be those who fall in the "below grade level" category. Assessments will be completed as noted in "Do, Column 6" above. Specific interventions, including level readers and non-fiction selections, will be evaluated for effectiveness in increasing student involvement, motivation, and reading comprehension.

**Act:**

Monthly meetings will be conducted with the Data Coach or Pre-K administration to evaluate and modify student specific interventions. Teachers will meet as a grade level monthly for training on specific interventions.



## Piedmont School Action Plan .....Math (Draft as of 9.11.12)

The percentage of all students in grades 3-5 at Piedmont School enrolled by October 1 who are proficient in math (all accountability tests) will increase from 51.9% in 2012 to 56.58% in 2013. A 4.68% increase each year will bring the proficiency level of the whole school to 80% in 6 years. This means 11 more students will need to be proficient in math by the spring of 2013.

In addition...

- The percentage of black students in grades 3-5 at Piedmont School enrolled by October 1 who are proficient in math (all accountability tests) will increase from 20.0% in 2012 to 27.16% in 2013. (vs. white 57.9%). This will reduce the achievement gap by half over 6 years, and assumes a 4% annual increase in proficiency for the white student group. This means 2 more students will need to be proficient in math by the spring of 2013.
- The percentage of white students in grades 3-5 at Piedmont School enrolled by October 1 who are proficient in math (all accountability tests) will increase from 57.9% in 2012 to 61.58% in 2013. This would bring proficiency to 80% in 6 years. This means 4 more students will need to be proficient in math by the spring of 2013.
- The percentage of students in special education in grades 3-5 at who are proficient in math (all accountability tests) will increase from 20.0% in 2012 to 27.05% in 2013. (vs. not sped 56.6%). This will reduce the achievement gap by half over 6 years, and assumes a 4% annual increase in proficiency for the not sped group. This means 2 more students will need to be proficient in math by the spring of 2013.
- The percentage of students receiving free or reduced price lunch in grades 3-5 at Piedmont School who are proficient in math (all accountability tests) will increase from 37.1% in 2012 to 44.88% in 2013. (vs. not frl 82.4%). This will reduce the achievement gap by half over 6 years, and assumes a 4% increase in the not frl subgroup. This means 9 more students will need to be proficient in math by the spring of 2013.

**INTERVENTION:** The Needs Assessment indicates a need to increase student achievement levels in mathematical number sense and operation and that individual students need more specific instruction at their particular skill level. As a school focus, professional development will be directed toward strategies and interventions that increase mathematical number sense and operation skills and work toward lowering the achievement gap for All, Black, White, Sped, and F&R students

**Plan:**

To increase mathematical number sense and operation skills through staff development focusing on interventions determined by specific student needs, as shown by assessment data. Plan is to check assessment data, determine specific student levels, develop a staff development plan that enhances teacher skills to meet those student needs, and have grade level PLC teams meet.

**Do:**

Pre-K will increase awareness and interest in numbers and counting. EC will work with parents to teach and encourage use of strategies for developing strategies to support number sense and numerical concept development in children, including counting, sorting, grouping, shapes, 1 to 1 correspondence,

teaching parents the importance of allowing children to problem solve, working puzzles, and play number games. Head Start will use books with numbers, provide math and science centers, help with jobs where counting is involved, and use fingerplays, songs, puzzles, and stories with math.

K will implement differentiated math instruction. K will use end of the week math centers, Everyday Math Counts, math literature, Math Homework Sheets, and implement a K math night for students and parents.

Grades 1-2 will implement differentiated math instruction using Guided Math games, Daily Math, at home math games, and math literature.

Grades 3-5 will use flexible grouping to address the needs of students by using techniques from the five components of Read to Self, Read to Someone, Work on Writing, Word Work, and Listen to Reading (Daily Five/Café). Teachers will examine assessment data to build cross-grade-level groups specific to student achievement in reading comprehension in order to do group interventions matched to individual student needs. Guided reading and Study Island (computer reading review) will be used. A reading at home program using materials specific to the child's reading level will be implemented. Small group tutoring opportunities of up to three times per week for 20 minutes each will be implemented with at risk students.

All K-5 classroom and sped teachers will meet monthly with the Data Coach to review current best practice and learn and practice reading comprehension interventions. They also will use staff development funds to pay for subs or meet after school as a PLC to discuss what is working, what is not, and learn from each other.

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