



Reform Redesign Report

Brookside School

Grand Rapids Public Schools

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Brookside Elementary School is located on the southeast side of Grand Rapids. We have established partnerships with the Salvation Army KROC Center as well as Community of Christ Church, and the Garfield Neighborhood Association. We meet with our partners regularly to establish priority programming and address school/neighborhood needs. Our partners support our efforts to provide building wide Positive Behavior and Intervention Support and celebrate student success. We are also supported by the United Way Schools of Hope tutoring program as well as their after school literacy program. Currently, we are working with community partners and neighbors to establish a lunch buddies program for students needing additional academic or behavioral support.

Brookside is a small building structurally, but is currently serving 378 students enrolled as of Dec.10, 2012. Few students are from the surrounding neighborhood. 253 students are out of the attendance area, 108 are ELL, 78 are transfer students and 39 students receive special education programming. Parents often report difficulty with transportation logistics as challenges that prevent participation in some school events.

There has been a 50% change in the teaching staff in each of the last three school years (2010-2012). Of the current 16 classroom teachers, one is bi-racial, one is Hispanic, one is Dutch African, and 13 are Caucasian. There are 12 female teachers and one male. Two teachers are certified to work with ELL's, and two teachers are bilingual. Both bilingual teachers are teaching in the lower elementary grades. We also have two female, African American Para-Professionals. There was a change in leadership three years ago, along with a change in office support staff. Both the principal and secretary are Caucasian females. Neither of the office personnel are bilingual. This poses a challenge in meeting the needs of our non-English speaking families.

Staff agree that the following points highlight some of the major instructional challenges faced due to significant teacher turnover, large numbers of novice classroom teachers year to year at Brookside and insufficient expertise/resources for ELLs:

- Inability to sustain implementation of professional development from year to year (Thinking Maps, Expanding Expression Tool, whole group engagement strategies, Questioning the Author, Orton Gillingham, differentiated instruction!)
- Inconsistent implementation of Positive Behavior and Intervention Support and the inability to forward our progress from year to year as new teachers require training and opportunity for application
- Inconsistent implementation of high leverage systems of intervention - which often require expertise in classroom management, small group instruction and early literacy
- Inconsistent training/lack of deep understanding of instructional strategies/resources for ELL's

School's Purpose

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

VISION STATEMENT

The GRPS will be a place where ALL students become educated, self-directed, and productive members of society.

Upon graduation, all students will be:

Educated, and therefore able to:

- Apply skills and knowledge learned from a rigorous and relevant core curriculum.
- Demonstrate proficiency in current technologies.
- Transfer career and employability skills across multiple settings.
- Pursue life-long learning to succeed in a changing global community.

Self-Directed and therefore able to:

- Use a high degree of self-awareness to facilitate making life-directing decisions.
- Identify and initiate career-appropriate post-secondary options.

Productive, and therefore able to:

- Appreciate and respect cultural and individual diversity.
- Actively participate as productive members of a democratic society.

Graduates will meet the specific credit requirements as defined by the rules of this policy. These requirements will meet or exceed the minimum graduation requirements as defined by the State of Michigan.

MISSION STATEMENT

The mission of the GRPS is to ensure that ALL students are educated, self-directed and productive members of society by:

- Ensuring the achievement of high academic standards by ALL students leading to on-time graduation;
- Providing rigorous, high-quality instruction supported by an environment conducive to learning;
- Equipping students to successfully meet the demands of a workforce in a technological and global society;
- Involving parents and community;
- Providing a safe and secure environment conducive to learning.

BROOKSIDE BELIEF STATEMENT

At Brookside, we believe that all students can achieve at high levels. We commit to designing rigorous lessons and activities designed to engage students in meaningful and challenging work.

Our mission statement is as follows:

At Brookside, we believe that all students can achieve at high levels. We commit to designing rigorous lessons and activities designed to engage students in meaningful and challenging work.

To this end we have implemented a focused and high yielding plan to grow instructional practices and improve learning outcomes at Brookside:

- Use of criteria charts and rubrics in every classroom to help clarify learning goals for students, parents and teachers
- Focused professional development through Professional Learning Communities, staff meetings and district grade level training days to improve instructional practices in questioning, student engagement and student discussion (tier 1)
- Building-wide use of math fluency practice and assessment to provide additional opportunities for all students to learn critical math facts (tier 1)
- Consistent use of a 5 day plan in ELA to help students in grades 2-5 read for meaning and write in response to reading (tier 1)
- Differentiated learning opportunities in ELA and math through small group instruction in reading and math in every classroom (tier 2)
- Progress monitoring of student outcomes through regular Student Success Team meetings and a system of interventions for students struggling in reading or math with skilled teachers 3-4 times weekly (tier 2)
- Additional instruction through an MTSS Multi-Tier Systems of Support model to provide increased support for students with IEP's or who are red-flagged by the Student Success Team as "not responding" to tier 2 interventions in a consistent and timely manner (tier 3)

Notable Achievements and Areas of Improvement

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

Academic Growth

MEAP achievement:

- At all MEAP grades (3rd - 5th) students have made significant improvement in reading (15% increase at grade 3, 38% increase at grade 4 and 6% increase in grade 5) from 2009-10 to 2012-13
- In grades 3 and 4 we have seen slight improvement in math (1% at 3rd and 20% at 4th) from 2009-10 to 2012-13
- In writing we have seen significant improvement for 3 years (37% increase) from 2009-10 to 2012-13

NWEA/MAP achievement:

- At all grades (except 4th) students showed significant increases in average Lexile scores (over the past 3 years an average of 100 point increase at each grade level)
- Overall last year, 65% of students in grades 1st - 5th met or exceeded typical growth in math. In reading 67% of students met or exceeded typical growth.
- Brookside students led the district in the percentage of students who met typical and College & Career Readiness growth in 2011-12
- An average of 47% of stud 2-5 made their College and Career Readiness targets in reading.
- An average of 33% of students in grades 2-5 made their College and Career Readiness targets in math.

Professional Development

- Staff at Brookside are committed to growing our instructional practices through sustained work in our PLCs
- Teachers and students visit other classrooms to view lessons and provide critical feedback to both students and teachers about what they have observed
- New teachers attend a "New Teachers Meeting" bi-monthly to gain skills and competencies in both classroom management and instructional practices

Community Support:

- In-school and after-school tutoring through the Schools of Hope Program brings caring and dedicated professionals into Brookside daily to help develop lifelong readers
- The Salvation Army KROC Center partners with Brookside for PBIS celebrations! Adults help with crafts, snacks and activities to celebrate positive student behavior. KROC volunteers also bring a host of Brookside students to the Center on Fridays for after school enrichment and fun
- Volunteers from Christ Community Church gather at Brookside during conferences and Book Fairs to provide care for children, so parents can meet with teachers
- Calvin College student nurses descend on Brookside for 2 rotations to work with students and staff on school health issues

Positive Behavior Intervention and Supports:

- Brookside students participate in daily, weekly and monthly celebrations to honor learning and high behavioral expectations
- Students work hard so they can actively participate in a variety of extracurricular activities that include sledding, crafts, storytelling, dancing

and special holiday happenings!

The most notable improvement for the staff has been building climate and professional growth through strong academic leadership. Implementation of school-wide PBIS has been evident throughout the last three years according to SWIS data and as evidenced by student morale and participation.

Additional Information

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

Priority Model dependent upon GRPS Board of Education approval in December 2012

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.

PART A: REFORM TEAM PERSONNEL

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

Mel Atkins II-Executive Director of Community and Student Affairs, atkinsme@grps.org

Leanne Lange-Elementary School Reform Facilitator, langel@grps.org

Cynthia Peck-Secondary School Reform Facilitator, peckc@grps.org

Joann Riemersma- Current Principal - riemersmaj@grps.org

Sarah Drier - 4th Grade ESL Teacher - driers@grps.org - Instructional Leadership Team

Meghan Caterino - 1st Grade Teacher - caterinome@grps.org - PBIS / Outreach Team

Barb Scheid - Resource Teacher - scheidb@grps.org - Student Success Team

Lynn Cappon - Kindergarten ESL Teacher - capponl@grps.org - Instructional Leadership Team

James Morse - MSU Intervention Specialist - jamesemorse@aol.com

Susan Brummel - KISD School Improvement Facilitator susanbrummel @kentisd.org

Tom Reynolds - Community Member - tomreynolds11@att.net

PART B: TEACHING AND LEARNING PRIORITIES

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

"Big Idea" to Improve Math Achievement at Brookside

Brookside will extend the number of professional development hours for teachers according to the negotiated transformation plan to increase learning time for teachers. During this time, teachers will commit to developing instructional extension units and lesson plans directly related to the needs identified at the building level (Numbers and Operations and Base 10 K-2; Numbers and Operations; Base 10 and Fractions 3rd - 5th) . These standards also correlate with the "major works" identified in the Publishers Criteria for CCSS in Mathematics as being the important work that support a student's progression to algebra. Professional development hours will take place during the summer and during monthly PLC's specifically focused on numbers and operations. Brookside will also designate 1 day monthly to meet as grade level teams.

The school staff will participate in 12 hours of professional development which supports their priority school initiatives. Teachers will participate in job-embedded professional development (such as professional learning communities) within their buildings every 2nd and 5th Monday of the year during the months of September through June during the regular school calendar. For the 2013/14 school year this will be approximately 11 sessions of professional development. This amount will vary from year to year based on the calendar. The estimated amount of time for the 2013/14 school year will be 16.5 hours of additional professional development. Teachers would have 15 hours of individualized professional development to support their individual needs. Brookside will also designate 1 day monthly to meet as grade level teams for 1 hour to support the extension plan for mathematics. During this time a sub will be provided to allow teachers to look at student work, make instructional changes and group students according to next step learning needs. This professional development plan is subject to negotiations.

The primary strategies for changing instructional practice in mathematics at Brookside are as follows:

Focus: 6 hours of professional development on the "major works at each grade level" as identified by the Publishers Criteria for CCSS in mathematics

Coherence: Hour long monthly collaborative meetings at each grade level to develop math extension units, common language, strategies and lessons and maintain alignment to the "major works of the CCSS".

Rigor: in the area of mathematics with an emphasis on conceptual understanding, procedural skill and fluency, and application. A lesson plan template will be designed to hold grade levels consistent.

Brookside will increase learning time in mathematics for students, according to the negotiated transformation plan. During these additional minutes teachers will commit to developing lessons directly related to the needs identified at the building level (Numbers and Operations and Base 10 K-2; Numbers and Operations; Base 10 and Fractions 3rd - 5th).

Additional Time: As part of the transformation requirements, increased time for core academic and enrichment activities for students will be implemented. There will be an increase of up to one hour per school day to support this requirement. This is subject to negotiations.

Teachers will provide up to 60 minutes of additional math instruction daily to extend student learning through carefully planned lessons in flexible cross-grade level groups based on next step learning for each student. This plan calls for a building-wide (or K-2 and 3-5) designated block of time for consistent extension in math on a daily basis. It calls for coordination with special ed. and general ed. teachers as well as district coordination with itinerant schedules for art, music and PE.

Focus: Lessons will be anchored in the "major work" at each grade level and will include best practices such as the use of manipulatives and virtual manipulatives.

Lesson Development: Lessons will develop with a consistent flow: development of conceptual understanding, practice with procedural skills

and fluency, and real life application.

"Big Idea" to Improve Reading Achievement at Brookside

Brookside will extend the number of professional development hours (as stated above) for teachers according to the negotiated transformation plan to increase learning time and opportunities for teachers. During this professional learning time teachers will commit to developing instructional competencies directly related to the needs identified at the building level in reading. Comprehension has been identified as the strand most in need of improvement at Brookside. 6-12 professional development hours will take place during the summer and during weekly PLC's specifically focused on reading comprehension. The primary strategies for changing instructional practice in reading at Brookside are as follows:

Quality Text-dependent Questions: Professional development hours will support teachers in advancing their understanding and skills at asking quality text- dependent questions with a focus on using questions to increase deep understanding of complex text

Close Reading: Professional development hours will support teachers in more deeply understanding and implementing the strategy of Close Reading which is designed to help students "figure out" a high quality text through multiple readings. It includes opportunities for students to explore multiple readings of the same text for different purposes. By using a system of multiple readings, the teacher/students can focus on what the text says (key ideas and details), how the text works (craft and structure) and how the text connects new knowledge and ideas to what students already know (integration). Close reading is a natural outgrowth of our work on text-dependent questions and should move students forward in making effective arguments both orally and in writing.

State what data were used to identify these ideas.

The District's K-5 and K-8 schools have a variety of achievement data available to them to help inform instruction: MEAP, NWEA/MAP and ELPA. Each school accumulates perception data from parents, community, students and staff each year as part of the school improvement process. Collective analysis of this data allows each school to determine the most effective plan for differentiating instruction in individual classrooms and building-wide.

Some of the critical data used to identify areas for improvement at Brookside in the transformation model include the following.

MEAP

Reading Achievement:

Brookside has experienced reading growth at all grade levels consistently for the past 3 years.

3rd Grade: 2010/11 to 2012/13 increase in reading achievement of 15%

4th Grade: 2010/11 to 2012/13 increase in reading achievement of 38%

5th Grade: 2010/11 to 2012/13 increase in reading achievement of 6%

Although we have experienced increased achievement at every grade level, Brookside remains well below the state average in % of students proficient in reading at every grade level.

Math Achievement:

3rd Grade: 2010/11 to 2012/13 increase in math achievement of 3%

4th Grade: 2010/11 to 2012/13 increase in math achievement of 20%

5th Grade: 2010/11 to 2012/13 decrease in math achievement of 4%

We have had stagnant scores in mathematics over the past 3 years. Brookside remains below the district average and well below the state average of students proficient in math at most grade levels. All strands in math are well below expected proficiency, but Number Sense is consistently, over time, an area of great concern.

Analyzing MEAP data allows us to measure proficiency of specific grade level skills, identify areas of strength and weakness, and identify

questions/concerns raised by the data. It provides clear evidence of our students levels of proficiency in relation to other students around the district and state.

MAP

Based on 2011-12 MAP data:

An average of 47% of students made their "College and Career Readiness growth (CCR) targets" in grades 2-5 in reading.

An average of 33% of students made their "CCR growth targets" in grades 2-5 in math.

NWEA/MAP data showed reading comprehension ranked 3rd out of 4 reading strands at almost every grade level. Other strands showed great inconsistency from grade to grade.

NWEA/MAP data showed number sense ranked 3rd or 4th out of 5 math strands at almost every grade level. Other strands showed great inconsistency from grade to grade.

Measures of Academic Progress allow us to see academic growth in our students. It allows us to pinpoint academic goals with students and provides data in support of goal attainment throughout the school year. Analysis of MAP data helps each teacher/student to gauge progress, make adjustments and see gains/losses at every grade level. At the school level, MAP analysis provides data to measure the impact of instructional change in terms of student growth.

DIBELS

Based on DIBELS data from 2011-12:

Students in grades K-2 excel in pre-reading skills. Over 80% of students reach their benchmark targets in Phoneme Segmentation Fluency (PSF) and Nonsense Word Fluency (NWF).

Less than 65% of students in grade 1 reach Oral Reading Fluency (ORF) proficiency for end of first grade

Less than 65% of students in grade 2 reach ORF proficiency for the end of second grade

The number of students scoring in the "intensive" area for reading fluency has diminished over the past 3 years, but can account for up to 20% of students at a grade level.

DIBELS assessments allow K-2 staff to maintain a focus on early reading skills. This data provides critical insights into early readers who may be in need of additional time and support to master critical reading skills. Regular progress monitoring aids teachers and interventionists in forming small groups, designing intervention and moving struggling students through systematic tiers of support.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

Each Transformation School will create a Re-design Team to represent their school community. This team will include staff, parents, and community members. Included on this Joann Riemersma will be replaced with a Rapid Improvement (PreK-5) Principal. She has been head principal at Brookside for over 2 years. Collaboratively determined timelines for selection and placement of a new principal will be determined by the Human Resources Office and the Superintendent's Executive Staff. The new principal will be chosen according to her/his qualifications that meet the job summary and functions listed below. The goal will be for the replacement principal to be identified and in place by June 30, 2013. The screening process for replacing the principal will be determined by the superintendent and her cabinet members. Only the candidates who meet or exceed the requirements of the rapid turnaround administrator will be considered for this position.

The goal is to identify an individual who meets or exceeds all of the requirements on the job description for a rapid turnaround administrator. Future placement for Mrs. Riemersma has not been determined yet. However, she will not be placed as a principal in any of our Priority Schools.

Job Summary

As the leader of the school leadership team at Brookside, this principal will work collaboratively with the building leadership team and all staff promoting student achievement through exemplary teaching and learning, developing and implementing a clear mission and ensuring the development and implementation of the School Improvement Plan.

Job Functions

- Demonstrated successful experience in teaching and/or leading significant improvements in student learning as measured by previous administrator's evaluations and student achievement data.
- Organize, lead, and account for the implementation of LearningWalks.
- Organize, lead, and account for the implementation of Professional Learning Communities Teams (PLC's) for all content areas
- Ensure that the Governance Board and/or Data Dialogue Process is implemented with fidelity.
- Organize, lead, and account for implementation of Professional Development including but not limited to Common Core State Standards and the District's Academic Plan.
- Monitor and provide timely feedback including but not limited to GradeBook/PowerSchool, focusing on the use of Common Assessments, Common Syllabi and appropriate pacing.
- Possess a deep knowledge of teaching and learning as described in the GRPS Evaluation Process.
- Organize, lead and account for implementation of an assessment plan that provides for incremental improvement.
- Implement rigorous, transparent, and equitable evaluation systems for teachers and staff that take into account data on student growth as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice.
- Organize, lead and account for staff using student achievement data to inform and differentiate instruction.
- Establish schedules and implement strategies that provide for extended learning time for students.
- Provide appropriate social-emotional and community-oriented services and supports for students
- Provide ongoing mechanisms for family and community involvement.

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- Develop and maintain community partnerships that enhance and support instruction leading to student achievement.
- Lead, organize and implement the School Improvement planning process.

The Leadership Team (re-design team) has been named to support the transformation model at Brookside. This team is made up of a teacher leader from each of the building PLC's (Instructional Leadership, Student Success and Outreach Committee). These teachers represent a cross-section of upper and lower grade level teachers, special education and a community member. This team will assist with the creation and implementation of the transformation plan at Brookside. The designated principal will actively participate with this team to forward the goals of the priority plan and connect the efforts of other staff, the district and the community. The designated principal will utilize building level decision-making practices and support all efforts to implement the plan with consistency and fidelity. In doing so she/he will attend professional development and PLC's, utilize a system of administrative observations and walk-throughs, attend data dialogue and provide building level feedback to staff on a consistent basis. She/he will work with HR to remove barriers and obstacles that interfere with the priority plan (assignment of itinerant times, consistent subs for math PLC, time and support for after school collaboration and PLC work).

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

Brookside implemented a new teacher and administrative evaluation process in 2011-12. The process includes student growth measures which meet the requirements set forth by this model. Student growth will account for 25% in 2013-14, 40% in 2014-15 and 50% by the year 2015-16. Written evaluation, professional development participation and attainment of goals will account for 75% in 2013-14, 60% in 2014-15 and 50% in 2015-16. Growth is measured by: MEAP, MAP and ELPA.

The GRPS Evaluation Model:

- Supports the GRPS' Academic Plan and is a part of the Performance System
- Strives for high degrees of validity and reliability as it is designed on best practice and research by an objective third party (Cambridge Education and Basis Policy Research)
- Provides a process that aligns student growth targets, academic strategies, professional development/research, goal setting, and observations to continually learn how to increase instructional effectiveness
- Meets district focus on learning and legislative requirements
- GRPS is focused on an evaluation system that supports adult learning to inform the instructional core and student success. This learning is organized by the Performance System which has 3 components comprised of professional development, research and evaluation.

For 2012-13, GRPS is building the capacity of the system in the following ways.

- Engage educators (teachers, principals, paraprofessionals, coaches, central office, HR, etc.) in a process to inform the Evaluation Model
- Set goals tied to the Academic Plan including professional development with implementation
- Standardize classroom observations
- Self-reflection process

Implementation Plan for the Grand Rapids Evaluation Model

What's New for 2012-13

- Student growth measures/data will focus on the school and district level and account for 15% of the overall rating of probationary staff, tenured staff, building administrators, central office administrators and staff with performance concerns
- Basis Research and the MDE will continue to study impact and reliability of student growth data attributed to individual teachers
- Cambridge Education will provide training for individuals conducting classroom observations
- Professional development is linked to IDP or goals
- The Tenured Evaluation Process includes teacher providing evidence of growth towards goals

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2013-14

State required 25% of evaluation rating must be based on student growth

Ongoing development and design of GRPS evaluation model

2014-15

State required 40% of evaluation rating must be based on student growth

Ongoing development and design of GRPS evaluation model

2015-16

State required 50% of evaluation rating must be based on student growth

Ongoing development and design of GRPS evaluation model

Detailed evaluation steps and timelines for teachers are included in the evaluation documents provided the assurances

Probationary Evaluation Process

This process reflects the need to provide unique support for teachers new to teaching and or the district. This process reflects the need to provide more feedback throughout the year on probationary teachers performance in order to support and accelerate effectiveness.

Tenured Evaluation Process

This process is designed to provide support for a tenured staff member to develop a personalized and reflective approach to professional growth. The process includes goal setting, two cycles of classroom observations, support and feedback. There may be times where performance issues are identified in which case an evaluator may initiate an Individual Development Plan at any time during the year as needed. During the evaluation process principals use the Danielson rubric for instruction and curriculum planning that focus on standards, student engagement and research-based instructional practices. The rubric helps provide consistency and clear expectations for principals as they review the progress and plan for the improvement of each teacher.

The Administrator's evaluation is performed by Mr. Brian Gamm, Executive Director of Elementary Schools. The time lines are as follows

Exempt Performance Evaluation Process and Timeline

-Initial Goals: November 9th 2012

- Interim Review (Evaluation Rating Status determined) January 25th 2013

-Achievement Data Review & Goal Review (Student Achievement data and progress toward goals is discussed) March 8th 2013

-Final Evaluation (Performance Evaluation Document is complete Final Evaluation rating is determined) June 7th 2013

Building Exempt Individual Development Plan Evaluation Process and Timeline

-Initial Goals: October 31st 2012

-Plan of Assistance (Plan of assistance and support provided) November 30th 2012

-Interim Review (Evaluation Rating Status determined) January 25th 2013

-Achievement Data Review & Goal Review (Student Achievement data and progress toward goals is discussed) February 28th and March 28th 2013

-Final Evaluation Conference (Performance Evaluation Document is completed Final Evaluation Rating is determined) April 26th 2013

Non-Building Exempt Individual Development Plan Performance Evaluation Process and Timeline

-Initial Goals: October 31st 2012

-Plan of Assistance (Plan of assistance and support provided) November 30th 2012

-Interim Review (Evaluation Rating Status determined) January 25th 2013

-Goal Review (Progress toward goals is discussed) February 28th and March 28th 2013

-Final Evaluation Conference (Performance Evaluation Document is completed Final Evaluation Rating is determined) April 26th 2013

This process is also included in the assurances section.

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Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.

Brookside will identify and reward school leaders who meet MAP and MEAP goals. Student growth will be analyzed three times yearly (MAP, DIBELS). After data analysis, all staff will celebrate those teachers who have met building goals.

Teacher Goals are as follows:

- 50% of students meeting their College and Career readiness target in reading in any regular education classroom.
- 50% of students meeting their College and Career readiness target in math in any regular education classroom.
- 50% of students meeting their College and Career readiness target in reading on a special education teacher's caseload in reading.
- 50% of students meeting their College and Career readiness target in reading on a special education teacher's caseload in math.

All teachers who meet the above targets would be eligible to receive as a reward one of the following:

Local movie passes (Community support for funding)

KROC Passes (KROc partnership for funding)

Additional classroom materials (BOE or Title funds)

Any teacher meeting a target goals would also be recognized and honored during a monthly staff meeting.

Student Goals are as follows:

Students who reach any CCR growth target on MAP, proficiency in any area of the MEAP, or benchmark status on DIBELS may attend a celebration party such as movie party, skating party, sledding party. Students will also be recognized and honored at a weekly all-school celebration.

Funding for celebrations would come from Principal's fund, SAF or community organizations.

Part of the evaluation process for administrators and teaching staff is to review the academic progress of students. Following the guidelines set forth within the evaluation process documents, staff can be removed if student achievement continues to struggle year after year. Per the GRPS Teacher Contract, the following process is followed for staff removal:

Probationary Teacher

Step 1 Evaluated throughout the year by at least two observers

Step 2 If minimally effective or ineffective, at the end of the year the employee's evaluator recommends if the employee should be dismissed to Human Resources

Step 3 Human Resources decides if employee will be dismissed or retained

Step 4 Employee may be offered the opportunity to resign

Step 5 If employee does not resign, then the termination process occurs through the Board of Education

Tenured Teacher

Year 1

Step 1 Employee evaluated throughout the year by at least two observers. When the employee's performance is determined to be ineffective or minimally effective, the employee will be evaluated using the Growth and Assistance Process that includes an IDP

Step 2 End of the year employee's evaluator recommends if the employee should be dismissed to Human Resources

Step 3 Human Resources decides if employee will be dismissed. (Because of tenure law it is very rare case that a Tenured Teacher would be dismissed after one year)

Year 2

Step 1 Employee evaluated throughout the year by at least two observers using the Tenured Growth and Assistance Process that includes an Individualized Development Plan (IDP)

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Step 2 If minimally effective or ineffective, at the end of year two, the employee's evaluator recommends if the employee should be dismissed to Human Resources

Step 3 Human Resources decides if employee will be dismissed or retained

Step 4 Employee may be offered the opportunity to resign

Step 5 If employee does not resign, then the termination process occurs through the Board of Education

Administrator

The following process is followed for administrative removal:

Step 1 Notified by supervisor of performance concerns

Step 2 Plan of Assistance and goals are developed including additional coaching and/or training, and/or mentoring

Step 3 Meetings occur in January, February, March, and April and progress towards goals and student achievement data are discussed and monitored

Step 4 If ineffective or minimally effective at the end of April, the Superintendent decides if the administrator will be retained or terminated

Step 5 Administrator may be given the opportunity to resign

*If the administrator had tenure with the District as a teacher, can bid into a teaching position

Step 6 If employee does not resign, then the termination process occurs through the Board of Education

The Support and Removal Process

The process and steps to remove teachers who have been provided multiple opportunities for improvement (time lines) depends on if they are tenure or probationary teachers. Probationary teachers who are ineffective will not be retained. Tenure teachers who are ineffective will have to be able to utilize the appeals process, then appeal to the tenure commission if need be.

The district has a system to support teachers with unsatisfactory performance. Teachers are placed on an IDP and given many supports to be successful. Instructional support such as an aide in a classroom, assigned mentor; Relevant Coaching - principal or peer(Literacy Coach) observes instruction and gives feedback: Relevant and targeted professional development provided by the District and/or KISD.

See Assurance section for additional information on Evaluations.

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

Grand Rapids Public Schools will support high-quality, job embedded Professional Development opportunities for each Priority School which is adopting the Transformation Model. Each of these buildings will participate in Professional Learning Communities (PLCs) and building-wide LearningWalksSM as a means to observe teaching practices and student learning in order to identify professional development needs for the staff.

Additionally, Cambridge Education will potentially provide administrators with additional ongoing professional development around the use of the teaching and learning rubrics from teacher evaluations to support and drive instructional growth building-wide.

Professional Development for Extended Teacher Learning at Brookside

Brookside School will participate in 18 hours of professional development which supports their priority school initiatives in reading and math.

Teachers will participate in job-embedded professional development (such as professional learning communities) within their buildings every

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2nd and 5th Monday of the year during the months of September through June during the regular school calendar. For the 2013/14 school year this will be approximately 11 sessions of this professional development. This amount will vary from year to year based on the calendar. The estimated amount of time for the 2013/14 school year will be 16.5 hours of additional professional development. Teachers would have 15 hours of individualized professional development to support their individual needs. This professional development plan is subject to negotiations.

3 Hours (Completed after an administrator and staff are determined but prior to the beginning of 2013-14 school year)

The Re-Design Team (Lead Teacher for the Student Success Team, Outreach Team and the Instructional Leadership Team), will provide 3 hours of Priority Planning Overview for Brookside staff. Outcome: Teachers will be able to articulate current strengths and areas of concern for the student population at Brookside, the rationale for a rapid turn-around, expectations for priority school teachers and the need for urgent, systematic, and focused instruction.

3 Hours (Completed after an administrator and staff are determined but prior to the beginning of 2013-14 school year)

The Instructional Leadership Team (in coordination with the Technology Team) and with the support of the building administrator, will provide training in each of the assessments used to measure student progress and academic achievement. This would include training in accessing, inputting and troubleshooting online testing.

6-12 Hours: Content specific professional development in math would include:

- Alignment and planning in mathematics instruction with CCSS.

- Emphasis on the "major works" at each grade level with a Progression to Algebra as recommended by the Publisher's Criteria for the CCSS for Mathematics. (Including close work in the areas of Numbers and Operations as well as Strand 1 at every grade level in Operations and Algebraic Thinking.) Outcome: Teachers will create a curriculum map at their grade level and a skeleton of Unit 1 for math instruction.

Job-embedded professional development including at least 1 hour monthly at each grade level (subs would be provided monthly to support this structured collaboration in a PLC structure)

- Teachers will plan for student extended time in math enrichment. Instructional strategies will include best practice ideas from NCTM: Use of cross grade level flexible grouping, manipulatives/virtual manipulatives, cooperative learning, conversations and written responses that explain or analyze work. Use of a consistent lesson design template that utilizes the components of rigor (conceptual understanding, procedural skills and fluency and application) would support this work

- Creation of an Implementation Guide that clarifies all components of a rigorous math lesson

- Use of an Implementation Guide for a rigorous math lesson during administrator observations and during feedback conversations

6-12 hours: Using text-dependent questions in a Close Read

- Alignment and planning in ELA instruction with CCSS. Emphasis on close reading at each grade level with a focus on progressing from narrative to informational text.

- A system of Close Reading in the areas of Key Ideas and Details, Craft and Structure and Integration.

- The combined use of purposeful repeated readings, text-dependent questions, and performance tasks aligned to the standards to help all students read complex text deeply and independently.

These strategies are highlighted as "powerful" ways to deepen understanding of complex text in the Publishers Criteria for the CCSS.

Job-embedded professional development including at least 30 minutes after school 3 times monthly at K-2 and 3-5 (PLC structure) or the negotiated PLC plan.

- Teachers would practice creating quality text-dependent questions in Close Reading lessons

- Teachers would commit to peer observation of their planned lessons

- Teachers would commit to providing/receiving critical feedback and reflecting on lesson observations

- Creation of an Implementation Guide that clarifies all components of a Close Read
- Use of an Implementation Guide for Close Reads during peer/administrator observations and during feedback conversations

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

Increase opportunity for promotion and career growth

Increased opportunity for promotion and career growth is strongly encouraged in GRPS. All teachers are able to take advantage of course reimbursements of up to 6 credits per year for professional development and exploration. These reimbursements allow teachers greater development in their current instructional practices and in opportunities for school leadership.

Flexible Working Conditions

Teachers at Brookside work in flexible ways to plan and collaborate around student work, lesson planning and data analysis. Teachers are designated 180 minutes monthly to plan during the school day (sub provided). Most teachers meet with grade level colleagues to plan for instruction and look at student data during these half days. Teachers also meet in grade level teams 3 times yearly to analyze data in reading, writing and math. During these data dialogue meetings, we set new learning targets, discuss effective instructional strategies and plan for improved student outcomes. Teachers are asked to meet 3 times yearly with the Student Success Team to look at data around individual students. During this meeting we look at intervention data, assess data on new students and work collaboratively with our special ed and interventionists to fine tune instruction for students needing additional support. Teachers also work in PLC structures after school to gain and practice new skills and competencies in the area of questioning during read alouds and shared reading. A bridge to practice for all PLC's is to observe lessons and provide critical feedback to someone in your PLC.

Individual Professional Development Plans

Individual professional development plans are carefully considered for teachers who are viewed as "marginally effective or ineffective" by any building administrator. These plans follow the evaluation process and outline a specific course of action to help develop competencies in the areas of planning and preparation, classroom management, instruction and professional responsibilities. Plans are monitored according to the attached evaluation plan outlined in the assurances section of this document and above in question 2.

Mentoring

The process to support new teachers includes orientation, mentors, and professional development as part of their overall induction. This process is coordinated and monitored by a full time released New Teacher Mentor Coordinator, and through Human Resources by the Human Capital Facilitator.

New hires attend three (3) days of orientation before the beginning of the school year. The New Teacher Orientation is designed to provide information to new hires at the district, division, and school levels. New hires participate in training during the orientation on the District instructional models, professional development requirements, classroom management, technology, assessment, and evaluation. Teachers hired after the start of school receive new teacher orientation using a blend of face to face and on-line learning. Throughout the year professional development is provided for new hires by the District New Teacher Mentor Coordinator and through District Professional Development.

The process to support new teachers includes a full time released New Teacher Mentor Coordinator, a Mentor Notebook, and professional development for mentors. The New Teacher Mentor Coordinator assists Principals in matching eligible new hires with a mentor and provides professional development to mentors on how to best support new teachers. The District has developed criteria for principals to use in selecting mentor. A Mentor Notebook is provided to all mentors

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Specifically, at Brookside, our lead teacher meets with all new teachers on a bi-weekly basis in "New Teacher Meetings" to provide additional support in instruction, classroom management and assessment". This structure has provided support and guidance to about 10 new teachers over the past 2 years.

There has been no third party provider established for the 2013-14 school year at the elementary level.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

Plan for Improved Student Outcomes in Mathematics

Description: Teachers will align the math curriculum so that at least 75% of the time at every grade level is spent on the focus standards identified in the CCSS as "Progression to Algebra". Teachers will focus instruction in math on the "major work" identified at each grade level through the Publishers Criteria of the CCSS. Lessons focused around conceptual understanding, procedural fluency, and application in these critical areas will deepen student understanding in place value, numeration, and algebraic thinking..

Needs being addressed: Deficits in place value and numeration

Reason for selection, including intended results: Number sense and operations is consistently low across grade levels 2-5 on NWEA/MAP and MEAP. Intended results would be to see significant improvement across grade levels in the area of numbers and operations on the NWEA/ MAP and improved proficiency in math on MEAP

Research citation and brief summary: The Publishers' Criteria for the Common Core State Standards. (Publishers Criteria, 2012)

Plan for Improved Student Outcomes in Reading Comprehension

Description: Our plan to improve reading comprehension calls for Close Reading so that students are able to construct effective arguments while citing evidence to support their thinking around key ideas and details, author's craft and structure, and the integration of knowledge and ideas. Close reading is a strategy designed to help students "figure out" a high quality text through multiple readings

Need being addressed: Deficits in reading comprehension

Reason for selection, including intended results: Reading comprehension is consistently low across grade levels 2- 5 on NWEA/ MAP and MEAP. Intended results would be to see significant improvement across grade levels in the area of reading comprehension on the NWEA/MAP assessment and improved proficiency in reading on MEAP

Research citation and brief summary: The Publishers Criteria for CCSS states that close reading is a strategy that supports comprehension of specific texts and focuses on building knowledge. (Publishers Criteria, 2012)

Evidence for Improvement in Both Math and Reading:

How will we ensure readiness for implementing the strategy?

Professional development around the "Major Works" in math and Close Reading during summer professional development. The PLC structure will bridge learning to practice during the 2013-14 school year and beyond. Implementation Guides for targeted math lessons and Close Reading will be created by teachers to provide clear expectations for effective implementation.

Evidence for:

-Stakeholder understanding: Title 1 meeting agendas, revised stakeholders survey results and Brookside Parent/Neighborhood Meeting agendas, a priority brochure

-Shared Vision: Revised stakeholder survey results, Brookside Parent/Neighborhood meeting agendas, movement along the Implementation Guides and improved student outcomes

-Stakeholder concerns Revised stakeholder survey results, school improvement meeting agendas

-Integration of work: Movement on the Implementation Guide that parallels student growth in numbers and operations.

How will we ensure that staff and administrators have the knowledge and skills to implement the strategy? Summer professional development plan and job embedded professional development throughout the school year.

6-12 Hours - Summer Professional Development: CCSS For Math Implementation on the "Major Works"

6-12 Hours - Summer Professional Development: Close Reading

Job embedded Professional Development Plan will occur throughout the school year during monthly PLC math meetings and weekly after
SY 2012-2013

school PLCs for Close Reading

Evidence for:

- Vision for changed practice: Reflections from professional conversations (Bridge to Practice activities), Revised Curriculum Maps and Movement on the Implementation Guide

- Monitoring: Participation in PLCs, lesson observations, evaluations

- Acquired staff knowledge: Movement on the Implementation Guide that parallels improved student growth in numbers and operations

How will we ensure that there is opportunity for implementation with fidelity? Bridge to Practice opportunities for all professional development and PLCs, movement on the Implementation Guide that parallels improved student growth in numbers and operations and comprehension, and formal data dialogue meetings.

Evidence for:

-Administrative support: Feedback on the implementation guide after lesson observations, and participation in PLCs.

-Resources: Budget sheets showing 10% set aside of Title 1 monies and GRPS will set aside 20% of Title 1 monies in order to achieve intended results. School schedules provide evidence forextended learning opportunities

-Data: PD agendas, PLC agendas,

How will we ensure Implementation with fidelity? PLCs, including professional development, weekly activities that bridge new learning to instructional practice, peer observation and critical feedback.

Evidence for:

- Acceptable variations in implementation: Implementation Guides, written peer observations/ feedback and administrative observations.

- Interim adjustments: Continued use of the Implementation Guide, Data Dialogue, individual progress of student outcomes through Student Success Team meetings, PLC agendas, Peer Observations/feedback and administrative observations.

How will we ensure a positive impact on student achievement? Movement on the implementation guide that parallels improved student growth in numbers and operations and comprehension, MEAP, MAP, and District Assessments.

Evidence for:

- Overall results: Data Dialogue, Movement on the implementation guide that parallels improved student growth in numbers and operations and comprehension, MEAP, MAP, District Assessments.

- Subgroup improvement: Gap analysis related to numbers and operations and reading comprehension provided through NWEA/MAP & MEAP.

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

The school provides professional development of the use of data to support instruction

At the heart of our transformation model is a reliance on data. Brookside teachers must know how to analyze, interpret, and use data so that they can make informed decisions about student learning. As a school, we must invest time and resources in making certain all teachers can access student data, analyze results and utilize informal and formal assessment data at the individual and classroom level. Our plan to promote the continuous use of individual student data includes the following:

- Providing professional development (3 hours) prior to the start of the school year that encourages a deep understanding of the growth and achievement data available to help inform instruction: MEAP, MAP, DIBELS and Reading Street Weekly Assessments will be a primary focus during summer professional development. The Instructional Leadership Team (in coordination with the Technology Team) and with the support of the building administrator, will provide training in each of these assessments used to measure student progress and academic achievement. This will help ensure access to data across the system.

Conduct and review item level analyses

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- Teachers will complete item analysis on NWEA/MAP data, Weekly Reading Street Assessments, and constructed responses performance assessments in both reading and math on a regular basis to keep instruction focused on skills and competencies requiring an instructional focus. Teachers will use these assessments as evidence of pre and post measures that will support differentiation in both reading and math. Teachers are provided with supports for implementing differentiation to address student learning.

- Teachers will use constructed response performance assessments to support a need for differentiation. Work in PLCs will provide opportunity for teachers to address strategies that will allow for differentiation and the re-working of flexible math groups to better meet student needs in numbers and operations.

Teachers participate in professional learning communities to collaborate around student data or work to make instructional decisions.

- See above. Teachers will work in PLCs for both reading and math. This supportive structure along with the use of Implementation Guides for both Close Reading and focused math lessons during peer and administrator observations will provide evidence of teacher effectiveness and areas of improvement at the teacher and building level.

Teachers actually access group and individual student data and use this data to make instructional decisions on a regular basis.

- Using the performance assessments as well as data on the consistency of implementation of priority strategies through the implementation guides should provide the information needed to make instructional decisions on a regular basis. Student Success Team meetings will allow all staff to re-evaluate interventions and flexible groupings at the student level.

Teachers identify standards and communicate these learning objectives to students.

- Standards will be discussed in PLCs and grade level decisions will be made to ensure consistency throughout the building. Clearly stated learning objectives are a part of the Danielsen Rubric and an expectation for all teachers.

Using standards-based assessments

- Systematic use of Data Dialogue Meetings (3-4 times yearly) will support the change system as we foster mutual accountability within and between grade levels, which helps to build a sustained commitment to building-wide initiatives and continuous improvement. Data used during these meetings should reflect system-wide interim assessments (such as DIBELS and MAP) as well as a mix of data representing building-wide strategies identified in the priority school plan (implementation of close reading and focused math lessons as evidence by the implementation guides). Comparisons of input data (instructional practices from the implementation guides) should parallel output data (MAP, DIBELS) to analyze the impact of priority strategies.

- The organizing of data in an accessible format and presenting it in a comprehensible manner that impacts learning at the individual student level through a structure of intervention opportunities for struggling students. The Student Success Team will meet twice monthly with the intervention team to determine programming for students needing additional time and support to master critical reading or math skills. Interventions will be tracked and monitored via this team. Changes to intervention will be driven by individual student outcome data and team discussion. Three times yearly (separate from Data Dialogue) this team will meet with individual teachers and utilize progress monitoring data to track improvement, alter intervention strategies or refer students for further evaluation.

Parent communication of learning activities

- Parents are formally informed of grades 3 times yearly when report cards are completed. They also have access to formal assessments such as MEAP, NWEA/MAP results, DIBELS results, ELPA scores when these assessments are given.

- Parents have access to clear expectations from teachers concerning homework, online opportunities and daily progress reports through "PAW folders and reports which go home nightly.

Engagement and Motivation of Each Learner

- Continued investment in the SWIS system provides data on problem behaviors that could interfere with teaching and learning at Brookside. The Outreach Team provides support by inputting ODR's, accessing monthly reports and analyzing behavioral data with staff to adjust adult behaviors and actions necessary to create a healthy learning climate at Brookside. The team will meet at least twice monthly to review data and prepare for staff discussions and celebrations.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

The school will participate in 18 hours of professional development which supports their priority school initiatives. Teachers will participate in job-embedded professional development (such as professional learning communities) within their buildings every 2nd and 5th Monday of the year during the months of September through June during the regular school calendar. For the 2013/14 school year this will be approximately 11 sessions of this professional development. This amount will vary from year to year based on the calendar. The estimated amount of time for the 2013/14 school year will be 16.5 hours of additional professional development. Teachers would have 15 hours of individualized professional development to support their individual needs. This professional development plan is subject to negotiations. As part of the transformation requirements, increased time for core academic and enrichment activities for students will be implemented. There will be an increase of up to one hour per school day to support this requirement. This is subject to negotiations.

Additional Teacher Professional Development:

Brookside has outlined 18 hours of additional professional development to occur prior to the start of the 2013-14 school year. The plan includes:

- 6 hours for priority plan overview and data training

- 6 hours: Focused math instruction on the major work identified at each grade level in the Publishers Criteria of the CCSS. This focus will occur through a well defined series of curricular adjustments (curriculum mapping), professional development (deepening our understanding of the math shifts and critical standards), and supporting/monitoring teachers through monthly collaborative meetings with an Implementation Guide created by the staff

- 6 hours: Close Reading using text-dependent questions in the areas of Key Ideas and Details, Craft and Structure and Integration. Staff will create an implementation guide for a close read to help support and monitor instructional practice as teachers work to fully implement Close Reading.

Job embedded PD in math: One hour monthly PLCs will meet during the school day (sub provided) and will be devoted to grade level teams as they monitor their math extension lessons and re-evaluate flexible groups.

Job embedded PD in reading: Grade levels (or K-2 and 3-5) will meet in PLC's to support the implementation of Close Reading with text-dependent questions at least 3 times monthly for at least 30 minutes (or to the time specified in the negotiated PD schedule for priority schools)

Additional student learning time:

All students will be placed in math extension groups. The purpose of these groups will be to extend learning for the negotiated time (45 minutes daily) in the area of numbers and operations in math. Students will be placed in cross grade level flexible groups for extension activities that reinforce mathematical concepts in place value, numbers and operations/whole numbers and in numbers and operations/fractions. Student groupings would be based on classroom and building assessment data so that all students are receiving "next step" learning.

Teachers will utilize manipulatives and virtual manipulatives to explore critical number concepts with "hands-on" learning activities as outlined in the Publisher's Criteria of the CCSS in mathematics. The scheduled block will be designated and held uninterrupted building-wide (if possible) or K-2 and 3-5. Teachers will meet monthly in PLC's to determine changes in extensions, student groupings, or possible referrals to the Student Success Team for further evaluation. Student artifacts, math boxes with extended responses, will be collected weekly to use during PLCs as performance assessment data.

Kindergarten and first grade teachers will focus on building the following conceptual knowledge:

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- Knowing number names and the count sequence
- Counting to tell the number of objects (one to one correspondence)
- Using addition as putting together and adding to, and understanding subtraction as taking apart and taking from (within 20)
- Representing and solving problems involving addition and subtraction

Second and third grade teachers will focus on building the following conceptual knowledge:

- Representing & solving problems involving addition, subtraction, multiplication and division
- Understanding the relationship between addition and subtraction and between multiplication and division
- Solving problems involving the four operations, and identifying and explaining patterns in arithmetic

Fourth and fifth grade teachers will focus on building the following conceptual knowledge:

- Using the four operations with whole numbers to solve problems
- Generalizing place value understanding for multi-digit whole numbers
- Using place value understanding and properties of operations to perform multi-digit arithmetic
- Extending understanding of fraction equivalence and order
- Building fractions
- Understanding decimal notation

Other Enrichment Activities include:

After school LOOP programming : Focus on skits, plays, self-esteem and character

Art: Focus on geometric patterns

Craft Club: Focus on sequence and patterns

Basketball and Soccer Programs: Focus on teamwork

Lunch Buddies: Focus on social skills, reading, math and game strategy

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

Parent Teacher Community Council (PTCC) is an advisory council on all parent engagement activities that ensures action and accountability for GRPS' 5 Year Strategic Plan and community based priorities.

The goals of the PTCC are to strengthen parent's ability to engage and support student's academic success, foster a climate where parents share ownership in school improvement and academic success, provide a structure for parents to provide leadership in the schools and to foster a climate where parents feel welcomed, respected, and valued as important partners in their student's education regardless of economic level, family heritage, language or educational background.

The responsibilities of the PTCC are:

School Improvement Plan

- Has an understanding of the major points of the school improvement plan.
- Supports 3 issues of school improvement plan yearly
- Formulates action plan and timeline for success of these issue
- Reports regularly to parents about action plan progress

Community Based Priorities

- Creates multiple mechanisms (surveys, forums, etc.) to get community input on the school improvement plan and community priorities
- Addresses at least one key issue of parents/community yearly

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- Formulates action plan and timelines for success
- Reports regularly to parents/community about action plan progress

Monthly Educational/Instructional Meetings

- Plans, organizes, attends and runs the monthly informational and educational parent meetings
- Manages the parent incentive program
- Recruits parents to the meetings
- Promote understanding and use of the parent manual/monthly themes
- Reports out to the parents on the action plans
- Plugs Vital Behaviors

Communications

- Creates a welcoming and friendly school atmosphere for parents and visitors
- Encourages friendly competition for parental engagement
- Celebrates engaged parents
- Prepares and distributes information, in the languages of the families, about upcoming events through various means and in a timely fashion

Accountability

- Meeting schedules, minutes, newsletters and membership list are reported to Parent Engagement Office monthly

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

Each priority school will determine how they will utilize the following requirements involving professional development and increased learning time:

-Up to 60 additional minutes during the school day. This is subject to negotiations.

-Up to 50 additional hours of professional development from July 1 through June 30. This is subject to negotiations.

At Brookside this would include:

6 hours summer professional development in the priority school plan and data

6 hours summer professional development in alignment with CCSS and mathematics

6 hours summer professional development in Close Reading

The additional hours would include job-embedded professional development to extend learning, practice new skills, complete observations and reflections and to provide critical peer feedback using implementation guides in both reading and math.

The Brookside priority schools plan provides for flexibility in staffing and schedule

- All students will be placed in math extension groups. The purpose of these groups will be to extend learning for the negotiated time (36-60 minutes daily) in the area of numbers and operations in math. Students will be placed in cross grade level flexible groups for extension activities that reinforce mathematical concepts in place value, numbers and operations/whole numbers and in numbers and operations/fractions. Teachers will utilize manipulatives and virtual manipulatives to explore critical number concepts as outlined in the Publisher's Criteria of the CCSS in mathematics. The scheduled block will be designated and held uninterrupted building-wide (if possible) or K-2 and 3-5. Teachers will meet monthly in PLC's to determine changes in extensions, student groupings, or possible referrals to the Student Success Team for further evaluation. Student artifacts, math boxes with extended responses, will be collected weekly to use during PLCs as performance assessment data.

-Opportunities for additional math practice and instruction outside the traditional school day would occur in LOOP, during Lunch Buddies and during the recess Mastering Math Facts period.

Brookside has a flexible schedule designed to improve student attendance and achievement

-PBIS daily, weekly and monthly celebrations support both student attendance and achievement. Students are celebrated for reaching daily goals in learning and behavior. Achievement in these goals results in attendance and participation in weekly and monthly celebrations.

Staff, parents and students see school-wide and classroom PBIS as a motivating and a way to improve both attendance and achievement.

-Brookside schedules celebratory times at the beginning and end of most days. In doing so, we strongly encourage "on time" attendance.

Students prefer staying for the entire day rather than leaving early!

Brookside has a flexible budgeting strategies to support achievement

-The school will budget for resources known to engage students and support achievement, including rewards programs and other mechanisms. Incentives provided for learning and behavioral goals have had a positive impact on most students.

-Brookside budgets for 2 retired teachers and an interventionist to work with students struggling in both reading and math during the school day. This tier 2 reading intervention provides work in the areas of phonological awareness, phonics, fluency, vocabulary and comprehension. These teacher also work with students struggling to master early math facts and concepts. Several ELL groups are seen during the day to work with "newcomers" in the acquisition of English as a second language.

-Superintendents Drop-Out Challenge: Students listed on the Drop-Out Challenge are provided with additional time and resources.

Community partners offer a "Lunch Buddies" opportunity to build relationship and help with academic and social needs. Mentors from the

community meet with their buddy weekly to encourage attendance, good behavior and help with learning challenges.

-Check In/Check Out: Students who are at risk of school failure might be on a program of clear learning/behavior goals. These students check in with staff in the morning as a reminder of these goals, keep records of goal attainment during the school day, and check out with staff prior to dismissal. Students in this intervention have successfully changed behaviors or poor attendance patterns that interfered with school achievement. Personnel and incentives have been budgeted to support this program.

-The school budgets for a Schools of Hope facilitator to help run a half time mentoring program for students struggling in early reading.

-Our school partners at the KROC center also provide financial and people resources to help with the specialized needs of specific students.

-The United Way provides for after school support for struggling readers, and the school budgets time, classrooms and supplies to support this program.

Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations.

Each Priority School will be supported in the following ways:

District Representative

- The District Representative will participate in data dialogues (to build internal capacity), guide schools in the development of a process for monitoring the implementation of the School Improvement Plan by following the Instructional Learning Cycle as defined by MI Excel, participate as a School Support Team (SST) member to review the SIP and set short term goals to improve student achievement, document systemic changes to identify growth and areas for improvement, monitor implementation and review the effectiveness of strategies being implemented through pre and post assessment data analysis.

- Descriptive data collection on classroom instructional practices as evidenced by classroom observations and LearningWalksSM

- District Representatives will support Priority Schools to implement and monitor the focus areas within the Academic Plan (see Appendix D) and provide ongoing feedback and guidance.

MSU Intervention Specialist

- The MSU Intervention Specialist will facilitate data dialogues, participate in the development of processes for monitoring the implementation of the Instructional Learning Cycle from the School Improvement Plan, participate as a member of the SST, document systemic changes to identify areas for improvement and collect descriptive data that supports improved student achievement.

KISD School Improvement Facilitator

-The KISD School Improvement Facilitator will participate in data dialogues, support school leadership team in the development of processes for the implementation of the Instructional Learning Cycle, pilot the Instructional Learning Cycle which includes instructional strategies in the plan and collect descriptive data on classroom instructional practices as evidence of improved student achievement.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	<u>GRPS Teacher and Administrator Evaluations[1].pdf</u>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	Pending negotiations, professional development may increase up to 50 hours which may include teacher collaboration (i.e. PLCs). <u>Professional Development Calendar.docx</u>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	Pending negotiations, we have attached three potential extended learning models which would increase instructional time up to 45 additional minutes each day. Specific information on how this additional instructional time may be utilized can be viewed under requirement #8 in our Transformation Redesign Diagnostic. <u>Increased Learning Time.xls</u>
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	Pending negotiations, increased enrichment opportunities will be determined by the agreed upon extended day. Attached are enrichment opportunities that may be implemented in our building. <u>Enrichment Activities for Brookside School.docx</u>
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	Pending negotiations, teacher collaboration may increase up to 38 additional hours during the school year. <u>Teacher Collaboration.docx</u>

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<p>Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.</p>	<p>No</p>	<p>Pending negotiations, a letter of agreement will be sent to MDE by August 1, 2013</p>
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