



Redesign Plan

East Kentwood High School

Kentwood Public Schools

Mr. John Keenoy, Principal
6230 Kalamazoo Avenue, S.E.
Kentwood, MI 49508

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Priority School Assurances

Introduction.....	8
Priority School Assurances.....	9

Operational Flexibility Assurance

Introduction.....	11
Assurance of Operational Flexibility.....	12

Transformation Redesign Diagnostic

Introduction.....	15
PART A: REFORM TEAM PERSONNEL.....	16
PART B: TEACHING AND LEARNING PRIORITIES.....	18
PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	19

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES..... 30

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT..... 40

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT..... 42

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?

East Kentwood High School is located in southeast Kent County about 15 minutes from downtown Grand Rapids. The community consists of residential, commercial and industrial environments. There are 1,926 students enrolled in the high school consisting of many different races/ethnicities. 29.65% African American, American Indian .36%, Asian 11.89%, Hispanic of Any Race, 9.92%, Native Hawaiian .05%, Two or More Races All Students 3.84%, White 44.29%. Over the past three years, our English Language Learner numbers have increased to 9.24% of the population. The students with disabilities is at 9.4%. The school's professional staff consists of 113 instructors, 1 media specialist, 4 counselors, a speech therapist, social workers, a psychologist and four administrators. 34 teachers have Bachelor's degree, 77 have Master's degrees and two have a PhD. The staff demographic is primarily Caucasian.

The community of Kentwood is made up of various races/ethnicities. White 80.87%, Black or African American 9.09%, American Indian and Alaska Native 0.46%, Asian 5.63%, Some other race 1.42%, Two or more races 2.48%. One of the most unique features in the school is due to the diversity of the community. One of the biggest challenges associated with the community is the increase of English Language Learners in the school.

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

All graduates of East Kentwood High School will be inspired to excellence and life-long learning, educated for intellectual and cultural competency, and empowered to reach their full potential as productive self-directed members of society.

Mission Statement

East Kentwood High School will create graduates who are inspired, educated and empowered by:

- Providing intellectually rigorous and relevant educational opportunities within an environment conducive to learning;
- Incorporating and demonstrating skills needed for success in a global society;
- Encouraging and supporting creativity and educational risk-taking;
- Building and modeling a community that supports and values diversity, equity and relationships;
- Expecting exemplary performance in behavior and learning;
- Involving parents and community.

Belief Statements

1. All students and staff are members of the East Kentwood Learning Community. As such, each
 - Will be valued, respected, and supported in achieving their maximum potential.
 - Will be provided with a safe, secure, and equitable educational environment.
 - Will be held to high expectations and exemplary performance in behavior and learning.
 - Will be responsible for promoting a positive culture and helping East Kentwood High School realize its vision and achieve its mission.
2. Collaboration and communication are essential to an effective organization.
3. Continuous and high-quality professional learning is critical for successful job performance.
4. The use of quality data is essential for continuous improvement.
5. Change will be embraced and used as an opportunity for growth.

East Kentwood is a school that showcases pride in students/staff/community. We strive to create an environment that engages parents and community, uses a curriculum that is aligned with local/state/national standards, supports students in surpassing benchmarks for local/state/national achievement measures and offers a pyramid of interventions for struggling students, while incorporating cutting edge technology into teaching and learning.

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.

East Kentwood High School offers 21 different Advanced Placement courses, more than any high school in West Michigan. Every student who completed the AP Statistics exam qualified for college credit. Over the next three years, the goal is to continue to increase the number of students taking AP courses.

East Kentwood High School needs to improve ELL, special needs and African American male test scores. Over the next three years, the school has set a goal to increase those scores.

The East Kentwood High School athletics has been successful in a variety of sports including several state championships. In addition, the music program also has experienced success in many competitions and festivals.

Additional Information

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

East Kentwood High School's Annual Report may be found at the following site: <http://www.kentwoodps.org/ourdistrict/annualreports/>

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	The teacher evaluation tool is based on Charlotte Danielson's "Five Domains". Student academic growth encompasses 40% of the overall evaluation. It is based on assessments which vary, depending on the content area.	Teacher Evaluation Document

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	The administrator evaluation tool is very similar to the teacher evaluation tool in that it targets the same domains from Charlotte Danielson's work. The administrator meets with her or his supervisor to collaborative set goals for the year. The administrator reports on progress towards those goals, including providing data as evidence. The supervisor then completes the evaluation.	Administrator Evaluation Document

Operational Flexibility Assurance

Introduction

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

Assurance of Operational Flexibility

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

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	No	The current collective bargaining agreement does not provide the authority and autonomy that is required. We have a letter of agreement stating that East Kentwood High School is not held to the CBA as it relates to Section 8 requirements. It is signed by the District representative and the Association representative.	

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

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	We have already met and have an agreement in place so another meeting is not necessary.	

Redesign Plan

East Kentwood High School

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

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

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

Carol Rizkalla - Teacher - carol.rizkalla@kentwoodps.org
Peter Battey - Board of Education - pbattey@steelcase.com
Donald Dahlquist - Executive Director of Human Resources - donald.dahlquist@kentwoodps.org
Megan DeRuiter - Teacher - megan.deruiter@kentwoodps.org
Tracey Kooy - Teacher - tracey.kooy@kentwoodps.org
Barb Montgomery - Teacher - barbara.montgomery@kentwoodps.org
Beth Thompson - Teacher - beth.thompson@kentwoodps.org
Judy Rowe - Teacher - judith.rowe@kentwoodps.org
Mike Gorkowski - Teacher - michael.gorkowski@kentwoodps.org
Alan Freudigmann - Teacher - alan.freudigmann@kentwoodps.org
Kelly Keimig - Teacher - kelly.keimig@kentwoodps.org
Marjorie Behm - Teacher - marjorie.behm@kentwoodps.org
Kevin Whitsell - Teacher - kevin.whitsell@kentwoodps.org
Lindsey Szczepanek - Teacher - lindsey.szczepanek@kentwoodps.org
Dominic Lowe - Teacher - dominic.lowe@kentwoodps.org
Melisa Mulder - Teacher - melisa.mulder@kentwoodps.org
Dave Emeott - Teacher - dave.emeott@kentwoodps.org
Ellen Zwarenstejn - Teacher - ellen.zwarenstejn@kentwoodps.org
Colleen Bodbyl - Teacher - colleen.bodbyl@kentwoodps.org
Caitlyn Volovlek - Teacher - caitlyn.volovlek@kentwoodps.org
Elisabeth Winter - Teacher - elisabeth.winter@kentwoodps.org
Chad VanHouten - Teacher - chad.vanhouten@kentwoodps.org
Cathy Stevens - Teacher - catherine.stevens@kentwoodps.org
Janelle Miles - Teacher - janelle.miles@kentwoodps.org
Phil Adams - Teacher - phillip.adams@kentwoodps.org
Bill Dixon - Teacher - william.dixon@kentwoodps.org
Bill Davison - Teacher - william.davison@kentwoodps.org
Kelsey Pretzer - Teacher - kelsey.pretzer@kentwoodps.org
Kevin Butterfield - Teacher - kevin.butterfield@kentwoodps.org
Brian Koenig - Teacher - brian.koenig@kentwoodps.org
Martha Dolan - Teacher - martha.dolan@kentwoodps.org
Jen Twilling - Teacher - jen.twilling@kentwoodps.org
Stephanie Stephenson - Teacher - stephanie.stephenson@kentwoodps.org
Mel Trombley - Teacher - melissa.trombley@kentwoodps.org
Katie Koole-McCurdy - Teacher - katie.koole-mccurdy@kentwoodps.org
Carl Warfield - Teacher - carl.warfield@kentwoodps.org
Carrie Hoeksema - Teacher - carrie.hoeksema@kentwoodps.org

Redesign Plan

East Kentwood High School

Deb Stakenas - Teacher - deborah.stakenas@kentwoodps.org

Melissa Bernard - Teacher - melissa.bernard@kentwoodps.org

John Keenoy - Principal - john.keenoy@kentwoodps.org

Michele Siderman - Freshman Campus Principal - michele.siderman@kentwoodps.org

Richard Friberg - Assistant Principal - richard.friberg@kentwoodps.org

Jamie Gordon - Assistant Principal - jamie.gordon@kentwoodps.org

Andrew Kolzow - Assistant Principal - andrew.kolzow@kentwoodps.org

Rick Smith - Assistant Principal - rick.smith@kentwoodps.org

Luke Wilcox - Teacher - luke.wilcox@kentwoodps.org

Kathryn VanOveren - Counselor - kathryn.vanoveren@kentwoodps.org

Nicholas Bihler - Teacher - nicholas.bihler@kentwoodps.org

Jessica Baker - Teacher - jessica.baker@kentwoodps.org

Evan Hordyk - Central Office - evan.hordyk@kentwoodps.org

Heather Downer - Teacher - heather.downer@kentwoodps.org

Courtney James - Teacher - courtney.james@kentwoodps.org

PART B: TEACHING AND LEARNING PRIORITIES

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

Literacy is taught and assessed in all content areas. This includes the following: argumentative writing, close and critical reading, vocabulary and speaking.

Non-cognitive skills are considered essential for both school and life and include organization, work and study habits, note taking and test taking.

Adult Learners - Educators must be adult learners as much as they are teachers. Adult educators learn about students through data, content learning, literacy strategies, cultures and instructional practices.

Student motivation impacts student learning however a lack of motivation prevents student learning. Student and parent education and engagement will be critical to address motivation.

State what data were used to identify these ideas

MME, ACT, ACT PLAN, ACT EXPLORE, Discovery Education data were all used as data sources.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

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

#1 Replace the principal and increase leadership capacity at the school -

Indicator 1A :

The current principal meets all five turnaround competencies. East Kentwood High School is larger than the typical high school and the district feels strongly that it would be unrealistic for one individual to be able to effectively lead and implement the wide variety of responsibilities that come with a high school of that size. (over 1800 students) The existing high school principal has been in the position for four years and in that time has made significant strides in moving the building in both culture and climate to create a unified and cohesive staff that are focused and committed to student achievement and success. While there is still room for growth in the turnaround competencies by the entire administrative team, the principal has demonstrated capability in these competencies in his four year tenure. Some examples of connections to the principal's 'turn around competencies' are:

1. Identify and focus on early wins and big payoffs

- Increasing the number of AP offerings with the goal of increasing the number of AP participation

- In the principal's tenure there has been an increase in advanced placement course (AP) participation from 240 students in 2009 to 342 students in 2013

- Building and encouraging a culture of literacy including specific strategy implementation. Examples include the IRRROC writing model , focused and specific vocabulary instruction including the use of word walls and ACT Words of the week

- Continual evaluation of class and program effectiveness - classes and programs are eliminated when data does not support overall effectiveness. Programs that are proven effective are expanded.

- Growth demonstrated in both the PLAN, EXPLORE and ACT. In looking at cohort scores, growth exceeded or met predicted college board results/expectations

- There are approximately 87% of students attending college after graduation from EKHS

- As a direct result of implementation of 'Behavior Specialists' the number of behavior and attendance referrals has decreased; increasing student instructional time.

2. Break organizational norms

- In previous years the administrative team has been structured in a typical high school model of administration - utilizing a principal in the role of the building leader and assistant principals focusing on discipline. In 2013, the principal restructured the leadership team creating more balance by bringing in a strong instructional leader with limited discipline responsibilities.

- Implementation of multiple instructional delivery options including: traditional, online, blended learning, global tech/PBL model and 'flipped'

- In 2012, there was an addition of 'Behavior Specialists' who support identified at-risk students with academic support as well as social, emotional and behavioral concerns.

- During the principal's tenure the Global Tech program (integrated project based learning model) was implemented

- Increase in the number of economically disadvantaged students taking AP classes

Redesign Plan

East Kentwood High School

- Creation of math lab to support identified struggling students
 - Building and encouraging a culture of literacy including specific strategy implementation. Examples include the IRRROC writing model , focused and specific vocabulary instruction including the use of word walls and ACT Words of the week
 - In 2012, three 'Academic Coaches' who provide instructional support and professional development for teachers were added.
3. Act quickly in a fast cycle
- In previous years the administrative team has been structured in a typical high school model of administration - utilizing a principal in the role of the building leader and assistant principals focusing on discipline. In 2013, the principal restructured the leadership team creating more balance by bringing in a strong instructional leader with limited discipline responsibilities.
 - In 2012, there was an addition of 'Behavior Specialists' who support identified at-risk students with academic support as well as social, emotional and behavioral concerns.
 - During the principal's tenure the Global Tech program (integrated project based learning model) was implemented
 - Implementation of 3 tier support for ELL students in the areas of math, k-6 skills, pre-Algebra
 - Multiple academic supports were created for the ELL student population during and after school
4. Collect and analyze data
- In the principal's tenure there has been an increase in advance placement course (AP) participation from 240 students in 2009 to 342 students in 2013
 - The percentage of AP tests with a score of 3 or above increased by more than 10 percent during the principal's tenure
 - Current student participation in an AP class is at 49% for EKHS
 - During the principal's tenure the Global Tech program (integrated project based learning model) was implemented
 - Increase in the number of economically disadvantaged students taking AP classes
 - Growth demonstrated in both the PLAN, EXPLORE and ACT. In looking at cohort scores, growth exceeded or met predicted college board results/expectations
 - Creation of math lab to support identified struggling students
 - There are approximately 87% of students attending college after graduation from EKHS
 - In previous years the administrative team has been structured in a typical high school model of administration - utilizing a principal in the role of the building leader and assistant principals focusing on discipline. In 2013, the principal restructured the leadership team creating more balance by bringing in a strong instructional leader with limited discipline responsibilities.
 - In 2012, there was an addition of 'Behavior Specialists' who support identified at-risk students with academic support as well as social, emotional and behavioral concerns.
 - As a direct result of implementation of 'Behavior Specialists' the number of behavior and attendance referrals has decreased; increasing student instructional time.
 - Building and encouraging a culture of literacy including specific strategy implementation. Examples include the IRRROC writing model , focused and specific vocabulary instruction including the use of word walls and ACT Words of the week
 - Data teams have been created within departments to analyze and review aggregate and individual student data to inform instructional decisions
 - Continual evaluation of class and program effectiveness - classes and programs are eliminated when data does not support overall effectiveness. Programs that are proven effective are expanded.
 - Implementation of 3 tier support for ELL students in the areas of math, k-6 skills, pre-Algebra
 - Development of an alternate Math/Chemistry schedule to extend instructional time for struggling students
 - Multiple academic supports were created for the ELL student population during and after school

5. Galvanize staff around big ideas

- As a direct result of implementation of 'Behavior Specialists' the number of behavior and attendance referrals has decreased; increasing student instructional time.
- In 2012, three 'Academic Coaches' who provide instructional support and professional development for teachers were added.
- Implementation of multiple instructional delivery options including: traditional, online, blended learning, global tech/PBL model and 'flipped'
- Data teams have been created within departments to analyze and review aggregate and individual student data to inform instructional decisions

Indicator 1B: Build Leadership Capacity

East Kentwood High School has a structured administrative team on board that is able to leverage different competencies with an expectation that all leadership has an understanding in each of the following areas:

- All leaders exemplify a culture of learning in their own work as well as in their interactions with staff and students
- Building leaders are all involved in instruction and are responsible for student academic achievement

The building administrative team are all involved in evaluating staff and ensuring that instructional practices are implemented effectively. The administrative team consists of the principal, an assistant principal focused on academic instruction and school improvement with limited disciplinary responsibilities and two assistant principals that support academic instruction and student discipline and support. The administrative team will improve frequency and effectiveness of feedback to staff for improvement purposes. The evaluation process will provide opportunities for all staff to improve as educators, with clear expectations as well as guiding implicit changes in adult mindset and behaviors. Data from classroom walk throughs/observations/evaluations will be shared and tracked to provide optimal feedback to staff and celebrate early wins. Classroom walk throughs will monitor implementation of the 'big ideas' specifically focused on literacy being taught within each content areas. The administrative team will utilize electronic tools and to facilitate the feedback process. (tablets and laptops) East Kentwood High School will create an additional position designated to work specifically with staff and students to increase student achievement. At the end of the year, the effectiveness of this position will be evaluated and any necessary adjustments will be made. (This position will report to the District Instruction Office) It is important for the administrative team to demonstrate the connection to the 'big idea' of being adult learners in their own practice and model for all staff. All administrative leadership at East Kentwood High School and the Freshman Campus will be provided with professional development opportunities to assure the implementation of the five 'turnaround competencies'. Based on observation of the principal's demonstrated capacity in 'turn around' competencies the following will be areas of focus for administrative team professional development.

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

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

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

2A: The district evaluation process was developed in 2007 by a group of twenty teacher and administrators. Additional feedback was provided by the Kent Intermediate School District. The evaluation model was based on Charlotte Danielson's 5 domains. The first year it was piloted in two buildings and after that with the approval from the teachers association it was implemented district wide. The goal of this

evaluation tool is to help every teacher grow in their respective capacity as an educator. Implementation of student growth accounting for 40% of evaluation will begin in the 2014-2015 school year. Assessments that are specified by State legislators are also utilized.

2B

The Kentwood Public School administrator evaluation is a collaborative process between the superintendent of schools and the individual administrator. The two determine goals for at the beginning of the school year. These goals are monitored and reviewed throughout the school year via building visits, classroom walk-throughs, analysis of school data and informal communication with staff, students and community. Starting in the 2014-2015 school year the principal will also incorporate teacher input regarding building needs within the principal's goals. Administrator evaluations will be based on predetermined goals that are established between the superintendent and the administrator. 40% of the administrative evaluation will be based on building data from the MME, ACT and Discovery Education results. The goal of the evaluation process will be to help every administrator grow in their respective capacity as an educator. There is a public evaluation under review with the East Kentwood School Board in designated for the Superintendent.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

3A Reward Process - The district has a process that rewards educators for positively contributing to increased student achievement and implementing the instructional program.

Staff will be rewarded based on the following criteria:

- Staff implementation of the transformation plan activities that are identified for the school year.
- Successfully increasing student achievement in the content area they teach as well as academic areas in the 'big ideas', literacy and work/social skills
- Demonstrating student academic growth that exceeds the building mean.

Redesign Plan

East Kentwood High School

Specific criteria will be communicated to all staff at the beginning of the school year. Data will be collected on each teacher's progress in meeting the identified criteria and provided to a team comprised of staff and administrators. This team will determine staff eligibility for rewards in April of each year based on established criteria. Rewards will be provided to staff between May and December.

The administrative team will survey staff to determine what rewards are most valuable to motivate and reward teachers. Potential teacher rewards may include: leadership opportunities, gift cards, personal days, priority parking and public recognition. Leadership opportunities are based on individual interests and aspirations.

Examples:

- Interest specific professional development
- Leadership roles at the building level
- Participating in district teams established to work on various district initiatives that are part of the 'big ideas
- Presenting at conferences representing Kentwood Public Schools and the work done in the district
(initiatives connected to the big ideas, success within the classroom, implementation of the 'big ideas')

3B Removal Process - The district has processes to identify educators who have not positively contributed to increase student achievement. The district offers multiple opportunities to those identified to improve professional practice as outlined in the instructional program. The district has processes to remove ineffective educators base on criteria aligned with the teacher evaluation system.

The evaluation process includes steps to provide individualized professional development to aid under-performing staff and removal if improvement is not demonstrated. Evaluators are expected to recommend termination after two ineffective ratings are acquired.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of PD on instructional practices.

Goal 1:

All students will be proficient in mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the expressions and equations strand in Mathematics by 05/31/2016 as measured by state assessment.

Strategy1:

Differentiated Instruction - Instructional staff will use a flexible approach to teaching and learning that gives students multiple options for

Redesign Plan

East Kentwood High School

taking in information and making sense of ideas based on students' individual learning styles and needs.

Research Cited: The implementation of differentiated instruction by teachers has been shown to increase student achievement in comprehension and mastery of content area skills for different populations of students, including SWD, LEP and Economically Disadvantaged.

Hall, Strangman & Meyer: Differentiated Instruction and Implications for UDL Implementation (2009)

Activity - Gradual Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop lessons around the gradual release instructional model that facilitates differentiated instruction with a focus lesson (I do it), guided instruction (we do it), collaborative work (we do it together) and independent practice (I do it alone)	Other	09/03/2013	06/13/2014	\$0 - No Funding Required	Academic Coaches, Instructional Staff.

Narrative:

#4 Provide staff with ongoing, high quality, job embedded professional development aligned with the school's comprehensive instructional program.

4A Qualities of Professional Learning Program - The school's professional learning program (PL) is reflective of at least one of the big ideas. It is ongoing and offers repeated opportunities with a common focus. The school's PL is high quality, job embedded, integrated into the work day, includes a process for assessing impact of and adjusting professional learning on instructional practices. The PL is instructionally focused and aligned to the instructional program described in #6.

Professional learning has been identified as having a critical role in meeting the goal for East Kentwood High School of providing consistent, high quality teaching and learning for all students, teachers and administrators. East Kentwood High School will establish a comprehensive Professional Learning approach that is aligned and directly supports the instructional strategies big ideas and school wide goals. The PL will build effective instruction systematically grades 9-12, connecting all role groups to support instructional strategies/big ideas and the school improvement implementation including support staff who will be expected to maximize and support the effectiveness of instruction and learning.

A Professional Learning Team will be established that represents a cross-section of all content areas and 9-12 staff. This team will identify and prioritize professional learning needs at the department and building levels. It will be driven by instructional programming, student data as well as staff need. A formalized process for reviewing the professional learning requests will be established. A rubric for this process will be utilized and will include the outcomes of the PL. There will be a focus on monitoring how the PL connects to the instructional strategies/big ideas, evaluates participants learning and how that learning is measured.

The team will study what is currently in place via learning walks, teaching labs, Academic Coaches, Academic Interventionists as well as other support staff to support the building focus on instructional strategies/big ideas. They will also focus on what is working well and what is not with regard to Academic Coaches, Academic and Behavior Interventionist. In addition the team will focus on how to share learning/best practice PL with appropriate staff. Furthermore the team will utilize research and study to select which practices best meet the needs of adult learners, at a building and an individual level. The team will also consider building in more time for individual adult learners that need to more time or time to revisit specific training/PL. Based on the big ideas and strategies identified in the transformation plan and school improvement plan the team will decide on what resources and training are to be used for PL.

Redesign Plan

East Kentwood High School

All PL will directly support instructional strategies/big ideas, district goals and initiatives. The Gradual Release of Responsibility model for instruction will be implemented both school-wide as well as within each content area. The implementation of this model will be on-going and carried out over time with attention to adults as learners. The focus will be to differentiate PL to meet adult learning styles, offer time to practice, teacher to teacher feedback, administrative feedback and walk throughs /learning walks.

Meaningful PL will be provided so that adult learners are able to make connections and utilize PL with in their content areas. PL will be engaging, providing opportunities for staff to actively engage in their learning through collaboration, modeling, practice and on going dialogue. It will be embedded into everyday practice and supported by research. Professional learning sessions will be held at monthly staff meetings, quarterly scheduled half days and late start meeting times. Additional full day sessions will take place during the school year and during summer break. For example substitute teachers will be provided for department training in identified learning topics in the transformation plan.

Year 1

1. Professional Learning Team

Implementation Plan: Establish a team that represents a cross-section of all content areas and 9-12 staff.

Team will solicit input from staff regarding professional learning needs and format

Professional learning request will be reviewed based on established rubric demonstrating connection to instructional strategies and big ideas

Big Idea Connections: Teachers as adult learners

Lead Staff: Administrative Team,

Monitoring Tools: agendas, meeting minutes, staff survey

Achievement Measures: Staff proficiency in implementing instructional practices, positive staff feedback

2. Gradual Release

Implementation Plan: Focus on full implementation of the Gradual Release of Responsibility building wide - exposure to all instructional staff

All staff will attend PL focused on GRR instructional model

Specific PL will be established for those need more time, more learning and more exposure to the model

Big Idea Connections: Literacy strategies, teachers as adult learners, non-cognitive skills

Lead Staff: Leadership team, Department Heads, Transformation Implementation Coordinator

Monitoring tools: monitoring, walkthroughs

Achievement Measures: Implementation by 50% of instructional staff, evidenced by student work that shows an increase in student engagement and collaboration as well as a deeper understand of the content standards and skills

3. Academic Vocabulary

Implementation Plan: Introduce common plan for using academic vocabulary

Framer Model in content areas

All staff will be exposed to PL focused on utilizing Academic Vocabulary

Specific PL will be established for those needing more time, more learning and more exposure to utilizing academic vocabulary and the Frayer Model

Big Idea Connections: Literacy strategies, teachers as adult learners, non-cognitive skills

Lead Staff: Leadership team, Department Heads

Monitoring Tools: monitoring, walk throughs

Achievement Measures: Implementation by 50% of instructional staff, analysis of student work, evidenced by student work that shows a deeper understanding of the content standards and skills; application of academic vocabulary in both verbal and written work

Redesign Plan

East Kentwood High School

Year 2

1. Professional Learning Team

Implementation Plan: The team will assess effectiveness of professional development provided in year 1 and determine on-going learning needs to support the continued implementation of strategies and big ideas.

Team will continue to solicit input from staff regarding professional learning needs and format

Professional learning requests will be reviewed based on established rubric demonstrating connection to instructional strategies and big ideas

Team will identify new staff needs regarding professional development as well as staff that need additional training to become proficient

Big Idea Connections: Teachers as adult learners

Lead Staff: Administrative Team

Monitoring Tools: agendas, meeting minutes, staff survey, walk-throughs

Achievement Measures: Staff proficiency in implementing instructional practices, positive staff feedback

2. Student Advisory

Implementation Plan: Build in a 30-40 minute meeting time once a week for Student Advisory

Student interaction with teachers - establish rapport

Allow for feedback regarding assessment and student work

Re-teaching/re-testing opportunities

Big Idea Connections: Literacy strategies, non-cognitive skills

Lead Staff: Leadership team

Monitoring Tools: walk throughs, monitoring

Achievement Measures: Surveys on building culture completed by students

3. Academic Vocabulary

Implementation Plan: Introduce common plan for using academic vocabulary

Fruyer Model in content areas

All staff will be exposed to PL focused on utilizing Academic Vocabulary

Specific PL will be established for those needing more time, more learning and more exposure to utilizing academic vocabulary and the Fruyer Model

Big Idea Connections: Literacy strategies, teachers as adult learners, non-cognitive skills

Lead Staff: Leadership team, Department Heads

Monitoring Tools: monitoring, walk throughs

Achievement Measures: Implementation by 75% of instructional staff, analysis of student work, evidenced by student work that shows a deeper understanding of the content standards and skills; application of academic vocabulary in both verbal and written work

4. Continuation of Gradual Release Implementation

Implementation Plan:

Focus on teacher to teacher feedback and teacher walkthroughs

Review/revisit PL as needed in year 2 of implementation - more focus on collaborative group work and introduction to learning labs

Big Idea Connections: Literacy strategies, teachers as adult learners, non-cognitive skills

Lead Staff: Leadership team, Department Heads

Monitoring tools: monitoring, walkthroughs

Achievement Measures: Implementation by 75% of instructional staff, evidenced by student work that shows an increase in student

engagement and collaboration as well as a deeper understand of the content standards and skills

Year 3

1. Professional Learning Team

Implementation Plan: The team will assess effectiveness of professional development provided in year 1 and determine on-going learning needs to support the continued implementation of strategies and big ideas.

Team will continue to solicit input from staff regarding professional learning needs and format

Professional learning requests will be reviewed based on established rubric demonstrating connection to instructional strategies and big ideas

Team will identify new staff needs regarding professional development as well as staff that need additional training to become proficient

Big Idea Connections: Teachers as adult learners

Lead Staff: Administrative Team

Monitoring Tools: agendas, meeting minutes, staff survey, walk- throughs

Achievement Measures: Staff proficiency in implementing instructional practices, positive staff feedback

2. Formative and Summative Assessment

Implementation Plan: Introduce Formative and summative Assessment

Introduce Formative and Summative Assessment

Provide PL (KISD learning opportunities as well as in-district experts)

Allow for time within departments to collaborate and build assessments

Establish timeline for continued PL

Big Idea Connections: Literacy Strategies, Teachers as adult learners, non-cognitive skills

Lead Staff: Leadership Team, Department Heads

Monitoring Tools: walkt hroughs, monitoring

Achievement Measures: Implementation by 50% of the staff

3. Continuation of Implementation of Academic Vocabulary

Implementation Plan: Review and revisit use of academic vocabulary at the department level

Establish specific PL for those who need more time, more learning or exposure to academic vocabulary

Continued implementation of Frayer Model

Include PL for any new staff and revisit as needed during the year

Big Idea Connections: Literacy Strategies, teachers as adult learners, non-cognitive skills

Lead Staff: Leadership Team, Department Heads

Monitoring Tools: walk throughs, administrative feedback

Achievement Measures: Implementation by 100% staff, evidenced by student work that shows a deeper understanding of the content standards and skills; application of academic vocabulary in both verbal and written work

4. Continuation of Gradual Release Implementation

Implementation Plan:

Focus on teacher to teacher feedback and teacher walk throughs

Redesign Plan

East Kentwood High School

Review/revisit PL as needed in year 2 of implementation - more focus on collaborative group work and introduction to learning labs

Big Idea Connections: Literacy strategies, teachers as adult learners, non-cognitive skills

Lead Staff: Leadership team, Department Heads

Monitoring Tools: Administrative feedback, walk throughs

Achievement Measures: Implementation by 100% of staff, evidenced by student work that shows an increase in student engagement and collaboration as well as a deeper understand of the content standards and skills

Teachers will be expected to start implementing what was learned into day to day practice immediately following professional development training or contact a member of the administration why the training was not appropriate or applicable. Staff member will be expected to report back the specific impact on student achievement and day to day instructional practice to the administrator. Results will be shared with the Learning Team as part of feedback for continuation of professional development process.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

5A:

The building administrative team will evaluate staff vacancies, analyzing student achievement data to determine the specific qualifications required to fill vacancies. Specifically administrators will work with the Human Resource Department to recruit teaching staff who have demonstrated passion and expertise in the area of literacy in all content areas. Additionally, emphasis will be placed on candidates who demonstrate experience with cultural competency as well as establish student relationships that foster an environment of learning.

The Kentwood School District will attend job fairs, maintains relationships with area colleges and universities; specifically African American/black colleges, universities and post-secondary institutions that receive many of EKHS graduates. Recruitment will also be established and maintained via appropriate East Kentwood graduates who are encouraged to pursue careers in education and to return to EKHS as teachers.

EKHS staff will be assigned based on student need and staff qualification. The staff deemed most effective will be scheduled to work with struggling students. Strong emphasis will be placed on creating effective balanced teams to facilitate discussions about student need; both academic and non-academic and recommended supports. When determining placement of new teacher hires EKHS will be given precedence of assignment. When other buildings have new hires movement will be decided based on the opportunity for an experienced teacher to be assigned at EKHS. Academic Support Coaches schedules will be coordinated to provide more direct support to EKHS staff.

5B Retention - The district has a strategy for retaining teachers at EKHS that includes incentives. Administrative team will focus on a number of criteria to determine staff retention including: evaluations, student relationships, student achievement, contribution and support to building initiatives, commitment to continuous learning, ability to lead and inspire staff, students and parents.

EKHS will maintain a culture of learning for both adults and students. Staff are involved in decision making processes such as school improvement, building level policies and prioritizing instructional practices. Success and early wins will be celebrated regularly. Teacher

Redesign Plan

East Kentwood High School

recognition will be a part of the regular celebrations including teacher of the month, published scores of highly successful staff and highlighted teachers in both parent and community communication. Leadership opportunities will be based on individuals interests and aspirations such as professional development, leadership roles on building and district teams as well as presenting at conferences.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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

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

Goal 1:

All students will be proficient in mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the expressions and equations strand in Mathematics by 05/31/2016 as measured by state assessment.

Strategy1:

Vocabulary Enhancement - Students will be given content focused vocabulary lists that will support learning for each individual teaching unit. Vocabulary lists will consist of 10-12 words for each academic week.

Research Cited: Research indicates that student achievement will increase by 12 percentile points when students are taught 10-12 words per week. Marzano (2000)

Activity - PAVE Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will continue to implement the PAVE strategy to allow students to identify unknown vocabulary based on their prior knowledge about the terms or context of those terms. This will be done as both individual assignments and group activities.	Direct Instruction	09/03/2013	06/13/2014	\$0 - No Funding Required	Instructional Staff

Measurable Objective 2:

26% of All Students will demonstrate a proficiency in the expressions and equations strand in Mathematics by 05/31/2016 as measured by state assessment.

Redesign Plan

East Kentwood High School

Strategy1:

Writing Across the Content Areas - Teachers will focus on incorporating writing across the content areas to improve writing and communication skills. The implementation of writing across the content areas by teachers has been shown to increase student achievement in comprehension, mastery of content area skills, and

writing for different populations of students, including SWD, LEP, and Economically Disadvantaged.

Research Cited: Research Cited: Slavin, Cheung, Groff, & Lake: Effective Reading Programs for Middle and High Schools: A Best Evidence Synthesis (2008).

Activity - IRRROC Writing Formats	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement across the content areas the IRRROC writing format (Introduction, Reason, Reason, Reason, Opposing View, Conclusion) for constructed response and argumentative writing.	Direct Instruction	09/03/2013	06/13/2014	\$0 - No Funding Required	Instructional Staff

Goal 2:

All students will be proficient in Science.

Measurable Objective 1:

58% of All Students will demonstrate a proficiency in the Inquiry and Reflection strand in Science by 05/31/2016 as measured by the state assessment.

Strategy1:

Vocabulary Enhancement - Students will be given content focused vocabulary lists that will support learning for each individual teaching unit.

Research Cited: Research indicates that student achievement will increase by 12 percentile points when students are taught 10-12 words per week. Marzano (2000).

Activity - P.A.V.E Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will continue to implement the PAVE strategy to allow students to identify unknown vocabulary based on their prior knowledge about the terms or context of those terms. This will be done as both individual assignments and group activities.	Direct Instruction	09/03/2013	06/13/2014	\$0 - No Funding Required	Instructional Staff/Coaches

Narrative:

6A: East Kentwood High School utilizes the Explore, Plan and ACT/MME tests to gather data. The following is data disaggregated by subject, grade and subgroup for the subject area of Math:

Goal: All students will be proficient in mathematics.

Measurable Objective 1:

Redesign Plan

East Kentwood High School

70% of Eleventh grade students will demonstrate a proficiency in the expressions and equations strand in Math by 5/31/2016 as measured by the state assessment.

Measurable Objective 2:

51% of Eleventh grade Black/African American students will demonstrate a proficiency in the expressions and equations strand in Mathematics by 5/31/2016 as measured by the state assessment.

Measurable Objective 3:

26% of eleventh grade Students with Disabilities students will demonstrate a proficiency in the expressions and equations strand in Mathematics by 5/31/2016 as measured by the state assessment.

Measurable Objective 4:

47% of Eleventh grade students will demonstrate a proficiency in the figures and properties strand in Mathematics by 5/31/2016 as measured by the state assessment.

Measurable Objective 5:

34% of Eleventh grade Hispanic or Latino students will demonstrate a proficiency in the figures and properties strand in Mathematics by 5/31/2016 as measured by the state assessment.

Measurable Objective 6:

26% of Eleventh grade Students with Disabilities students will demonstrate a proficiency in the figures and properties strand in Mathematics by 5/31/2016 as measured by state assessment.

Measurable Objective 7:

40% of Eleventh grade female, Economically Disadvantaged students will demonstrate a proficiency in the figures and properties strand in Mathematics by 5/31/2016 as measured by the state assessment.

EKHS identifies that there is currently inadequate academic time under the current schedule to allow for mastery. There are multiple attendance issues as well as numerous/excessive suspensions and expulsions.

The curricular/instruction areas of focus include:

Critical thinking

Assessments

Quality questioning

Differentiation

Increase in rigor

Grading practices

EKHS works with adult learners to provide optimal Professional Learning in the area of designing assessments to assess state specific standards and implementing literacy strategies across all content areas. In addition, focus will be on implementation of the Gradual Release of Responsibility instructional model in all content areas. An emphasis is placed on narrowing content and ensuring alignment with state standards.

There is currently an inadequate culture of learning. While there are pockets of growth and change, there is a need to continue to improve

Redesign Plan

East Kentwood High School

adult learning and mindsets. There is a need to curb parent and student acceptance of failure and to better celebrate academic successes - creating a culture of pride in being academically successful. EKHS will follow a plan established to guide and develop an effective implementation plan. Facets of this plan will include: all critical components, anticipation of challenges, critical steps to be detailed in advance, common understanding; regardless of level of involvement as well as a focus on forward and proactive thinking. Each section will identify the implementation indicators, how EKHS will implement the plan, leadership team responsibilities, deadlines, monitoring tools and achievement measures.

The following is a three year sequence plan:

Year 1

1. Gradual Release

Implementation Plan: Focus on full implementation of the Gradual Release of Responsibility building wide - exposure to all instructional staff

All staff will attend PL focused on GRR instructional model

Specific PL will be established for those need more time, more learning and more exposure to the model

Big Idea connections: Literacy strategies, teachers as adult learners, non-cognitive skills

Lead Staff: Leadership team, Department Heads

Monitoring tools: monitoring, walk throughs

Achievement Measures: Implementation by 50% of instructional staff

2. Academic Vocabulary

Implementation Plan: Introduce common plan for using academic vocabulary

Framer Model in content areas

All staff will be exposed to PL focused on utilizing Academic Vocabulary

Specific PL will be established for those needing more time, more learning and more exposure to utilizing academic vocabulary and the

Framer Model

Big Idea Connections: Literacy strategies, teachers as adult learners, non-cognitive skills

Lead Staff: Leadership team, Department Heads

Monitoring Tools: monitoring, walkthroughs

Achievement Measures: Implementation by 50% of instructional staff

Year 2

1. Student Homeroom/Advisory Time

Implementation Plan: Build in a 30-40 minute meeting time once a week for Student Homeroom/Advisory Time

Student interaction with teachers - establish rapport

- Allow for feedback regarding assessment and student work

- Re-teaching/re-testing opportunities

Big Idea Connections: Literacy strategies, non-cognitive skills

Lead Staff: Leadership team

Monitoring Tools: walkthroughs, monitoring

Achievement Measures: Surveys on building culture completed by students

2. Continuation of Gradual Release Implementation

Implementation Plan:

Redesign Plan

East Kentwood High School

Focus on teacher to teacher feedback and teacher walkthroughs

Review/revisit PL as needed in year 2 of implementation - more focus on collaborative group work and introduction to learning labs

Big Idea Connections: Literacy strategies, teachers as adult learners, non-cognitive skills

Lead Staff: Leadership team, Department Heads

Monitoring Tools: Administrative feedback, walkthroughs

Achievement Measures: Implementation by 75% of staff

3. Continuation of Implementation of Academic Vocabulary

Implementation Plan: Review and revisit use of academic vocabulary at the department level

Establish specific PL for those who need more time, more learning or exposure to academic vocabulary

Continued implementation of Frayer Model

Include PL for any new staff and revisit as needed during the year

Big Idea Connections: Literacy Strategies, teachers as adult learners, non-cognitive skills

Lead Staff: Leadership Team, Department Heads

Monitoring Tools: walkthroughs, administrative feedback

Achievement Measures: Implementation by 75% staff

Year 3

Formative and Summative Assessment

1. Implementation Plan: Introduce Formative and summative Assessment

Introduce Formative and Summative Assessment

Provide PL (KISD learning opportunities as well as in-district experts)

Allow for time within departments to collaborate and build assessments

Establish timeline for continued PL

Big Idea Connections: Literacy Strategies, Teachers as adult learners, non-cognitive skills

Lead Staff: Leadership Team, Department Heads

Monitoring Tools: walkthroughs, monitoring

Achievement Measures: Implementation by 50% of the staff

2. Continuation of Implementation of Academic Vocabulary

Implementation Plan: Review and revisit use of academic vocabulary at the department level

Establish specific PL for those who need more time, more learning or exposure to academic vocabulary

Continued implementation of Frayer Model

Include PL for any new staff and revisit as needed during the year

Big Idea Connections: Literacy Strategies, teachers as adult learners, non-cognitive skills

Lead Staff: Leadership Team, Department Heads

Monitoring Tools: walkthroughs, administrative feedback

Achievement Measures: Implementation by 100% staff

3. Continuation of Gradual Release Implementation

Implementation Plan:

Focus on teacher to teacher feedback and teacher walkthroughs

Review/revisit PL as needed in year 2 of implementation - more focus on collaborative group work and introduction to learning labs

Big Idea Connections: Literacy strategies, teachers as adult learners, non-cognitive skills

Redesign Plan

East Kentwood High School

Lead Staff: Leadership team, Department Heads

Monitoring Tools: Administrative feedback, walk throughs

Achievement Measures: Implementation by 75% of staff

6B: Qualities of instructional program

EKHS has developed a plan that reflects 4 big ideas throughout the 3 year plan.

Literacy is an essential component to what is taught and assessed in all content areas at EKHS. Examples of areas of focus include: Close and Critical reading strategies, academic vocabulary strategies, writing and speaking emphasis in all content areas. Non-cognitive skills need to be explicitly taught . These are skills needed for school and in life. Examples of areas of focus include: Organization, work and study habits, note taking and test taking skills.

Educators at EKHS must be adult learners. Educators will focus on student data, content learning, literacy, cultures and instructional practices.

Student and parent education and engagement will be critical in addressing motivation. Student motivation impacts student learning. EKHS cannot allow lack of motivation to hinder student learning.

All content and instruction standards at EKHS are aligned with career and college ready standards. All instructional strategies are research based and will be reflected both across grades and within all content areas. Administration and department leaders are responsible for implementation of the instructional programming. Professional development and learning timelines will dictate how the instructional programming will be implemented.

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

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

Goal 1:

All students will be proficient in mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the expressions and equations strand in Mathematics by 05/31/2016 as measured by state assessment.

Strategy1:

Differentiated Instruction - Instructional staff will use a flexible approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas based on students' individual learning styles and needs.

Research Cited: The implementation of differentiated instruction by teachers has been shown to increase student achievement in

Redesign Plan

East Kentwood High School

comprehension and mastery of content area skills for different populations of students, including SWD, LEP and Economically Disadvantaged.

Hall, Strangman & Meyer: Differentiated Instruction and Implications for UDL Implementation (2009)

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments will develop and regularly use formative assessments to evaluate teaching and learning.	Evaluation	09/03/2013	06/13/2014	\$0 - No Funding Required	Coaches/Department Heads/Instructional Staff

Measurable Objective 2:

51% of All Students will demonstrate a proficiency in the expressions and equations strand in Mathematics by 05/31/2016 as measured by the state assessment.

Strategy1:

Vocabulary Enhancement - Students will be given content focused vocabulary lists that will support learning for each individual teaching unit. Vocabulary lists will consist of 10-12 words for each academic week.

Research Cited: Research indicates that student achievement will increase by 12 percentile points when students are taught 10-12 words per week. Marzano (2000)

Activity - PAVE Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will continue to implement the PAVE strategy to allow students to identify unknown vocabulary based on their prior knowledge about the terms or context of those terms. This will be done as both individual assignments and group activities.	Direct Instruction	09/03/2013	06/13/2014	\$0 - No Funding Required	Instructional Staff

Goal 2:

All students will be proficient in Science.

Measurable Objective 1:

58% of All Students will demonstrate a proficiency in the Inquiry and Reflection strand in Science by 05/31/2016 as measured by the state assessment.

Strategy1:

Vocabulary Enhancement - Students will be given content focused vocabulary lists that will support learning for each individual teaching unit.

Research Cited: Research indicates that student achievement will increase by 12 percentile points when students are taught 10-12 words per week. Marzano (2000).

Redesign Plan

East Kentwood High School

Activity - P.A.V.E Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will continue to implement the PAVE strategy to allow students to identify unknown vocabulary based on their prior knowledge about the terms or context of those terms. This will be done as both individual assignments and group activities.	Direct Instruction	09/03/2013	06/13/2014	\$0 - No Funding Required	Instructional Staff/Coaches

Goal 3:

All students will be proficient in Social Studies.

Measurable Objective 1:

26% of All Students will demonstrate a proficiency in the historical perspective strand in Social Studies by 05/31/2016 as measured by the state assessment.

Strategy1:

Vocabulary Enhancement - Students will be given content focused vocabulary lists that will support learning for each individual teaching unit. Research Cited: Research Cited: Research indicates that student achievement will increase by 12 percentile points when students are taught 10-12 words per week. Marzano (2000).

Activity - P.A.V.E. Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will continue to implement the PAVE strategy to allow students to identify unknown vocabulary based on their prior knowledge about the terms or context of those terms. This will be done as both individual assignments and group activities.	Direct Instruction	09/03/2013	06/13/2014	\$0 - No Funding Required	Instructional Staff

Measurable Objective 2:

51% of All Students will demonstrate a proficiency in the historical perspective strand in Social Studies by 05/31/2016 as measured by the state assessment.

Strategy1:

Writing Across the Content Areas - Writing Across the Content Areas - The implementation of writing across the content areas by teachers has been shown to increase student achievement in writing for different populations of students, including SWD, LEP, and Economically Disadvantaged

Research Cited: Research Cited: Slavin, Cheung, Groff, & Lake: Effective Reading Programs: A Best-Evidence Synthesis (2008)

Activity - IRRROC Writing Formats	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement across content areas IRRROC (Introduction, Reason, Reason, Reason, Opposition, Conclusion) for constructed response writing.	Other	09/03/2013	06/13/2014	\$0 - No Funding Required	Instructional Staff

Redesign Plan

East Kentwood High School

Measurable Objective 3:

64% of All Students will demonstrate a proficiency in the geographic perspective strand in Social Studies by 05/31/2016 as measured by the state assessment.

Strategy1:

Differentiated Instruction - Instructional staff will use a flexible approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas based on students' individual learning styles and needs.

Research Cited: Research Cited: The implementation of differentiated instruction by teachers has been shown to increase student achievement in comprehension and mastery of content area skills for different populations of students, including SWD, LEP and Economically Disadvantaged. Hall, Strangman & Meyer: Differentiated Instruction and Implications for UDL Implementation (2009)

Activity - ELL Support Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Language Learners (ELL) will continue to receive para-professional support. We will be providing professional development on effective ELL strategies to increase student proficiency in ELA and Math classes	Other	09/03/2013	06/13/2014	\$16000 - General Fund	Admin/ELL Staff/Instructional Staff

Narrative:

7A: EKHS has specific expectations for regular and ongoing building wide use of data. There will be monthly data team meetings at all levels grades 9-12. At the freshmen campus teachers will hold a monthly data team meeting where they will identify students who are struggling in two or more subjects and develop specific strategies for intervention. Teachers will track all data and interventions. At the 10-12 building, departments will hold monthly meetings where the focus will be on instruction and how to improve to better address student deficits. Mainly utilizing differentiation strategies to meet the needs of all student learners including both those who struggle and those who excel. Non-core teachers will use the data team meetings to look at specific student data such as absences, student motivation and student engagement and look for ways to implement literacy into the non core instructional areas. In addition, each department will hold a monthly meeting to analyze data from the PLAN and EXPLORE results. Analysis will be done by strand so as to identify specific areas of needed improvement. Instructional modifications will be made as a direct result of data.

It is a goal to implement a Student Homeroom/Advisory time in the 2014-2015 school year. Students will be assigned a homeroom starting as sophomores. Each homeroom will have a specific chosen group of students. Teachers will share both PLAN and EXPLORE results with each student. Students will track their progress on these tests to create goals for the ACT. Students will also take practice ACT tests (following ACT conditions) in preparation for the ACT test. The home- room teacher will be responsible for the administration of the ACT test to those specific students.

Students will also be placed into an ACT prep class for the second semester of junior year. Placement will be by the PLAN and EXPLORE results. Students will learn organizational skills, time management and other test taking strategies. (Non-cognitive skills)

Data will be used as a basis for differentiation of instruction to meet the academic needs of individual students. Each core subject teacher will be giving common assessments so that results can be appropriately compared and discussed. This allows for students to be grouped by ability and teachers can use differentiated instruction with each of the groups. EKHS currently incorporates IRRROC, HIP, PAVE, vocabulary enhancement, gradual release, mind maps into daily instruction. All practices are researched based with a focus on minorities, ELL and at-

risk populations and have proven to improve student achievement.

EKHS will include the following practices for data collection, analyzing and to increase achievement and close gaps:

- Data team meetings - monthly meetings will be held to look at data and make adjustments in instruction as necessary
- Department or grade level meetings will be held monthly - time will be designated to analyze PLAN and EXPLORE results
- Administrative walk throughs - Administrators will do consistent walk throughs. Data will be collected as evidence of specific instructional practices are found and will be shared regularly with staff. Administration will establish quantifiable targets as goals for the data collected during walk throughs.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

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

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

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

8A: Time for Core Subjects

EKHS has an ultimate goal to shift core classes from trimester to semester in 9th, 10th and 11th grades. Recommended courses include:
9th grade -English 9, Algebra, Biology and US History
10th grade - English 10, Geometry, Chemistry, World History
11th grade - English 11, Algebra 2, Physics, Civics/Economics

Currently a core class in the trimester schedule is completed during 2 trimesters takes an approximated total of 8,760 minutes while a semester scheduled core class taken for the full year has an approximated 9,900 minutes to equal almost 18 additional days of instruction. The minutes for the semester were calculated on a 55 minute class period and the trimester was calculated on a 73 minute class period. Changing to a semester type schedule is also suggested as it allows for opportunities to include both zero and 7th period classes to support core areas with remediation/intervention.

There is also a need to reduce the amount of classroom interruptions as it proves to take away a minimum of 3-5 minutes of instruction per interruption. Purposeful scheduling any core class with either A or C lunch to minimize interruption of instruction for lunch and travel time will provide a better allotment of instructional minutes.

8B

Building in a 30-40 minute Student Advisory block of time once per week to help students work on targeted skills that will help boost achievement. This will include topics such as organizational skills, time management, study skills, literacy strategies and test taking skills. Enrichment opportunities may include support college/career planning, completing college applications, scholarship essays, financial aid support and other areas of need as identified by staff and students. For the school year this would provide every student with 1,080 minutes of support which is 1,080 more minutes than allotted in the current schedule. It is recommended that students maintain the same intervention teacher grades 10-12 for all three years to assist in building relationships and having a positive impact on motivation.

8C

Redesign Plan

East Kentwood High School

In the 2012-2013 school year EKHS added professional development time required for all staff. This time was beneficial to the staff however through staff surveys and other feedback it was determined that the professional development time could be used more effectively. For the 2013-2014 school year the professional development plan was modified to focus on analysis of student data and effective implementation of school improvement strategies. Ultimately these very recent changes have resulted in an increase of 13.5 hours of professional development and more focused and targeted use of that PD time. We are confident that this additional focus on instructional practice and student data will result in improved instructional practice and student achievement. All professional development will be evaluated through staff surveys and classroom walk throughs.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

9A Family Engagement: EKHS will increase student-led meetings, events and activities to increase parent engagement and attendance at school based activities. This initiative can be used to support literacy, student motivation and teaching non-cognitive skills.

Example:

Student athletes assist in leading parent meetings - allowing for students to have learning opportunities with speaking, creating and organizing an agenda, preparing a speech and communicating with other families

Students give tours of the building to new arriving or visiting students/parents/families

EKHS will enhance current events offered such as parent teacher conferences, diversity night and parent education nights by including child care, food, transportation. Off site opportunities, parent workshops and student workshops will be provided in various locations in the Kentwood Community focused on teaching parents how to support students with organizational skills, study skills and literacy strategies. An emphasis will be maintained to ensure there are opportunities for parents to be involved outside of the actual high school facility with possible meeting venues being at churches or other locales that offer a positive experience for community and family to be exposed to EKHS.

EKHS will implement and utilize common social media platforms to support teaching literacy, non-cognitive skills and parent education while engaging and informing students, families and the community. A designated platform will be maintained and utilized with one person responsible for keeping all information up-to-date and consistent.

9B: EKHS will enhance the existing relationships with: Kent Schools Services Network (KSSN), Kentwood Community Church, Kent Intermediate School District (KISD) and VanAndel Research Institute. EKHS will collaborate with these agencies to provide students and families with supports such as mentoring, wellness needs, academic vocabulary and development of social skills.

EKHS will work to reach out to other local agencies such as West Michigan Refugee Center, local colleges and universities and other business partners in the Kentwood area to increase opportunities for tutoring, STEM and Robotics activities, job shadows/internship experiences and other real world experiences.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvacEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

10A: Operational Flexibility - the plan includes a statement that the school improvement team and building leader will determine the school's Title I budget (subject to federal regulations)

EKHS is not a Title I building, therefore there are no funds allocated for use as suggested in the Transformation Requirement.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

11A

The district has designated Evan Hordyk as the Executive Director of Secondary Education. EKHS and the district have close partnering relationships with Kent Intermediate School District, Grand Valley University and the Michigan Department of Education to work on academic achievement. This partnership will continue and be utilized as appropriate opportunities arise.

Please list below the goals for the current school year that were collaboratively developed by the Superintendent and the administrator. Goals should reflect the school's priorities in the areas of instruction, assessment, communication and learning environment, as well as personal growth as an educator.

After each goal, detail the progress the administrator has made in accomplishing the goal. Include the data used to monitor and evaluate progress. Attach supporting documentation as needed.

Goal #1

Progress for Goal #1

Goal #2

Progress for Goal #2

Goal #3

Progress for Goal #3

Goal #4

Progress for Goal #4

Goal #5

Progress for Goal #5

<i>Instruction</i>	<i>Standard Rating</i>			
Comments	<i>Highly Effective</i>	<i>Effective</i>	<i>Minimally Effective</i>	<i>Ineffective</i>
I-1: The teacher demonstrates current and accurate knowledge of subject matter covered in the curriculum.				
I-2: The teacher plans instruction to achieve desired student learning objectives that reflect the current district curriculum.				
I-3: The teacher recognizes individual learning differences and differentiates instruction to meet student needs.				
I-4: The teacher uses appropriate materials, technology, and resources compatible with students' needs and abilities that support the current district curriculum.				
I-5: The teacher links present content/skills with past and future learning experiences, other subject areas, and real world experiences/applications.				
I-6: The teacher uses a variety of instructional strategies that promote student learning.				

<i>Assessment</i>	<i>Standard Rating</i>			
Comments	<i>Highly Effective</i>	<i>Effective</i>	<i>Minimally Effective</i>	<i>Ineffective</i>
A-1: The teacher provides a variety of ongoing and culminating assessments to measure student performance.				
A-2: The teacher provides ongoing and timely feedback to encourage student progress.				
A-3: The teacher uses assessment results to make both daily and long-range instructional decisions.				
A-4: The teacher assessed and achieved adequate student growth. <i>Assessment – Overall Student Growth – 40% of teacher evaluation</i>				

<i>Learning Environment</i>	<i>Standard Rating</i>			
Comments	<i>Highly Effective</i>	<i>Effective</i>	<i>Minimally Effective</i>	<i>Ineffective</i>
L-1: The teacher communicates and maintains clear expectations about behavior, classroom procedures, and academic achievement.				
L-2: The teacher maximizes the use of instructional time and resources to increase student learning.				
L-3: The teacher demonstrates and models respect toward students and others.				
L-4: The teacher organizes the classroom to ensure a safe academic and physical learning environment.				

<i>Communication</i>	<i>Standard Rating</i>			
Comments	<i>Highly Effective</i>	<i>Effective</i>	<i>Minimally Effective</i>	<i>Ineffective</i>
C-1: The teacher communicates effectively with students and models standard English.				
C-2: The teacher works collaboratively with families and use appropriate resources to support the success of a diverse student population.				
C-3: The teacher maintains timely communication with colleagues and administrators concerning student progress or problems.				

<i>Professionalism</i>	<i>Standard Rating</i>			
Comments	<i>Highly Effective</i>	<i>Effective</i>	<i>Minimally Effective</i>	<i>Ineffective</i>
P-1: The teacher demonstrates ethical and professional behavior.				
P-2: The teacher participates in an ongoing process of professional development.				
P-3: The teacher contributes to the overall school climate by supporting school goals.				