



Redesign Plan

Ken-O-Sha Park Elementary

Grand Rapids Public Schools

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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?

Ken-O-Sha Park Elementary (KDE) is an urban elementary school that offers general education and special education classrooms for children Kindergarten-5th grade. We are projected to have around 125 students with a kindergarten, first grade, second grade, third grade, and a fourth/fifth split. Students in the Grand Rapids Oral Deaf (GROD) program and/or the Physically Impaired (PI) program's attend Ken-O-Sha. The goal of the GROD and PI programs is to mainstream these students, preparing them to return to their neighborhood school. This truly lends itself to a diverse learning environment for all students.

The Elementary went through a transformation which began in the fall of 2013. District boundary lines were changed and shrunk the student population and number of staff. A nearby elementary closed and some of their students became Ken-O-Sha students. This in combination with new boundary lines led to a very different student population than previous years.

Currently our student population is approximately 53% African American, 28% White, 11% Hispanic, 7% multi-racial, and 2% Asian. We have approximately 90% free and reduced lunch, therefore many of our students come from a poverty background.

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.

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.

Notable Achievements:

Our Science Proficiency raised from 0% to 17%.

Areas for Improvement:

Our school is ranked in the 2nd Percentile on MDEs top-to-bottom list and has been designated as a Priority School.

Our Science MEAP scores were 2.4% below our proficiency target. We will continue to increase the amount of time Science is taught and focus on integrating in other content areas throughout the day.

Our Writing MEAP scores for 4th graders was 0% according to MEAP data. We will have writing as a focus area for our building this year.

Our MEAP Math proficiency scores were 32% proficient. Our growth z score was -1.0688.

Our MEAP Reading proficiency scores were 54% overall for 3rd, 4th, and 5th grades combined. However, students did not show growth within the different proficiency levels. Our growth z score was -1.8502. Reading will be our focus area for improvement. In order to increase student achievement in this area we will address the following big ideas: Using Quality Questioning and Critical Thinking to increase academic rigor, using Differentiated Instruction through the Universal Design of Learning lens and building an engaging classroom environment.

Additional Information

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

Ken-O-Sha was affected by the Transformation Plan that took effect during the 2013/14 school year. New district boundaries were created, so some of our students came from other schools this year. We had a smaller enrollment consisting of mostly new students to the building, a new teaching staff, and a couple of new administrators at Ken-O-Sha.

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	See attached 2014-15 Educator Evaluation Guidebook.	2014-15 Educator Evaluation Guidebook

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	Please see attached 2014-15 Administrative Evaluation Guidebook.	2014-15 Administrator Evaluation Guidebook

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	We will be working with the district on this assurance.	

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>	No	We will be working with the district on this assurance.	

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 will be working with the district on this assurance.	

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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>	No	We will be working with the district on this assurance.	

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.

Stephanie Villalta, Principal, villaltas@grps.org

Mary Kay Kolber, Special Education Supervisor, kolberm@grps.org

Mary Lou Kosty, Classroom Teacher, kostym@grps.org

Shelley Anderson, Ken-O-Sha Parent, shell2014@aol.com

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

Cindy Peck, School Reform Facilitator, peckc@grps.org

Ben Boerkoel, KISD School Improvement Facilitator, benboerkoel@kentisd.org

Linda Hecker, Academic Outreach Specialist, heckerl@msu.edu

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

Throughout the Data Dialogues, a few big ideas guided our discussions about improvements that have been and will be made to our school. We collected, analyzed, and interpreted numerous data sources and engaged in dialogue around its meaning. These data dialogues facilitated our efforts in developing a plan for rapid improvement.

Our data review showed us that students at Ken-O-Sha are not making growth in their proficiency of reading. This is true for all students. This suggests that changes in instructional practices for all teachers will be the most powerful way to raise performance in reading proficiency and individual growth for all students. It will also positively impact student achievement in other content areas as well.

While dialoguing about data in the form of process, achievement, perception and demographic, big ideas emerged that will have implications for staff. These big ideas guided the creation of our Reform Plan and will guide our implementation in the years to come. The big ideas are as follows:

1. To use Quality Questioning and Critical Thinking to increase academic rigor within the classroom. This will increase student achievement through increasing depth of knowledge and allowing students time to reflect on their thinking and be able to provide evidence.
2. Incorporate Differentiated Instruction through the Universal Design for Learning lens to better meet the individual needs of all students.
3. To build an engaging classroom climate. This will increase student achievement by having students engaging in their learning and taking ownership of their growth. Increased classroom engagement and more relationship building may also positively impact our attendance rates which will in turn increase the amount of instructional hours for those chronically absent students. This will raise student achievement.

A plan for professional development will be created in and around the areas of Quality Questioning/Critical Thinking, Differentiation/UDL, Formative Assessments, the use of technology (targeting SMART boards), clear expectations and building relationships. Additionally staff will be supported through PLCs on these same topic focus areas.

While these are areas in which many staff members are already familiar, they need a deeper understanding and ongoing opportunities for reflection and professional learning.

State what data were used to identify these ideas

Our Reform team looked at several different data in order to reach the conclusions made. A careful analysis of the following data occurred: During our Data Dialogues, our Reform team looked at several different data in order to reach the conclusions made. A careful analysis of the following data occurred:

Perception data - Our Student Tripod Surveys indicated that students feel there is a lack of control in the classroom. Control was rated as 44% in Early Elementary and 48% in Elementary. There was a decline from Fall to Spring in the area of control (16 percentage point decrease in Early Elementary and 13 percentage point decrease in Elementary). Challenge also decreased in percentage points for our Elementary students by 5 from fall to spring 2013/2014.

Process Data - During the examination of our Process Data we looked at our SPR 40 and noticed that Professional Learning was rated with a level 3 (implemented). Areas needing improvement were on-going supports for staff and differentiated Professional Development for staff. The data also indicated that Instruction was rated at a 3.17 (implemented) level and had some areas for needed improvement including differentiated instruction using data, academic rigor for all levels of proficiency, and increased student engagement.

Demographic Data - Our SWIS Data indicated that 51% of our behavior referrals are occurring in the classroom. This means that the

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majority of problem behaviors are in the classrooms. We had a chronic absenteeism rate of 45% in 2013/2014. Kindergarten was the highest percentage of chronically absent students at 50%. This is a critical issue as kindergarten is a grade level where we are building more foundational skills for learning to come.

Student Achievement Data - For 2013/2014 MEAP Assessment, 32% of our students were proficient in Math and 54% of our students were proficient in Reading. After closely examining our MEAP Data we recognize that the z- score for improvement in reading over the past two years (-1.85) is lower than the z- score in improvement for math (-1.07). This indicates that the students had less growth in the subject area of reading versus math. The NWEA MAP data did show some trends of growth, but again the numbers showed some grade levels staying rather stagnant and some individual students declining. The lack of individual student growth in the area of reading is the biggest problem.

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 five 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.

Requirement #1:

1A

Mrs. Stephanie Villalta will be retained as the principal at Ken-O-Sha Park Elementary because she has demonstrated turnaround competencies and has supports in place needed to move academic achievement in this school.

Act quickly in a fast cycle

Upon becoming assistant principal at Ken-O-Sha during the 2013-2014 school year, Mrs. Villalta immediately moved to address climate and procedural issues that were interfering with staff and student success. Some of those actions included a school-wide practice of the Positive Behavioral Intervention and Support Expectations with staff and students. This reinforced the expectations in the hallway, cafeteria, bathrooms, and playground. The lunch and recess procedures were changed in order to reduce recess behaviors and increase eating time for the kindergarten through second graders. Since then, Ken-O-Sha has become a more organized school with clear expectations and procedures to promote a climate focused on teaching and learning.

Additionally, Mrs. Villalta has implemented with fidelity the District's rigorous, transparent, and equitable evaluation system for teachers and staff which take into account student growth data as well as other factors such as multiple observation based assessments of performance and attainment of individual goals.

Identify and Focus on Early Wins and Big Payoffs

Through the creation of strategy implementation guides which focus instructional practices and leader actions, the building will be ready to gain some quick wins and big payoffs in the area of increased growth of student reading proficiency. Students are celebrated during our Winter and Spring MAP testing cycles for meeting college and career readiness (CCR) growth targets. Students meeting those targets receive recognition and a small reward at an all-school assembly and parents are invited to the celebration. As students reach their individual learning goals that are set with their teacher, they will be celebrated at school-wide assemblies and parents will be notified of their accomplishment. New goals will then be set for those students. Teachers receive recognition for students meeting their individual learning goals and MAP Winter and Spring CCR growth. This recognition occurs during staff meeting time. We have classroom and/or school-wide celebrations when we notice a decrease in the number of office referrals linked to classroom behaviors. As stated before, our previous year's data indicated that 51% of our behavior referrals occurred in the classroom. Each month that has a percentage of classroom office referrals less than 51% will result in extra recess time for the individual classrooms or a whole school basis. This will help reinforce with the students and staff the importance of classroom behavior, student engagement, and building relationships.

A plan exists for classroom visits to check for the fidelity of implementation of focus instructional areas, embedded professional development, and the support and focus of the PLC meetings.

Breaking Organizational Norms

Mrs. Villalta has provided the opportunity for shared leadership with all teaching staff members at Ken-O-Sha as all teaching staff is a part of the same professional learning community and have a role on the Instructional Leadership team. Mrs. Villalta with the support of staff and district representatives has identified areas within the structure at Ken-O-Sha that are in the process of improvement.

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Those areas include - The use of continuous data will become a norm for the staff as a whole, more clearly defining classroom expectations and discipline procedures, examining the expectations and procedures for PLC meetings, more closely monitoring of curriculum pacing and assessment fidelity within individual classrooms, increasing the level of rigor in instruction, providing more PLC time for teacher self-reflection on quality questioning and differentiation strategies, connecting more with our after-school program to provide targeted academic support for students attending.

Collect and Analyze Data

Mrs. Villalta has developed and implemented the following expectations for the collaborative analysis of data by instructional staff:

- PLCs will be dedicated to analyzing student work and formative assessment data
- 4 Data Dialogues will occur where MEAP, MAP, DIBELS, district created, and formative assessment data will be analyzed in collaboration with the District, MSU District Interventionist, and Kent ISD
- Data from observations will be shared with instructional staff either from administrative feedback and/or peer feedback

Galvanize Staff Around Big Ideas

Mrs. Villalta in collaboration with the Priority School Team will communicate to the staff the sense of urgency for instructional improvement through the discussion of current data and goals. The goal is to unify staff around our building goals and the Reform Plan in order to move student achievement in a positive direction. As a staff consisting of 9 teachers, we will work together to create portions of our strategy implementation guides which will contain our "non-negotiable" components with the idea that if staff have input, there will be further support and buy-in. There will also be levels of accountability communicated where the true importance for increased student achievement is priority.

1B

Support is given to the administrator and teaching staff through district personnel and Kent ISD School Improvement Facilitator. The support will be given through school visits, attendance at data dialogues and learning walks, monthly principal meetings, monthly leadership meetings and classroom observations with feedback. Topics of this support will directly focus on our three big ideas of Quality Questioning, Differentiation/Universal Design for Learning and Student Engagement.

Bi-weekly, the Executive Director and/or the School Reform Facilitator will conduct building and classroom walkthroughs looking for evidence of data being used to make instructional decisions as well as evidence of the implementation of a multi-tiered system of support. This specific evidence will supply feedback on the classrooms' use of differentiation strategies. After each visit, Notes of Visit will be completed which will outline the focus and the observations made around that focus. Next steps will be outlined within that document and shared with the principal. If necessary, additional support, such as a curriculum specialist or other specialized individual, will be requested to work with the staff at Ken-O-Sha. As one of the Grand Rapids Public Schools district initiatives focuses on Student Achievement and its increase through academic rigor, this connects directly to our building focus on quality questioning to increase rigor and will be a major look for in classroom walkthroughs from district personnel.

The principal will be working closely with curriculum specialists from the Kent ISD personnel on training and professional development on Quality Questioning and the Universal Design for Learning. Meetings will be held to discuss the main areas of focus within those big ideas as well as a training and professional development schedule. As an instructional leader for the building, the administrator will be reading professional texts around the three big ideas of Quality Questioning, Differentiation/Universal Design for Learning and Student Engagement. Information learned from these texts will be applied in PLC format for the learning of the staff.

Through community partnerships, the District is developing an intensive leadership program, "Leading the GRPS Way", which will provide professional learning on the core leadership competencies, communities of practice, follow-up instructional support, and how to create the district conditions for administrators to effectively lead their staff for higher levels of student achievement. This program will occur monthly throughout the 2014-2015 school year.

New building administrators in GRPS receive support from a leadership coach, who works closely with them to deepen their understanding and knowledge around specific GRPS processes and protocols. The frequency of support is dependent on the need of the individual.

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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 2015-16, at least 50% 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 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

2A : EDUCATOR EVALUATION

An Evaluation Committee comprised of District administrators, including Executive Directors of Schools, professional development, Human Resources, and Assessment and Evaluation met weekly to collaboratively develop the Educator Evaluation process, rubric and guidebook. The draft evaluation document was vetted by a team comprised of building principals and teachers whose feedback formed the basis of the final evaluation document in 2012-2013. The final rubrics are broken into three performance measures; Student Growth (School-wide NWEA Conditional Growth Index, Classroom NWEA Conditional Growth Index, ACT composite), Performance Practice (Danielson Classroom Observation Score, Tripod Composite Favorability Rating, Instructional Goals Rubric Rating), and Professional Practice (Professional Development Credits Earned, Danielson Professional Responsibilities Score). During the 2012-2013 school year, extensive District wide professional learning was provided to District and building based Administrators and Classroom Teachers by Cambridge Educational Consultants to develop uniform use of one of the four MDE approved models; Charlotte Danielson's Framework for Teaching rubric and will continue during the 2014-2015 school year. The Danielson Framework has been utilized collaboratively in the district for over 15 years. The 2007 Danielson Framework for Teaching rubric has been adopted for the 2014-2015 school year. For the 2014-2015 school year the student growth portion of the Educator Evaluation is comprised of 50% (refer to the attached Educator Evaluation Guidebook in the Priority School Assurances).

2B: ADMINISTRATOR EVALUATION

The District Evaluation Committee has chosen to implement the Michigan Association of School Administrator's School ADvance Administrator Evaluation Instrument. The Administrator evaluation will be a growth model which measures both Professional Practice (Supervisor Rating, Teacher Evaluations, Feedback to Teachers and parents and improvement and monitoring of building attendance) and Student Growth (NWEA Conditional Growth Index and ACT). For the 2014-2015 school year, student growth will comprise 50% of the Administrator Evaluation (refer to the attached Administrator Evaluation Guidebook in the Priority School Assurances).

During the 2013-2014 school year a group of principals worked on developing a Grand Rapids Leadership rubric. An outside agency, Basis Policy Research, did a crosswalk of the GRPS Leadership Rubric and aligned it with the School ADvance rubric. The School ADvance rubric was vetted with principals at an Evaluation Team meeting, and they endorsed the use of the School ADvance rubric. The Evaluation Committee felt the School ADvance rubric best fit with the leadership characteristics and skills needed to be a successful Grand Rapids Public School administrator. During the 2013-2014 school year leadership development was designed around the components of the ADvance rubric. Each month during the 2014-2015 school year, building leaders will participate in leading the GRPS Way which will incorporate the components of the Advance rubric.

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

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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

Instructional and building staff and students who have successfully increased and accelerated achievement (beyond expected growth or 50th percentile Conditional Growth Indicators) on NWEA will receive building level recognition (verbal recognition/certificates/notes of appreciation) after the second and third NWEA Assessments. This recognition will occur at our regularly scheduled school level PBIS assemblies organized by building principals and supported/monitored by District Staff. Recognition will include educators, students and include student's families. Additionally, staff that has demonstrated success around accelerating student growth will be provided opportunities to participate on District level committees, such as The District Level Professional Development planning team. This team is responsible for suggesting, creating and administering professional learning for peers in line with the District's Academic plan.

Staff who are implementing the gold standard of strategy implementation as described in the implementation guides currently being developed will receive recognition through celebrations such as staff meeting recognition, office announcements, and other celebrations. Staff are also recognized at school-wide biweekly assemblies for various reasons such as special classroom projects, classroom achievement, classroom behavior, leadership, volunteering of additional time, etc.

At the end of the 2014-2015 school year, staff members across the District whose student growth data is highly effective on MAP and ACT will be publicly recognized and written acknowledgement of their achievement will be placed in their personnel file.

Teachers who receive an Educator Evaluation rating of Highly Effective or Effective will receive a merit-based pay stipend.

3B: REMOVAL PROCESS

The District evaluation system identifies educators who are struggling to positively impact student achievement. The evaluation system uses multiple measures to determine the effectiveness of instructional practice. Student growth accounts for 40% of an educator's final evaluation rating in the 2014-15 school year. Student feedback surveys, progress towards goals, observation ratings, and earned professional development credits make up the remainder of the final evaluation rating. Each educator is observed, rated, and given feedback 2 to 4 times per year.

Educators who are identified as having ineffective or minimally effective practices are provided support through an Individual Development Plan (IDP). IDP goals are developed by the building administrator to address specific areas of practice that need to be improved. The Individual Plan includes specific and timely support such as professional development, coaching, mentoring, and/or instructional support by experts in the identified areas of need. Educators who have an IDP are observed, rated and given feedback 2 to 4 times during the year allowing for multiple opportunities for demonstrating growth. One of these observations is conducted by a second observer. (See the Educator Evaluation Guidebook in the Priority School Assurances for additional details)

Probationary teachers who are rated ineffective by the District evaluation process will be removed by Grand Rapids Public Schools. Tenured Teachers who are rated ineffective will go through a review process and may not be retained after one year. Tenured teachers who are rated ineffective for two consecutive years will not be retained. The District will maintain an appeals process for teachers who are rated ineffective or minimally ineffective on the performance evaluation process.

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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 monitoring the impact of PD on instructional practices.

Requirement #4:

In order to provide the staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program we will continue to implement school wide PLC and professional development on a monthly basis. Staff will also create implementation guides around each of the big ideas which will establish the gold standard around classroom practices and clear expectations. These guides will provide a clear focus for observations and feedback as a way to monitor the progress of instructional practices connected to our big ideas.

During the PLC, staff will use self reflection and student data to monitor the progress of students and instructional practices in the specific areas of reading across all content areas. The primary focus of these PLC meetings will rotate on a bi-monthly basis around the big ideas of Quality Questioning and Critical Thinking and Differentiation / UDL. Student engagement will also rotate in when necessary based on observations, behavioral data and staff self-reflection. This could also occur during staff meeting time.

All professional development will be led by personnel either in-district or from the Kent ISD at no cost to the building. Teachers will be paid for PLC hours out of the building budget.

Opportunities to receive individualized feedback

All staff will receive opportunities for individualized feedback. This feedback will come from administration and/or peers based on classroom observations or student data at data dialogues or PLC meetings. Individualized feedback will also come through the formal evaluation process for staff. Specific "look fors" will be created for Learning Walks and walkthroughs in order to give targeted feedback on our big ideas.

Support based on teacher needs

On-going coaching will occur around the big idea of differentiation and UDL as a focus, but will be differentiated as appropriate for teaching staff needs and could include quality questioning. This will be provided to all staff on a "need" basis, closely targeting teachers that are struggling or need more support. Peer coaching will take place once teachers are identified as having strength in Quality Questioning and/or Differentiation and UDL.

Job Embedded Professional Learning

Staff will be analyzing student work at PLC meetings and data dialogues. Staff will also receive the opportunity for coaching and peer observations which will be grounded in their day-to-day instruction and lesson planning.

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: RECRUITMENT AND ASSIGNMENT

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The District recruits teachers through teacher fairs and the District website, and vacancies are posted with universities across the State. We also host many student teachers from universities within and outside of Michigan and recruit those deemed most effective in increasing student achievement in core subject areas by their supervising teacher and/or the building administrators.

Teachers currently at a Priority school who do not wish to work at that school are allowed to apply for positions at another building in the district. Staff members who choose to remain in place at the school will continue to be evaluated through the district's evaluation process. In order to join the staff of a Priority School, staff members will have to apply and interview with the building principal or leadership team for the desired position. Building principals will be able to select their new staff through the interview process, specifically considering the needs of their individual students as identified through the data dialogue process where demographic and student achievement data were thoroughly analyzed. Job descriptions will be developed based on the needs of students in Priority Schools based on this data analysis. The District will recruit candidates who possess the competencies addressed in the job description.

To support the instructional practices of teachers, the District has applied to the Michigan Teacher Corp Program which recruits and provides Professional Learning and support for teachers in priority schools. The District will confer with the teacher union on ways to increase professional learning for teachers in Priority Schools.

Through community partnerships, the District is developing an intensive leadership program, Leading the GRPS Way, which will provide professional learning on the core leadership competencies, communities of practice, follow-up instructional support, and create the district conditions for administrators to effectively lead their staff for higher levels of student achievement.

5B: RETENTION

There are two things that can affect teacher retention: the teacher evaluation process and teacher choice. Teachers who receive and overall rating of effective or highly effective on their evaluations are retained at those buildings unless the teacher wishes to choose a different placement through the District's application and interview process. Probationary teachers who are rated ineffective by the District evaluation process will be removed by Grand Rapids Public Schools. Tenured Teachers who are rated ineffective will go through a review process and may not be retained after one year. Tenured teachers who are rated ineffective for two consecutive years will not be retained. The District will maintain an appeals process for teachers who are rated ineffective or minimally ineffective on the performance evaluation process.

One way to retain staff is to recognize and commend them for their professional accomplishments. There are a variety of ways in which the District recognizes the accomplishments and dedication of staff members. At the end of the school year, staff members across the District whose student growth data is highly effective on MAP and ACT will be publicly recognized and written acknowledgement of their achievement will be placed in their personnel file. Staff are also recognized at a building level through Ken-O-Sha's biweekly assemblies for various reasons such as a special project they are working on, classroom achievement, classroom behavior, leadership, volunteering additional time, etc.

The District is beginning a new program with teachers known as Career Lattice. GRPS is seeking to provide new challenges and additional opportunities for teacher leadership. This program presents an opportunity to provide selected staff at each school with training in how to be a teacher leader that will support the implementation of district professional development and key strategies that are research based in increasing student learning and closing the achievement gap. These teacher leaders will be chosen based on their evaluator effectiveness rating, specialized training that they have participated in, and significant and relevant contributions made to their school or profession. It is our belief that if we provide teachers with opportunities to grow, then we can retain and prepare them for future District leadership positions.

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 (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

Requirement #6:

These goals, strategies and activities will apply to all students and teaching staff.

6A

Underlying Causes - For 2013/2014 MEAP Assessment, 32% of our students were proficient in Math and 54% of our students were proficient in Reading. After closely examining our MEAP Data we recognize that the z- score for improvement in reading over the past two years (-1.85) is lower than the z- score in improvement for math (-1.07). This indicates that the students had less growth in the subject area of reading versus math. The NWEA MAP data did show some trends of growth, but again the numbers showed some grade levels staying rather stagnant and some individual students declining. The lack of individual student growth in the area of reading is the biggest problem. In general, Ken-O-Sha had more students stagnant or declining than improving in the area of reading. Based on the data and observations above, an underlying cause for the low student performance could be attributed to a lack of intentional focused core instruction. The classroom instruction needs to include more rigor and differentiated strategies.

During the examination of our Process Data we looked at our SPR 40 and noticed that Professional Learning was rated with a level 3 (implemented). Areas needing improvement were on-going supports for staff and differentiated Professional Development for staff. The data also indicated that Instruction was rated at a 3.17 (implemented) level and had some areas for needed improvement including differentiated instruction using data, academic rigor for all levels of proficiency, and increased student engagement.

We also noticed when we disaggregated our data, behavior referrals and suspensions, most negative student behaviors are occurring in the classroom (51% of referrals). This indicates that we are having more behavior issues arise in the classroom versus other building locations. The classroom is one area that we are not united in from classroom to classroom for behavioral expectations as we are for the other locations in the building. This is negatively effecting our classroom instruction. Therefore, in order to increase student achievement levels we need to create clear and consistent classroom expectations and make sure that staff is building relationships with students. Keeping students engaged in activities during instruction will also reduce classroom misbehavior.

When looking at attendance rates, it was noted that we have a high percentage of chronically absent students at 45%. Kindergartners have the highest percentage of chronically absent students at 50%. This is having a negative effect on our student achievement as the students are missing valuable instruction. If we are able to increase student engagement within the classroom and build better relationships with students, our attendance rates should increase and therefore those students will receive an increase in quality instruction which will increase student achievement.

Our Student Tripod Surveys indicated that students feel there is a lack of control in the classroom. Control was rated as 44% in Early

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Elementary and 48% in Elementary. There was a decline from Fall to Spring in the area of control (16 percentage point decrease in Early Elementary and 13 percentage point decrease in Elementary). Challenge also decreased in percentage points for our Elementary students by 5 from fall to spring 2013/2014.

6b

Reflects the Big Ideas

Ken-O-Sha's instructional program reflects three big ideas: Using Quality Questioning and Critical Thinking to increase academic rigor, using Differentiated Instruction through the Universal Design of Learning lens and building an engaging classroom environment for the purpose of increasing student achievement.

Using Quality Questioning and Critical Thinking to Increase Academic Rigor

Specific teaching and learning strategies:

- PLC and PD around Quality Questioning, Formative Assessment and technology use
- Create Strategy Implementation Guides to establish the gold standard of classroom implementation and clear expectations
- Quality Questions and Critical Thinking will be included in lesson plans and instruction daily for reading in all content areas
- Reading logs will be used as homework which contain quality questions for students to respond to
- Technology will be used within reading instruction of all content areas to activate prior knowledge to better prepare students for quality questions
- Quality Questioning will be used as a form of formative assessments

Aligns with career and college ready standards

- These strategies are aligned to CCR standards with provide the foundation to improve curriculum, instruction and assessment. Through the teacher strategies stated above, we will create learning environments and teach lessons that are directly related to CCR standards and produce students who are better prepared for college and the work place.

Is based on research

- Sattes, Beth D. & Walsh, Jackie A. (2005). Quality Questioning; Research-Based Practice to Engage Every Learner

"Teachers should purposefully plan and ask questions that require students to engage in higher level thinking."

"The questions are aligned with learning goals and are used to awaken curiosity and class participation and result in desired learning outcomes."

"Teachers who believe questions are tools for actively engaging students in learning dedicate time and effort to preparing questions. They pose purposeful questions that help students make meaning of new concepts and ideas, thus demonstrating the relationship between quality questions and thinking and learning."

Implementation timeline / resources / staff responsible

- Year 1:
 - o PD will be provided on Quality and Questioning including depth of knowledge and critical thinking. This is a refresher for most staff. Extra PD will provided on a needed basis for individual staff
 - o Create Strategy Implementation Guides to establish the gold standard of classroom implementation and clear expectations
 - o PLCs will be dedicated to PD/Reflection/Monitoring of Quality Questioning and Critical Thinking on a bi-monthly basis. Student work will also be analyzed as evidence of student achievement and growth
 - o Quality Questions and Critical Thinking will begin to be present in lesson plans and during instruction of reading in all content areas, monitored by administrator and peer observations.
 - o PD will be provided on the effective use of SMART Boards within the classroom
 - o Teachers will begin to incorporate more use of technology within daily lesson plans /instruction of reading throughout all content areas
 - o PLC time will be paid for out of building budget, PD will be provided by either Kent ISD staff or internal Grand Rapids Public Schools staff at no cost. A book for a book study on Quality Questioning may be purchased for use during PLC time. This cost would come out of Title I set

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aside or building budget.

- Year 2:
 - o PLCs will be dedicated to PD/Reflection/Monitoring of Quality Questioning and Critical Thinking on a bi-monthly basis. Student work will also be analyzed as evidence of student achievement and growth
 - o Quality Questioning and Critical Thinking will be present in lesson plans and during instruction of reading in all content areas, monitored by administrator and peer observations
 - o Reading logs will be implemented for homework that will contain a Quality Question for the week
 - o PLC time will be paid for out of building budget, PD will be provided by either Kent ISD staff or internal Grand Rapids Public Schools staff at no cost.
 - Year 3 & 4:
 - o Continuation of Year 2 plan while incorporating Quality Questioning and Critical thinking into mathematics instruction. This will be based on the success and comfort level of implementation at the time with the reading instructional components as listed in year two.
 - o Add in and or revise plan to meet the needs of students
- Plan to track adult implementation of Instructional Program:
- Administrator and peers will be doing informal observations with specific look fors regarding questioning of the teacher and student responses. This will be connected to the Strategy Implementation Guides that staff created.
 - Teachers will self-reflect at PLCs bi-monthly and bring samples of Quality Questions and student responses
 - Quick Writes and Constructed responses from students as formative assessments will be discussed during PLCs
 - Learning Walks will have specific look fors directly connected to Quality Questioning/Critical Thinking/Rigor

Differentiated Instruction Through the Universal Design of Learning Lens

Specific Teaching and Learning Strategies:

- Professional Development of Differentiation and Universal Design of Learning (UDL)
- Create Strategy Implementation Guides to establish the gold standard of classroom implementation and clear expectations
- Planning for on-going coaching of staff around differentiation and UDL
- PD on formative assessments
- Staff will incorporate differentiation and UDL components into multi-tiered daily lesson plans of reading instruction within all content areas
- Technology will be incorporated into daily lessons/instruction of reading within all content areas
- Teachers will connect with our after school program teaching staff in order to provide targeted academic support through increased learning time for those students

Aligns with career and college ready standards

- These strategies are aligned to CCR standards with provide the foundation to improve curriculum, instruction and assessment. Through the teacher strategies stated above, we will create learning environments and teach lessons that are directly related to CCR standards and produce students who are better prepared for college and the work place.

Is based on research

- Hall, T., Strangman, N., & Meyer, A. (2003). Differentiated instruction and implications for UDL implementation. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved [insert date]

from <http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated...>

"Differentiated instruction, although somewhat still developing in educational settings, has received significant recognition. When combined with the practices and principles of UDL, differentiated instruction can provide teachers with both theory and practice to appropriately challenge the broad scope of students in classrooms today. Although educators are continually challenged by the ever-changing classroom profile of students, resources, and reforms, practices continue to evolve and the relevant research base should grow. And along with them grows the promise of differentiated instruction and UDL in educational practices."

Implementation timeline / resources / staff responsible

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- Year 2:
 - o PD will be provided on Differentiation and UDL
 - o Create Strategy Implementation Guides to establish the gold standard of classroom implementation and clear expectations
 - o Coaching will be provided throughout the year with schedule to be determined. This will be based on teacher needs as identified through observations, learning walks and data dialogues
 - o PLCs will be dedicated to PD/Reflection/Monitoring of Differentiation and UDL bi-monthly. Student work will also be analyzed as evidence of student achievement and growth.
 - o Teachers will incorporate the use of technology within daily lesson plans/instruction of reading throughout all content areas
 - o Components of Differentiation and UDL will begin to be evident within all lesson plans/Instruction around reading throughout all content areas
 - o PLC time will be paid for out of building budget, PD will be provided by either Kent ISD staff or internal Grand Rapids Public Schools staff at no cost. Coaching will be provided from ISD staff, with subs being paid for either through Title 1 set asides or building budget.
- Year 3:
 - o Coaching will continue to be provided on an as needed basis
 - o Components of Differentiation and UDL will always be evident within all lesson plans / instruction of reading throughout all content areas
 - o PLCs will be dedicated to PD/Reflection/Monitoring of Differentiation and UDL bi-monthly. Student work will also be analyzed as evidence of student achievement and growth.
 - o PLC time will be paid for out of building budget, PD will be provided by either Kent ISD staff or internal Grand Rapids Public Schools staff at no cost. Coaching will be provided from ISD staff, with subs being paid for either through Title 1 set asides or building budget.
- Year 4:
 - o Continuation of Year 3 plan while incorporating more mathematics instruction. This will be based on the success and comfort level of staff with the reading instructional components as listed in year 3
 - o Add in and / or revise plan to meet the needs of the students.
 - Plan to track adult implementation of Instructional Program:
 - Administrator will be doing informal observations with specific look fors regarding questioning of the teacher and student responses. This will be connected to the Strategy Implementation Guides created by staff.
 - Self Reflection at PLCs on a bi-monthly basis. This would include staff bringing their lesson plans
 - Learning walk focus during years 2-4
 - Peer Observations to begin in year 3
 - Student work and evidence brought to PLCs bi-monthly
 - Discussions at data dialogues of progress and implementation

Building an Engaging Classroom Climate

Specific teaching and learning strategies:

- PLC and PD around clear and consistent classroom expectations, student engagement and building relationships
 - Create Strategy Implementation Guides to establish the gold standard of classroom implementation and clear expectations
 - Teachers will ensure that all lesson plans/instruction contain activities that lead to high levels of student engagement
 - Discussions of Behavioral report data and suspension data at the four data dialogues, monthly Positive Behavioral Interventions and Support meetings, monthly staff meetings and PLCs (as necessary)
- Aligns with career and college ready standards
- These strategies are aligned to CCR standards with provide the foundation to improve curriculum, instruction and assessment. Through the teacher strategies stated above, we will create learning environments and teach lessons that are directly related to CCR standards and produce students who are better prepared for college and the work place.

Is based on research

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- Dunlap, Kelly; Goodman, Steve, Ph.D.; McEvoy, Chris; and Paris, Frances, Ph.D. (2010). School-wide Positive Behavioral Interventions & Supports. Implementation Guide 2010. Michigan Department of Education.

"Positive Behavioral Interventions & Supports has developed into a framework that can be used by any school to help improve the social and learning behaviors of students and decrease disruptions that interfere with instruction. School-wide Positive Behavioral Interventions & Supports (PBIS) is a prevention model. It is based on the premise that all students can benefit from well implemented, evidence-based practices for improving student behavior. It provides informed decision-making, based upon data analysis that guides the process of assessing student needs and providing additional levels of behavioral support to students in need."

Implementation timeline / resources / staff responsible

- Year 1
 - PD on clear and consistent classroom expectations to be provided by district/Kent ISD PBIS specialists
 - Create Strategy Implementation Guides to establish the gold standard of classroom implementation and clear expectations
 - PD on student engagement and building relationships
 - As a staff, creating clear and consistent classroom expectations for the building (non-negotiables) and how students will be rewarded for following them consistently as well as steps to be followed if students are not following them consistently
 - The building will need to continue to purchase PBIS incentives which is funded by PTA funds and principal account funds (these funds are raised through fund raisers)
 - Year 2
 - Ongoing PD as necessary around student engagement and building relationships
 - Teachers will be expected to set the clear and consistent expectations in the classroom at the beginning of the year and follow reward and consequence procedures
 - Teachers will use strategies learned for relationship building
 - Lesson plans and instruction will contain activities that lead to high levels of student engagement
 - During data dialogues, PBIS team meetings, and monthly staff meetings data of behavior reports and suspension rates will be discussed
 - The building will need to continue to purchase PBIS incentives which is funded by PTA funds and principal account funds (these funds are raised through fund raisers)
 - Year 3 & 4
 - Continuation of Year 2 plan
 - Add in and/or revise plan to meet the needs of the students
 - The building will need to continue to purchase PBIS incentives which is funded by PTA funds and principal account funds (these funds are raised through fund raisers)
- Plan to track adult implementation of Instructional Program
- Observations and walk throughs with intentional look fors from administration and district personnel. This will be connected to the Strategy Implementation Guides created by staff.
 - Staff self-reflection at PLCs on a bi-monthly basis. (This could include bringing lesson plans)
 - 4 formal learning walks containing specific look fors around student engagement and clear expectations
 - Data dialogues, PBIS meetings, and staff meetings where behavior referral and suspension rate data is discussed
 - Tripod Surveys for students, staff, and parents will be discussed at data dialogues, PLCs, and staff meetings
 - Use a couple of building created student and parent surveys to check on levels of clear expectations, student engagement, and building relationships

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.

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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) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

Requirement #7:

In order to promote the continuous use of student data to inform and differentiate instruction to meet the academic needs to individual students at Ken-O-Sha Park Elementary staff will analyze, interpret, and use data to make informed decisions about student learning. Staff is expected to rely on data to drive rigorous instruction that will meet all students' needs. Data is used to group students according to learning gaps and those groups will receive specific targeted interventions as tier two or three. During the instructional time, students will participate in small groups to receive necessary targeted instruction based on data from MEAP, MAP, DIBELS, District Assessments, and formative assessments. Through this continued process, achievement gaps will close and student achievement will improve.

Our school wide focus area is to provide intentional instruction in and around the area of reading proficiency. We will use data, self reflection, observations, and student work samples to inform staff on the effectiveness of implemented strategies. This will occur during our four data dialogues, monthly PLCs, professional development, and four learning walks.

In order to foster a mutually accountable, data-driven learning community, staff will be required to present student work samples and formative assessment data at PLC meetings bi-monthly. In addition, staff will be required to bring student data to each of the four data dialogue sessions. Data is also used during our Student Success Team meetings to ensure that students receive necessary support where appropriate. Through these ongoing opportunities to look at and analyze student data, increased student achievement and continuous improvements will occur at Ken-O-Sha Park Elementary.

SWIS data will be examined at Data Dialogues and monthly Positive Behavioral Intervention and Support meetings to show that the student engagement and relationship building strategies are working and that our classroom behavioral referrals are decreasing.

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 collaboration 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

Increasing time on task is a well-researched strategy for increasing student achievement. The district has focused on two strategies district-wide: increasing learning time in the core subjects and improving attendance.

INCREASING LEARNING TIME

The District's plan for increasing time for core academic subjects in our K-5 and K-8 buildings was to redesign the current use of the existing daily schedule. This redesign allows more time for foundational skill development in the lower grades, and an increased amount of time for content integration in the upper grades. This new schedule was introduced during the 2013-2014 school year.

Kindergarten-2nd Grade

145 minutes ELA

90 minutes Math

30-40 minutes of Science/Social Studies (4 times a weekly)

3rd-8th Grade

120 minutes ELA

90 minutes Math

50-60 minutes Science/Social Studies (4 times a week)

This redesign represents a change over the 2012-13 school year by:

25 minute increase daily in ELA for grades K-2

30 minute increase daily in Math for grades K-8

The 145/120 minutes designated towards ELA will include a large focus on Differentiation, Quality Questioning, and Student engagement.

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By increasing the amount of instructional strategies within those focus areas during our ELA instructional time, student achievement will increase.

To address the lack of consistent science and social studies instruction, these contents are taught on a rotating basis. Each content unit is taught for a 4-6 week A/B schedule using curriculum designed for the purpose of being used in a rotational pattern. The District's theory of action is through allowing for 3-5 minutes a day increase in social studies and science. Additionally, by clearly articulating the time structure for science and social studies delivery, the district is setting the conditions to successfully implement and monitor its use.

IMPROVING ATTENDANCE

We know that student attendance is important. Previously, the district focused on truancy that only accounted for unexcused absences. During the summer of 2013, the district revised our belief systems around the topic of attendance. We now focus on excused and unexcused absences.

In partnership with the Director of Attendance Works, Hedy Chang, we began to focus on Chronic Absenteeism. This is defined as missing 10% or more of school days due to excused or unexcused absences.

Each week, buildings receive a Weekly Chronic Absenteeism report which shows data around four absenteeism categories: Satisfactory, At Risk, Moderate and Severe Chronic percentages. These Weekly Chronic Absenteeism reports show students' names by building and the percentage and number of absences they have in relationship to the four absenteeism categories. We have launched a monthly attendance challenge that is connected to PBIS at each building. The challenge is connected to the percent of students with "Satisfactory" attendance.

The percentage of satisfactory attendance for the 2013/2014 school year was 28%. The percentage of students that were chronically absent in 2013/2014 was 45%. The kindergarten class had the highest percentage of chronically absent students at 50%. This is a major concern for our building.

By having one of our big ideas focus on Student Engagement, the idea is that if students are engaged in their learning, there can be more enjoyment in learning and more of a sense of ownership and responsibility, which in turn will improve our overall student attendance and student achievement!

We will be looking closely at our current processes and procedures in the building to determine if we are maximizing our instructional time with students. Baseline data on the current use of time will be gathered and studied to identify where modifications and improvements need to be made. Initially, changes will be made to ensure all teachers are providing bell to bell instruction and that quick and efficient daily transitions are being implemented. Additionally, we will limit the number of classroom interruptions through the use of the all call paging system during core learning blocks (8:30-11:34 and 12:15-3:38), monitor the amount of instructional time being used for bathroom breaks, and monitor when students are picked up from breakfast, lunch, recess, and specials.

8B: TIME FOR ENRICHMENT DURING THE SCHOOL DAY

We are fortunate that the district supports the following opportunities of enrichment for our students in grades K-5: Art for 40 minutes each week, Music for 35 minutes each week, and Physical Education for 48 minutes each week.

Our newly designed time allocations in ELA and Math allow us to provide 30 additional minutes of enrichment and intervention opportunities daily for students around their current learning targets. This will give us the opportunity to apply the strategies of our Differentiation and Universal Design for Learning. This will directly raise our student achievement because it allows us to get to each student's individual target areas and instruct on their level.

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During school we also have TEAM for kindergarten through fifth grades, the GRAM Language Artists Program, and Kids' Hope. Through the Kids' Hope program specifically, we pair students with a mentor and the teacher is able to provide individualized work at the students target level. This will lead the students participating to have increased student achievement through individualizing/differentiating instruction and keeping students engaged in their learning.

AFTER SCHOOL

We offer basketball, track, and Jump Rope for Heart during the school year in order to have student involved in extracurricular / team opportunities. We also have an After School LOOP program with offers extracurricular time and academic time. The Lead Teacher of the LOOP program connects with our teachers to find out each student's level and areas of need. The Lead Teacher and classroom teacher team together to provide practice at the students' level. Therefore, through differentiation and student engagement in after school time, students are moving towards higher academic achievement.

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.

Requirement #9:

9A

Parent Teacher Community Council (PTCC) is an advisory council on parent engagement activities that ensures action and accountability for Grand Rapids Public School's five-year strategic plan and community based priorities. The goals of the PTCC are; strengthen parent's ability to engage and support students' 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 child's education regardless of economic level, family heritage, language or educational background. This team is made up of community members/volunteers, parents, Parent Action Leader (PAL), teachers and staff and the building administrator. This team meets on a monthly basis. The responsibilities of the PTCC in the area of reform include, but are not limited to:

- School Improvement Plan

-Having an understanding of the components around parental involvement in the School Improvement Plan and support each strategy as needed. It is also important for them to have an understanding of the major points of the school improvement plan around student achievement and instruction as to provide supports or feedback. This group will also help to formulate an action plan and timeline to help in successful family/parent engagement. With the help of the PAL and staff members, parents will be informed of the action plan for reform. One specific way the PTCC can help to inform parents is in regards to the importance of attendance through specific informative meetings making a connection between attendance and student achievement. Interim Parent Surveys will also be created by the PTCC in order to gather parent input data more than just once a year.

- Community Based Priorities

-The team will create mechanisms to get community input on reform efforts and recruit additional support from the community to help with these efforts.

- Communications

-Help promote Parent University to increase parent's capacities in being partners with the school and the transformation efforts. Parent University will be housed at Ken-O-Sha two times this year to promote the importance of attendance and how parents can help their child succeed. The PTCC also prepares and distributes information about upcoming family activities, information about the school and the reform plan. Monthly Pastries with Parents meetings are held in order to get some of these "communications" out in face to face meetings and

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provide information to parents based on need.

- Accountability

- Meeting schedules, minutes, and membership lists are reported to the Parent Engagement Office

The Ken-O-Sha Park Elementary Title 1 School-Wide Parent and Community Involvement Plan was created as a collaborative effort between parents, community and staff. Parents and the community played a key role in the development of this plan and we will continue to utilize their feedback and suggestions in order to update and improve our Reform Plan. Our Parent and Community Involvement Plan contains some of the above mentioned activities as well as:

- Reviewing and distributing the parent compacts in the fall

- Parent surveys conducted in the fall and spring at conferences

- Providing information/communication to parents about the school curriculum, instruction and events through a school newsletter, classroom, newsletters, robo calls, fliers, websites (district and Facebook) and home visits

- Kindergarten Here I Come and Kindergarten Round Up events in the spring to connect with future families

- Weekly take-home folders with graded work, notes, homework, and staff comments/feedback

Ken-O-Sha Park Elementary will ensure parent and community involvement in the school's reform efforts by offering the following meetings:

Open House - The Reform Plan will be discussed at the meeting

Curriculum Nights - Organized family literacy nights will encourage and promote reading in the home with activities taught and materials provided in order to support reading in the home. The focus will be around Quality Questions and examples will be provided to parents that can be used with any story a child is reading. A notebook will be provided to each family so they can begin to create a Home Reading Journal to record answers to some of the questions they discuss with their parents.

Parent Conferences - Opportunities for parents to collaborate with their child's teacher regarding reading strategies and allowing teachers to be specific on their child's individual needs and goals

Pastries with Parents - Opportunities for parents to be informed about reading strategies

9B

Parent Teacher Community Council (PTCC) is an advisory council on parent engagement activities that ensures action and accountability for Grand Rapids Public School's five-year strategic plan and community based priorities. The goals of the PTCC are; strengthen parent's ability to engage and support students' 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 child's education regardless of economic level, family heritage, language or educational background. This team is made up of community members/volunteers, parents, Parent Action Leader (PAL), teachers and staff and the building administrator. This team meets on a monthly basis. The responsibilities of the PTCC in the area of reform include, but are not limited to:

- School Improvement Plan

- Having an understanding of the components around parental involvement in the School Improvement Plan and support each strategy as needed. It is also important for them to have an understanding of the major points of the school improvement plan around student achievement and instruction as to provide supports or feedback. This group will also help to formulate an action plan and timeline to help in successful family/parent engagement. With the help of the PAL and staff members, parents will be informed of the action plan for reform. One specific way the PTCC can help to inform parents is in regards to the importance of attendance through specific informative meetings making a connection between attendance and student achievement. Interim Parent Surveys will also be created by the PTCC in order to gather parent input data more than just once a year.

- Community Based Priorities

- The team will create mechanisms to get community input on reform efforts and recruit additional support from the community to help with these efforts.

- Communications

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-Help promote Parent University to increase parent's capacities in being partners with the school and the transformation efforts. Parent University will be housed at Ken-O-Sha two times this year to promote the importance of attendance and how parents can help their child succeed. The PTCC also prepares and distributes information about upcoming family activities, information about the school and the reform plan. Monthly Pastries with Parents meetings are held in order to get some of these "communications" out in face to face meetings and provide information to parents based on need.

- Accountability

-Meeting schedules, minutes, and membership lists are reported to the Parent Engagement Office

Ken-O-Sha also has a community partnership with Alger Heights Church that includes approximately 26 mentors that work with k-5 students on reading strategies as well as a person 5 hours per week to assist with reading tutoring for various students. Staff is able to target specific differentiated student needs that these mentors can address in order to help improve student achievement.

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: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, 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 AdvancEd 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:

Staffing

The building administrator at Ken-O-Sha Elementary will have the opportunity to meet with and interview any candidates interested in joining our staff prior to placement. In order to join the staff, candidates will have to apply and interview with the building principal or leadership team for the desired position. The building principal will be able to select their new staff through the interview process, specifically considering the needs of their individual students as identified through the data dialogue process where demographic and student achievement data were thoroughly analyzed. Job descriptions will be developed based on the needs of students in Priority Schools based on this data analysis. The District will recruit candidates who possess the competencies addressed in the job description.

Calendar

Ken-O-Sha Elementary develops their calendar of school events which fit into, but does not conflict with the District's school calendar. We schedule the following school events: Open House, Parent Teacher Conferences, Title I academic nights one to two times a year, Curriculum Nights, Parent University courses, and monthly Pastries with Parents meetings.

Time

Ken-O-Sha will determine how we will utilize the following requirements involving professional learning and increased learning time.

To ensure increased learning time, instructional time will be monitored closely to ensure that time is being used in a way to maximize student learning.

The following will be monitored and improved upon as needed as it impacts instructional time and student achievement:

1. Classroom procedures for bathroom breaks
2. Times that teacher's pick-up/drop-off students from breakfast, lunch, recess and specialty classes (art, music, physical education, etc.)
3. Classroom transition times to ensure that a minimum amount of time is being used between classroom activities
4. Determine if learning occurs right up to dismissal time each day

To insure increased professional learning, the District will confer with the teacher Union on ways to increase professional learning for teachers in Priority Schools. Some ways that we currently support job-embedded professional learning is through our Professional Learning Communities, Peer Observations, and Learning Walks which are held four times a year. We will use some of our staff meeting time for professional learning and developing common understanding and expectations with our staff on topics that will meet the needs of staff based SY 2014-2015

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on classroom observations or data analysis.

Budget

The building's instructional leadership team, which consists of the administrator and teaching staff, parents, and community members will have input into the use of Title I set-aside monies that will be used in our program to support our Priority School status. Recommendations for spending will be based on our deep analysis of the four types of data: demographic, perception, process, and student achievement and the Big Ideas that we created based on this data which are the basis for the design of our Reform and Redesign Plan.

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.

Requirement #11:

DISTRICT:

Leanne Lange, Elementary School Reform Facilitator, is our central office liaison. Leanne and Rick Noel, the Executive Director of Elementary Schools and Early Childhood, will attend and participate in the four data dialogues and learning walks that will occur during the school year. Leanne and Rick will provide notes of visit each time they are in the building with observational notes that are directly tied to the Big Ideas as well as providing next steps to make improvements in areas of concern. A Leadership Coach has been assigned to work as a coach to enhance the leadership skills of the administrator. He meets with the administrator bi-weekly.

KENT ISD:

A school improvement facilitator from Kent ISD will attend data dialogues and learning walks and will organize and facilitate the school support team meetings four times per year. Technical assistance will be provided when needed.

The District will participate in workshops and conferences offered by the ISD, Michigan Department of Education, and other external partners or organizations.