



# Redesign Plan

North School

Lansing Public School District

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LANSING, MI 48911-5643

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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?**

This year our school size has almost doubled. We have 615 students (including GSRP). Our staff has grown from 24 teachers to 31 teachers, an OT, a PT, nurse, speech pathologist, 5 language assistants, 5 special ed. assistants, 2 signing interpreters, 2 GSRP teachers, 2 GSRP assistants.

Our community is a combination of single family owned homes, apartments, and mobile homes.

North is the farthest south in the district at 333 E. Miller Rd. in Lansing.

The past 3 years our demographics have changed in our subgroups of socioeconomic which is 83% and English Learners are about 1/3 of our student population. The main English Learner Program is in our building. We also have more homeless families this year.

## 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

Henry H. North Elementary will provide the best possible environment for all students and staff, which promotes academic, caring, and integrity for the whole child and adult.

### Mission Statement

We the staff of Henry H. North Elementary School, are committed to the statement that all students can learn through a focused, aligned, curriculum plan which uses appropriate core and supplemental materials and technology. We have an updated computer lab, Whiteboards in classrooms and iPAD's that all students are able to use weekly. We will provide the best opportunities to discover and develop their talents in order to reach their full potential. We hold high expectations for behavior and academic achievement for all our students. Staff and parents are held to high expectations to their jobs and support the students to the best of their ability. We work to be consistent in our discipline and in relationship building which will help foster the whole child and lead to a better learning community. The responsibility for educating our students is a shared partnership of parents, the North staff, students, and community.

### Beliefs Statement

We, the staff of Henry H. North, believe that all students can be life-long learners and critical thinkers. We believe that adults should model these beliefs.

The programs we have implemented follow our mission and beliefs. We want all our students to reach their highest potential and become life-long learners as well as successful critical thinking citizen. Our programs support academics and critical thinking skills having a reading teacher, language broker assistants, sign language interpreters, technology, after school tutoring, parent meetings, and family fun and academic nights. We have monthly math facts test to increase student fluency and knowing of basic facts ( addition, subtraction, multiplication, and division) which facilitates students learning when more complex computations are introduced and taught. Staff work with students on critical thinking skills, inquiry and discussion, and reading comprehension; all that give students the needed skills for their academic career and beyond to be life-long learners, critical thinkers, and model citizens. For students' positive social and emotional growth we have a counselor and a behavior specialist.

## **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.**

Three years ago we were doing very well in reading comprehension. Last year things change when we only had enough funds to have one reading teacher. She was able to work with the most needy 1st - 3rd grade students. When the MEAP cut scores changed we didn't perform as well as we had but, that was across the board in most schools and districts. Last year our student population doubled and within that our ELL student population tripped. On the 2012 MEAP, third graders performed much better than our 4th and 5th grade students, in fact, they performed better than the district in several sub sections on the ELA MEAP.

This year's 2013 MEAP, we see that we need to improve in all areas for 3rd grade, for math in 4th grade but, 5th grade's scores were improved in all areas. We need to continue improving in math, reading, and writing for 5th grade and work more focused for our third which had a personnel change and 4th grades need to continue their improvement in ELA and focus more for the math.

## **Additional Information**

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

We are the only elementary building to have a full-time nurse. We have hearing impaired (HI) student and a signing teacher and interpreters. We also have the Physically and Otherwise Health Impaired (POHI) students and certified POHI teacher and special ed assistants. Our building was built for POHI and HI students. There is a section of playground with equipment and next to the gym a pool for physical therapy for POHI students.

North has a garden with a greenhouse and an orchard. We also have a large section of land for a community garden. Our garden is also used as an outside classroom for all core area and teach student about plants and gardening.

# **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.	LSD. TeacherEvalRubric North.PDPlan North.CalendarSch eduleOptions

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	See attached.	LSD.PrincipalEvalR ubric

# **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.	Yes	See attached	

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	See attached	

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	Yes	See attached. Meeting on or before June 30, 2015.	North.SIGNATURE andMOU

# Redesign Plan

North 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	See attached	

# **Turnaround Redesign Diagnostic**

## **Introduction**

The Turnaround Model addresses four specific areas: 1) developing teacher and school leader effectiveness, 2) implementing comprehensive instructional reform strategies; and 3) extending learning time and community-engagement. The Turnaround Model includes among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program. Overall, you will write a reform/redesign plan to address nine 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.**

Nanette Kuhlmann, Principal, nanette.kuhlmann@lansingschools.net

Soledad Ramirez-Heller, Teacher, soledad.ramirez-heller@lansingschools.net

Karen Miller, Teacher, karen.miller@lansingschools.net

Teri Bernero, Central Administrator, teri.bernero@lansingschools.net

Ben Botwinski, District Transformation Coordinator, ben.botwinski@lansingschools.net

Mark Coscarella, Assistant Superintendent of Student Learning, mark.coscarella@lansingschools.net

Mara Lud, Director of Elementary School, mara.lud@lansingschools.net

Sean Williams, School Improvement Facilitator, Ingham ISD, swilliams2@inghamisd.org

Dorothy Blackwell, School Improvement Facilitator, Ingham ISD, dblackwell@inghamisd.org

Laura Colligan, School Improvement Facilitator, Ingham ISD, lcolligan@inghamisd.org

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## **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. (These should come from the data dialogue that initiates your planning efforts.)**

North Elementary is a K-6 building of 545 students; the student population is 55% English Learners (EL) speaking over fifty different languages. There are three Kindergartens, 5 first grades, 5 second grades, 4 third grades, 3 fourth grades, 3 fifth grades, and 2 sixth grades, 2 resource room programs, 1 ASAD program, 1 HI program, and 1 Basic SE program, and 2 separate ESL programs. There are five reduced class size K-2, 5 classrooms that have ESL programs (3 teachers have an ESL certifications) - one in K-2 and two in 6th grade.

A comprehensive review of wide-ranging data from previous years demonstrates that North Elementary needs to focus on the areas of increasing student engagement (with a focus on improving climate and culture), improving core instruction, and helping students realize the purpose of schooling in order to create a cadre of college and career ready learners. Big ideas were identified through a series of facilitated data-based dialogues with the principal, teacher-leaders, district representatives, and ISD partners. These dialogues occurred throughout September and October of 2014. Data that was used included Golden Package MEAP results, AIMSweb screeners, DRA2, math fact tests and iCollaborate Snapshot and CLASS data revealed several school-wide deficiencies in curriculum alignment, classroom instruction, and student learning. These data points led to the development of causal theories and eventually our big ideas.

Based on a review of attendance, behavior, suspension, and perception data the principal and teacher-leaders at North have identified increasing student engagement as their first big idea. With 110 suspension incidents during the 2012-2013 school year North was among the highest elementary schools in the district for overall suspension incidents. Our data dialogues attribute lack of student engagement in the classroom as a significant factor in the steady rise of behavior and suspension incidents and decline of MEAP math, reading, and writing scores. MEAP math scores declined from 25% proficient in 2011-2012 to 15% proficient in 2013-2014, MEAP reading scores declined from 59% in 2011-2012 to 39% in 2013-2014, and MEAP writing scores declined from 26% in 2011-2012 to 23% in 2013-2014. Our data dialogues also attribute loss of instructional time due to chronic student absenteeism and tardiness as a significant factor in the steady decline of MEAP scores. CLASS and Snapshot data (instructional process data) were also used to identify our first big ideas.

Based on a review of state summative, locally adopted, and building generated assessments the principal and teacher-leaders at North have identified improving core instruction as their second big idea. As previously noted, the math MEAP scores have fallen from 25% proficient (in 2011) to 15% proficient (in 2013) and reading MEAP scores have fallen from 59% proficient (in 2011) to 39% proficient (in 2013). Specifically in math emphasis will be placed on number sense; addition, subtraction, multiplication, and division fluency, and working with geometric shapes. A breakdown of the GLCES on the School Summary Report from 2013 shows that the big ticket items would be Area/Perimeter, Connections, and then Multiplication/Division. AIMSweb data from the fall of 2014 also indicates a need for additional focus on numeracy. In reading emphasis will be placed on word work, comprehension (including compare and contrast, sequencing, identifying main ideas, etc.). North will also continue to move toward a balance of fiction and non-fiction text. DRA2 data from the fall of 2014 also indicates a need for additional fluency work in the early grades.

Leaders and staff will align resources and training to design and deliver innovative learning experiences for all students. Particular emphasis will be placed on numeracy and literacy as teachers work to incorporate research-based instructional techniques to support the learning of all students including how to effectively use project-based learning, experiential learning, a high degree of student voice and choice, and other strategies proven to enhance the learning of male students. In addition, teachers will learn how to collect and interpret data that they will use to inform and differentiate instruction in order to better meet student needs. Teachers will progress monitor student learning using AIMSweb SY 2014-2015

and DRA to provide tiered supports when needed to address skills and content that may be lagging in comparison to the goals and objectives outlined within the Common Core State Standards and district developed pacing guides. Collectively, this work will allow students to remain on target with, and exceed, grade level expectations. Teacher will collaborate to improve the use of the district curriculum and resources to enhance daily lessons and student learning experiences.

Based on a review of district-wide graduation and post-secondary enrollment data the principal and teacher-leaders at North have identified creating a cadre of college and career ready learners as their third big idea. Students in this building will be exposed to, and immersed in, several models of academic and professional life after PreK-12 to assist in maintaining high academic expectations, goal setting, and developing of a strong work ethic. The Lansing School District has a significant drop-out rate at 25.5% (in 2013). The Lansing School District also faces the challenge of having students steadily leave as they enter our middle years and high school programs. In an attempt to curb many of these trends, North will utilize community partnerships to expand the experiences of students to include opportunities to participate in activities focusing on supporting the community, exploration of careers, and the preparation for attending college. Teachers will engage in the development of skills and strategies to enhance these experiences for students, as well as have time to collaborate and coordinate the associated service experiences and activities.

### **State what data were used to identify these ideas**

A comprehensive review of wide-ranging data from previous years demonstrates that North Elementary needs to focus on the areas of increasing student engagement, improving core instruction, and helping students realize the purpose of schooling in order to create a cadre of college and career ready learners. Big ideas were identified through a series of facilitated data-based dialogues with the principal, teacher-leaders, district representatives, and ISD partners. These dialogues occurred throughout September and October of 2014. Data that was used included Golden Package MEAP results, AIMSweb screeners, DRA2, math fact tests and iCollaborate Snapshot and CLASS data revealed several school-wide deficiencies in curriculum alignment, classroom instruction, and student learning. These data points led to the development of causal theories and eventually our big ideas.

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## PART C: DEVELOP 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: In your response, 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.**

Indicator 1A:

North Elementary is a K-6 building of 545 students; the student population is 55% English Learners (EL) speaking over fifty different languages. There are three Kindergartens, 5 first grades, 5 second grades, 4 third grades, 3 fourth grades, 3 fifth grades, and 2 sixth grades, 2 resource room programs, 1 ASAD program, 1 HI program, and 1 Basic SE program, and 2 separate ESL programs. There are five reduced class size K-2, 5 classrooms that have ESL programs (3 teachers have an ESL certifications) - one in K-2 and two in 6th grade.

In the summer of 2014, Ms. Nanette Kuhlmann a veteran principal in the district with a proven track record of success was named principal of North Elementary. Mr. Ariel Rodriguez-Pena, Lansing's bilingual coordinator was named her assistant principal. Ms. Kuhlmann has been a leader in the district for the past 12 years. She has a certification in Administration which is K-12, MA Ed. in Administrative Leadership, and certification from Michigan State University in Educational Technology. Some of Ms. Kuhlmann early wins and big payoffs include bringing in arts and humanities programs such as "It's great to be a girl!" (MSU). She also implemented the ACE running program. In addition, she was instrumental in breaking organizational norms by integrating a migrant program that tied young at-risk Hispanic students with their cultural heritage and academics. Ms. Kuhlmann is very comfortable using utilizing data to increase student achievement and, in fact, has lead district-wide trainings for other principals and teacher leaders on data usage. Specifically, she has provided several professional development sessions on non-retention verses graduation rates throughout the district. She is also the "go to person" to successfully improve the technology structures within several elementary buildings. North's leadership team has already begun (acting quickly) implementing trainings in the use of district pacing guides that aligns to the common core curriculum, demonstrating her ability to galvanize the staff around key improvement initiatives. The assistant principal is an effective trainer of trainers for a research based program that successfully narrows the gap for EL students, Shelter Instruction Observation Protocol (SIOP), and various ESL research based strategies. Mr. Rodriguez-Pena has already been able to bridge many of the cultural and language obstacles that families in the greater Lansing area face. He is a tremendous asset to the Lansing community and North's ESL program.

Indicator 1B:

At North Elementary, there are a variety of opportunities for growth in leadership (both for the principal and for teachers). Teachers that demonstrate the desire to increase their leadership capacity are invited to participate in monthly school improvement initiatives, district-level curriculum steering committees, iCollaborate Leadership Teams, and to serve as teacher-in-charge. In order to streamline the manageability of school-based interventions, North is also implementing a fully integrated multi-tiered system of support. This system is directly related to our second big idea (i.e., increasing academic excellence). Regular grade-level PLCs provide yet another opportunity for individual staff members to assume on-going leadership roles and directly affect the curriculum and instruction at North. North also has an iCollaborate team that meets quarterly, North Leadership team, and Child Study - tied to climate and culture - team to spearhead the implementation of initiatives within the building. Teachers are also encouraged to continue developing their leadership skills and expertise through regularly

scheduled ISD-based opportunities. The responsible parties for this work vary but include building and district-level leaders, as well as work with external partners such as Ingham ISD.

In addition to the building level efforts to increase leadership capacity, Central Administration supports efforts for leadership growth, ( i.e. iCollaborate Leadership Teams). Teachers are given opportunities to become leaders on district-wide steering committees, Reform/Redesign Leadership Teams, Professional Council, as well as the district's Instructional Council. The Superintendent engages all administrators in monthly district-wide professional development, using "Shaping School Culture: Pitfalls, Paradoxes, and Promises" by Deal and Peterson during the 2014-15 school year, to improve climate and culture (related to big ideas #1 and #3).

**Requirement #2: The district uses locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environments to meet the needs of students.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher and leader 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**

**Indicator 2B: Also, detail the process to screen existing staff and criteria used to rehire no more than 50% of staff and select new staff. Attach the teacher evaluation and administrator evaluation. (Narrative)**

Indicator 2A:

All teachers in the Lansing School District meet the definition of highly qualified. For the 2014-15 academic year the evaluation criteria have been raised substantially. Teachers in the Lansing School District will continue to be evaluated using the Charlotte Danielson model of teacher effectiveness and 34% of their teacher evaluation will be based on student achievement (i.e., student growth) scores. While the teacher evaluation tools and processes are contractually "prohibited subjects", the Superintendent collaborated with the teacher's union and gathered their input on the evaluation instrument. The Lansing School District is committed to maintaining a rigorous evaluation tool and process and as such will remain in compliance with all legislatively mandated evaluation requirements including requirements related to student growth as a significant factor. In the 2015-16 school year the teacher evaluation rubric will reflect at least 50% based on student growth as legislatively mandated.

Principals will be evaluated using an instrument collaboratively agreed upon with the administrators union and will adhere to the same robust student achievement standards outlined in the teacher evaluation tool. During the 2014-2015 school year, administrators will be evaluated using the School Advance rubric and which does include a robust student growth component. Thirty four percent of principal evaluation will also be based on student growth for the 2014-2015 school year. Please refer to assurances for teacher and principal evaluation instruments. In the 2015-16 school year the administrator evaluation rubric will reflect at least 40% based on student growth as legislatively mandated.

For North Elementary, the Danielson model holds great promise as it requires teachers and administrators to:

- examine individual student data to assess the effectiveness of their instruction
- develop and use assessment tools (folders, documentation, etc.)
- collaborate with other teachers to refine practices
- establish clear student achievement goals and objectives

These practices are known to support increased student achievement, in that a focus on student outcomes is a more targeted approach. It aligns perfectly with the needs identified by analysis of student and school process data; particularly with the need to strengthen core instructional delivery. The collaborative thrust directly addresses the splintered approach previously in use at the building wherein teachers

were essentially on their own relative to all curriculum, instruction, and assessment challenges.

The data collected includes both formative and summative assessments.

- Formative include (but are not limited to): Basal pretests, DRA2(as a reading level check and universal screener), AIMSweb, and teacher-made assessments
- Summative include (but are not limited to): Basal post-tests, MEAP, DRA2, end-of-year, and teacher-made assessments

Indicator 2B:

The Lansing School District, in collaboration with the building leadership, will screen staff for placement in the building in the fall of 2015 based on the following criterion: commitment to school vision, mission, and goals; previous teacher evaluation ratings; relevant/specialized training; and demonstrated ability to work effectively in the classroom with all students. Given that North Elementary is located in an economically depressed urban environment and teachers are expected to work with students that have limited access to academic and social supports, and a high percentage of students (55% in 2014-2015) are EL screening and hiring process at North will also factor individuals ability to work in a diverse environment and build strong relationships with students and families. The process used to screen staff is going to be modeled after the process that was developed in the district to screen staff for our magnet schools. Below is a thumbnail representation (and timeline) for the process.

Step #1: The first step will be to determine clear expectations for the teaching and learning environment in the building. These expectations which could include mandates related to pedagogical approaches, commitment to teacher collaboration, commitment to communication with students and parents, and details related to the structure of the school day and year, etc. would be drawn-up into a "teacher compact". To be completed by February of 2015.

Step #2: Once these specifications are outlined in the compact, existing staff would have the opportunity to sign the compact thus demonstrating their commitment and desire to remain in the building. To be completed by March of 2015.

Step #3: For those that decide they would like to remain in the building, a robust screening process will be developed which includes an interview, a review of personal files and records including teacher evaluations, demonstrated ability to work with EL students, and potentially a performance demonstration of their teaching practice. The screening committee will consist of building and district-level representation. Based on this process, no more than 50% of the existing instructional staff will be rehired. To be completed by April of 2015.

Step #4: Vacant and new positions will be filled using a similar screening process. To be completed by May of 2015.

Step #5: Displaced staff members will be assigned to an open position throughout the district. To be completed between May through August of 2015.

The timing of this process is important as it will ensure opportunities for the staff to complete relevant and specialized training over the summer of 2015.

**Requirement #3: The district will implement such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions designed to recruit, place and retain staff to meet the needs of students in a transformational school.**

**Indicator 3A: In your response, identify the strategies that will be used to recruit staff based on student needs.**

**Indicator 3B: In your response, identify the strategies that will be used to assign staff based on student needs.**

### Indicator 3C: In your response, identify the strategies that will be used to retain staff.

#### Indicator 3A:

As noted above, the Lansing School District, in collaboration with the building leadership team will recruit staff for placement in the building in the fall of 2015 based on the following criterion: commitment to school vision, mission, and goals; previous teacher evaluation ratings (including previous successes in improving student achievement and learning gaps); relevant/specialized training; and demonstrated ability to work effectively in the classroom ... all of which speak to student needs. Specifically, we will also consider cultural proficiencies, instructional strengths that match best practices related to the specific learning needs of EL students and school and district-wide data related to patterns of behavior and attendance to drive staff recruitment. Actual recruitment strategies include posting positions on the district website, posting positions on a local consortium website which is viewed by individuals across the state and linked to professional organizations, and reaching out to individuals through personal networks and community organizations.

North's principals play an active role in recruiting personnel to meet the unique needs of students in the building. This happens through a paper screening of potential candidates for positions in the building, developing interview questions, and sitting on the interview committee. In addition, the principal at North has "right of assignment" within the building, therefore she has the ability to assign personnel within her building to meet the unique needs of the students. Furthermore, the building principals and school improvement team are provided operational flexibility in regards to the use of building (and some district) set-aside funds. These funds can be used (if student need and data suggest appropriate) to provide additional support to buildings by recruiting individuals to serve as school assistance providers, behavior intervention monitors, content coaches in core academic areas, and math and literacy specialists, etc.

#### Indicator 3B:

As noted above, the Lansing School District, in collaboration with the building leadership will assign staff to the building in the fall of 2015 based on the following criterion: commitment to school vision, mission, and goals; previous teacher evaluation ratings ((including previous successes in improving student achievement and learning gaps); relevant/specialized training; and demonstrated ability to work effectively in the classroom ... all of which speak to student needs. Specifically we will employ the multi-step process outlined in 2B (and reproduced below) to hire and assign staff to North. It is worth noting that the principal at North has "right of assignment" within the building, therefore she has the ability to assign personnel within her building to meet the unique needs of the students.

Step #1: The first step will be to determine clear expectations for the teaching and learning environment in the building. These expectations which could include mandates related to pedagogical approaches, commitment to teacher collaboration, commitment to communication with students and parents, and details related to the structure of the school day and year, etc. would be drawn-up into a "teacher compact". To be completed by February of 2015.

Step #2: Once these specifications are outlined in the compact, existing staff would have the opportunity to sign the compact thus demonstrating their commitment and desire to remain in the building. To be completed by March of 2015.

Step #3: For those that decide they would like to remain in the building, a robust screening process will be developed which includes an interview, a review of personal files and records including teacher evaluations, demonstrated ability to work effectively with EL students, and potentially a performance demonstration of their teaching practice. The screening committee will consist of building and district-level representation. Based on this process, no more than 50% of the existing instructional staff will be retained. To be completed by April of 2015.

Step #4: Vacant and new positions will be filled using a similar screening process. Lansing School District will actively recruit ESL certified

teachers in local colleges and universities. To be completed by May of 2015.

Step #5: Displaced staff members will be able to apply for open positions throughout the district. To be completed between May and August of 2015.

Indicator 3C:

As noted above, the Lansing School District, in collaboration with the building leadership team will retain staff based on the following criterion: commitment to school vision, mission, and goals; previous teacher evaluation ratings (including previous successes in improving student achievement and learning gaps); relevant/specialized training; and demonstrated ability to work effectively in the classroom with English Learners (EL) ... all of which speak to student needs.

However, because North has opted for a Turnaround Plan and they will be redesigning the learning environment in the building for the fall of 2015, one of the most important retention incentives will be the opportunity for teachers to design and build this program from the ground up.

Teacher will receive additional training opportunities and time to collaborate (we have increased to 90-minutes a week). We are also exploring our options related to "moving the needle" incentives such as classroom-based achievement incentives (i.e., technology, leveled readers, etc.).

In addition, we are exploring "moving the needle" incentives for teachers (i.e., annual membership to the local YMCA to promote health and well-being, technology, professional memberships - MRA, MACUL, etc., and monetary incentives). This could also include sponsoring individuals as they pursue National Board Certification or rewarding teachers that become Nationally Board Certified.

The criteria that will be used to determine the distribution of these incentives include:

- significant improvement (e.g., 25% increase in M-Step in achievement or two grade-level increase - DRA) in academic achievement on standardized assessments and screeners (e.g., M-Step, DRA, AIMSweb, quarterly local assessments etc.)
- teacher attendance daily and at PD and teacher collaboration sessions (by quarter).

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #4: The district provides staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school.**

**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.**

Indicator 4A:

During the 2012-2013 the Lansing School District launched a district-wide professional development initiative in the PK - 3rd grade and 4th - 6th grade schools. The district expanded those efforts into 7-12 schools during the 2013-2014 academic year. Two instructional process instruments are used, Snapshot and CLASS.

The Snapshot is a time interval instrument that codifies the students' classroom experience; percentage of time the student is in a particular activity setting, percentage of time in a particular content area; percentage of time a student is subjected to a particular teaching approach; percentage of time a student is not engaged in any kind of instruction. CLASS is a rubric-based classroom observation instrument that determines the extent to which there is positive/negative climate; development of content; and classroom productivity.

The data from these two instruments serve as the grist for collaborative inquiry (part of the professional learning taking place in the district) about how to improve instructional practices, increase learning time, and provide a seamless transition from one grade to the next. With this project, each school is responsible for identifying those areas of growth that are specific to their needs as demonstrated by their Snapshot or CLASS data. The district is providing an overall structure through these tools and will guide their work in a coherent and congruent way so that when students move from school to school, they are working in a similar district-wide environment.

In addition to the elements noted above, North will address the big ideas of increasing student engagement, improving core instruction, and helping students realize the purpose of schooling in order to create a cadre of college and career ready learners in a multiyear professional development plan. The plan will address issues that have surfaced based on a comprehensive review of the past four years of Golden Package, MEAP, AIMSweb, DRA2, DIBELS, and Snapshot/CLASS data. Once opportunities for growth were identified in the areas of instruction and student learning the leadership team developed causal theories and eventually our big ideas.

These enormous challenges and the needs of our students have led the staff at North Elementary to pursue significant changes to the way we approach the education of our students and require comprehensive and systemic approach to enacting these changes in an orderly and meaningful way. With a renewed focus on educating linguistically diverse students in an urban environment, we will utilize 90 minutes of focused collaboration and PD per week (captured through an early release one day per week). This time will be used to expand on effective instructional strategies and teacher collaboration to develop the skills among all staff in meeting the needs of a unique student population. In addition, North will also make effective use of existing screening tools, progress monitoring tools, and system for analyzing student achievement data through their Multi-Tiers Systems of Support (MTSS) which we will refer to as instruction/intervention blocks (IIBlocks).

SIOP Training (Related to Big Ideas #1 and #2)

SIOP is a research-based and validated model of sheltered instruction that has been widely and successfully used across the U.S. for over SY 2014-2015

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15 years. Professional development in the SIOP Model helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency. The Center for Applied Linguistics (CAL) participated in the development of the SIOP Model and continues to conduct SIOP research (See additional information here at <http://www.cal.org/siop/>). The leadership team at North will build an instructional foundation upon a consistent school-wide instructional focus. All staff will be trained and certified in SIOP. Interventions will be driven by student achievement data. In order to scaffold teacher learning, SIOP training dates have been scheduled for the 2014-2015 school year on four separate Saturdays (see PD calendar). This design is intentional so that teachers can receive on-going job-embedded support based on clear and concrete implementation expectations for the 2014-2015 school year and beyond. Teachers will also receive opportunities to adjust instruction based on feedback from their colleagues and building principals. Principals have SIOP implementation checklists and protocols for use during weekly walkthroughs.

### Tier 1 Instruction (Related to Big Ideas #1 and #2)

The instructional program is aligned with the district pacing guides. The staff will meet together in grade level teams, content teams and with grades below and above to ensure consistency in the delivery of instruction, the implementation of instructional learning cycles, and creation of common assessments. The staff will utilize the weekly "Big Ideas" team collaboration time to review the effectiveness of Tier 1 delivery of the core. This time will be used to analyze student performance data to determine what instructional strategies will be infused into the general classroom to support core delivery. Training will be provided by external partners including Ingham Intermediate School District staff in effective instructional strategies to improve student comprehension as well as fluency in computation and applications in the four core content areas. Again, this design is intentional so that teachers can receive on-going job-embedded support based on clear and concrete implementation expectations for the 2014-2015 school year and beyond. Teachers will also receive opportunities to adjust instruction based on feedback from their colleagues and building principals.

### Intervention Blocks (Related to Big Idea #2)

North Elementary will further increase student achievement and engagement through the effective use of existing screening tools, progress monitoring tools, and analyzing student achievement data. Staff will be trained on a research-based, three-tiered model of prevention and intervention through an Instructional Intervention Blocks (IIBlock) practice of providing high quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals and applying student response data to important educational decisions. The IIBlock structure allows staff to make instructional decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by student outcome data.

The staff will be implementing screeners in the areas of math and ELA to determine student needs. Based on students' performance data further training in appropriate interventions for example, PALS, six minute fluency, rocket math, comprehension strategies tool kits, Study Island and other various research based interventions. The staff will sort and design quarterly instructional interventions for students by grade level and implement a daily IIBlock for 45 minutes utilizing the ELL teacher, Special Education teacher, Student Assistance Provider, Literacy teacher, and Speech teacher. The staff will meet weekly in "Big Idea" teams and once every quarter in a "Big Sort" team. During these "Big Idea" teams staff will receive professional development on the interventions they are implementing and learn how to utilize their data to impact daily core instruction. Each month a research based strategy will be a focus in the core instruction classroom and monitored through administrative walkthroughs each month. The data collected on walkthroughs will be analyzed during the weekly "big idea" team meetings. A structure for student progress monitoring will be implemented through weekly meetings from teachers and support staff and then discussed at the "Big Idea" team meeting.

### Positive Behavior Intervention Supports (Related to Big Idea #1 and #3)

Positive behavior support is not a specific program, but a broad, generic term that describes a set of strategies or procedures designed to improve behavioral success by employing non-punitive, proactive, systematic techniques. The U. S. Department of Education (2000) supports this definition with its view of PBS as "a general term that refers to the culturally appropriate application of positive behavioral

interventions and systems to achieve socially important behavior change."

A PBIS approach to behavior change incorporates proactive, positive (non-punitive), and instructional strategies exercised over time with consistency. These strategies involve establishing settings, structures, and systems to facilitate positive behavior change. The emphasis is on, "How can we change the system, setting, or structure to help Johnny stop talking out in class and learn to be academically and socially successful?" rather than, "What can I do to Johnny to make him stop talking out in class?"

<http://www.safeandcivilschools.com/research/papers/pbs.php>

The staff will utilize PLC time periods to start a book study on CHAMPS during the 2014-2015 school year. There will be training provided by Ingham Intermediate School District to design and implement a school wide PBIS system at North Elementary. Conversation Help Activity Movement Participation Success (CHAMPS)

The alignment of resources, effort, and training to facilitate innovative learning experiences and environments for all students including; Numeracy, instructional and learning strategies that the development of mathematical skills and Literacy, to implement a coherent sustainable reading focus that builds essential skills and activates learning. There will be a focused theme on student engagement on daily delivery of the core curriculum. Teacher will learn how to collect and interpret data that will inform a differentiated approach to meeting students' needs as well as time to examine school-wide program efforts to ensure they are having an optimal impact on student learning. Teachers will progress monitor student learning using MEAP, AIMSweb, DRA, and iCollaborate data and provide tiered supports when needed to address skills and content that may be lagging in comparison of the goals and objectives out-lined within the Common Core Curriculum and District developed Pacing Guides. School wide created common assessments will be implemented to gather student performance data quarterly.

Teachers will also developed specific research based strategies for improving math, literacy, science, and social studies instruction that is sensitive to the needs of ELL students and allows students to remain on target with grade level expectations. Teachers will collaborate to improve the use of the district curriculum and resources to enhance daily lessons and student learning experiences.

Effective uses of instructional data through a tiered instructional/intervention block (IIBlock): The staff will sort and design quarterly instructional interventions for students by grade level/skill level and implement a daily IIBlock for 45 minutes utilizing the ESL, SPEC.ED, SAP, Literacy, and Speech teachers. The staff will meet weekly in "Big Idea" teams and once every quarter in a "Big Sort" team. During these "Big Idea" teams staff will receive professional development on the interventions they are implementing and learn how to utilize their data to impact daily core instruction. Each month a research based strategy will be a focus in the core instruction classroom and monitored through administrative walkthroughs each month. The data collected on walkthroughs will be analyzed during the weekly "big idea" team meetings.

The instructional program is aligned with the pacing guides that are aligned to the core curriculum. The staff will meet together in grade level teams, content teams and with grades below and above to ensure consistency in the delivery of instruction, the implementation of instructional learning cycles, and creation of common assessments. All staff will be trained to utilize the Shelter Instruction Observation Protocol (SIOP) system of explicit instructional strategies that will help to close the achievement gap for all students and especially the needs of ELL students.

North Elementary will implement a structure to bring consistency and coherence to daily core instruction across content and grade levels. Staff will meet to analyze student data and make instructional decisions on effective research based interventions to place students into for a nine week period of daily instruction for 45 minutes.

Building positive behavior and academic success with a focus on strategies and structures that promote increased student engagement for

EL students. Teachers will develop an understanding to teach ESL classrooms including instructional, engagement, and social-emotional strategies. Teachers will incorporate instructional research-based techniques for support the learning of EL students including how to effectively use project-based learning, experiential learning, student voice, and other strategies proven enhance the learning of EL students. Staff will collaboratively develop on-going strategies and process that will involve multiple stakeholders in improving student-sense of belonging through the Danielson evaluation, parental participation, iCollaborate data, and student, staff, and parent surveys.

Please see PD Calendar (attached to priority assurances) for a description of training topics, timelines, and responsible parties.

**Requirement #5: The district has adopted a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, ore enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.**

**Indicator 5A: In your response, detail how the NEW governance structure will assist in decision making, sharing of information between the district and building, and removal of barriers to reform plan implementation. that will assist with the building turnaround process. Describe a process for monitoring implementation progress to inform plan refinement and how regular reporting will occur to all key stakeholders**

**Indicator 5B: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also complete and attach the Assurance of Operational Flexibility for Priority Schools, signed by the Superintendent, School Board President and Union Representative, which certifies that the school has the autonomy required to implement the reform/redesign plan as written (Must complete the Assurance of Operational Flexibility and attach required evidence as stated in the Assurance Form). Include a statement that describes how the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations).**

Indicator 5A:

In 2013 the Lansing School District hired a district-level transformation coordinator. This individual works closely in support of plan implementation with each Lansing's priority schools. Job responsibilities for this individual include coordinating plan implementation between building and district leaders. This individual streamlines communication channels and troubleshoots systemic implementation barriers. In addition, this individual is tasked with monitoring plan implementation on a monthly basis in conjunction with the SRO monitor and ISD partners. Updates are provided regularly to district-level administrators through written reports and regular meetings. The district transformation coordinator is also part of the school support team meetings which are coordinated through the intermediate school district, and is tasked with drafting the quarterly board reports. Adjustments to plan implementation and strategies are made based in an on-going manner, based on data (i.e., implementation indicator data, walkthrough data, outcome data, etc.).

In addition to the district transformation coordinator, the Instructional Leadership Team is also considering the adoption of an advisory team made up of 5 to 7 key stakeholders (i.e., parents, teachers, and community partners). This team would provide additional advisory support and accountability for plan implementation. The intent is to combine the advisory team group with the school support team mandate for priority schools. The advisory team would convene quarterly. The creation of an advisory team to enhance existing partnerships in the community with the instructional leadership team (ILT) that would meet once each quarter to review the progress in the core academic program and the effectiveness of the IIBlock. The minutes of these meetings would be communicated to the Lansing School Board. The committee could consist of the leadership team of the building (principal, asst. principal, SIT co-chairs, parent volunteer group, community partnership leaders, South Nazarene Church, LSD Bilingual Department and Refugee Development Center).

### Indicator 5B:

All of the district's schools have flexibility in the use of their budgets as long as those uses are within the legal parameters of allowable expenditures. Specifically, schools are given discretion over their general and categorical spending (including Title 1). This allows schools to put in place student and staff supports aligned to their improvement plans (as well as the big ideas described in this plan). In addition, principals are provided with operational flexibility in regards to the structure of the academic program and right of assignment within the building. Building leaders are invited to sit on interview committees and do have operational discretion over staffing positions. In addition, building leaders have discretion over support personnel such as content coaches (an option provided through the ISD). Principals also have right of assignment within their buildings as long as teachers are being placed in a classroom in which they are highly-qualified.

The building leaders maintain responsibility for deciding upon professional learning topics. The district requires five half days of professional learning. That time is dedicated to implementing the district's iCollaborate initiative. However, our district also recognizes the importance of providing buildings with discretion (or operational flexibility) over their PD. As such, buildings are given time to provide support to their staff's around the instructional program outlined in their transformation plans. In addition, buildings are provided time (i.e., staff, department, grade-level, or PLC meetings) to implement their plans initiatives.

North has operational flexibility in the development and implementation of our school operations given the above (i.e., scheduling including daily schedule, calendar, and increased collaborative time through PLCs). How we spend our Title 1 allocation, our structures for supporting teaching and learning, our responses to assessment data all rely heavily on the school improvement team and building staff.

Professional development, teacher collaboration, and staff meetings do, in fact, allow for examination of methods to increase student achievement. For example, North does have flexibility to use the Snapshot (and CLASS) data and change teacher scheduling to increase learning time and enrichment for all students.

**Requirement #6: The district uses data to identify and implement an instructional program(s) that is research-based and vertically aligned from one grade to the next, as well as aligned 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, (b) disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance.**

**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 Instruction) 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 identifies timelines, resources, and staff responsible for implementation of the instructional program.**

### Indicator 6A:

North Elementary is a K-6 building of 545 students; the student population is 55% English Learners (EL) speaking over fifty different languages. There are three Kindergartens, 5 first grades, 5 second grades, 4 third grades, 3 fourth grades, 3 fifth grades, and 2 sixth grades, 2 resource room programs, 1 ASAD program, 1 HI program, and 1 Basic SE program, and 2 separate ESL programs. There are five reduced class size K-2, 5 classrooms that have ESL programs (3 teachers have an ESL certifications) - one in K-2 and two in 6th grade.

A comprehensive review of wide-ranging data from previous years demonstrates that North Elementary needs to focus on the areas of

increasing student engagement, improving core instruction, and helping students realize the purpose of schooling in order to create a cadre of college and career ready learners. Big ideas were identified through a series of facilitated data-based dialogues with the principal, teacher-leaders, district representatives, and ISD partners. These dialogues occurred throughout September and October of 2014. Data that was used included Golden Package MEAP results, AIMSweb screeners, DRA2, math fact tests and iCollaborate Snapshot and CLASS data revealed several school-wide deficiencies in curriculum alignment, classroom instruction, and student learning. These data points led to the development of causal theories and eventually our big ideas.

Based on a review of attendance, behavior, suspension, and perception data the principal and teacher-leaders at North have identified increasing student engagement as their first big idea. With 110 suspension incidents during the 2012-2013 school year North was among the highest elementary schools in the district for overall suspension incidents. Our data dialogues attribute lack of student engagement in the classroom as a significant factor in the steady rise of behavior and suspension incidents and decline of MEAP math, reading, and writing scores. MEAP math scores declined from 25% proficient in 2011-2012 to 15% proficient in 2013-2014, MEAP reading scores declined from 59% in 2011-2012 to 39% in 2013-2014, and MEAP writing scores declined from 26% in 2011-2012 to 23% in 2013-2014. Our data dialogues also attribute loss of instructional time due to chronic student absenteeism and tardiness as a significant factor in the steady decline of MEAP scores. CLASS and Snapshot data (instructional process data) were also used to identify our first big ideas.

Based on a review of state summative, locally adopted, and building generated assessments the principal and teacher-leaders at North have identified improving core instruction as their second big idea. As previously noted, the math MEAP scores have fallen from 25% proficient (in 2011) to 15% proficient (in 2013) and reading MEAP scores have fallen from 59% proficient (in 2011) to 39% proficient (in 2013). Specifically in math emphasis will be placed on number sense; addition, subtraction, multiplication, and division fluency, and working with geometric shapes. A breakdown of the GLCES on the School Summary Report from 2013 shows that the big ticket items would be Area/Perimeter, Connections, and then Multiplication/Division. AIMSweb data from the fall of 2014 also indicates a need for additional focus on numeracy. In reading emphasis will be placed on word work, comprehension (including compare and contrast, sequencing, identifying main ideas, etc.). North will also continue to move toward a balance of fiction and non-fiction text. DRA2 data from the fall of 2014 also indicates a need for additional fluency work in the early grades.

Leaders and staff will align resources and training to design and deliver innovative learning experiences for all students. Particular emphasis will be placed on numeracy and literacy as teachers work to incorporate research-based instructional techniques to support the learning of all students including how to effectively use project-based learning, experiential learning, a high degree of student voice and choice, and other strategies proven to enhance the learning. In addition, teachers will learn how to collect and interpret data that they will use to inform and differentiate instruction in order to better meet student needs. Teachers will progress monitor student learning using AIMSweb and DRA to provide tiered supports when needed to address skills and content that may be lagging in comparison to the goals and objectives outlined within the Common Core State Standards and district developed pacing guides. Collectively, this work will allow students to remain on target with, and exceed, grade level expectations. Teacher will collaborate to improve the use of the district curriculum and resources to enhance daily lessons and student learning experiences. Utilizing current professional learning structures (i.e., PLCs, ILCs, etc.) and instructional programs, we will regularly connect current student data to overall school-wide performance indicators including college and career ready (i.e., Common Core) standards in the areas of English Language Arts and mathematics.

### English Language Arts

- Key ideas and details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

### Math

- Number and Quantity
- Algebra
- Functions
- Geometry
- Stats and Probability

Based on a review of district-wide graduation and post-secondary enrollment data the principal and teacher-leaders at North have identified creating a cadre of college and career ready learners as their third big idea. Students in this building will be exposed to, and immersed in, several models of academic and professional life after PreK-12 to assist in maintaining high academic expectations, goal setting, and developing of a strong work ethic. The Lansing School District has a significant drop-out rate at 25.5% (in 2013). The Lansing School District also faces the challenge of having students steadily leave as they enter our middle years and high school programs. In an attempt to curb many of these trends, North will utilize community partnerships to expand the experiences of students to include opportunities to participate in activities focusing on supporting the community, exploration of careers, and the preparation for attending college. Teachers will engage in the development of skills and strategies to enhance these experiences for students, as well as have time to collaborate and coordinate the associated service experiences and activities.

Specifically, as noted above, North will begin intensive implementation of improvement efforts in December of 2014. Over the course of the following year (based on data and student need) efforts will be expanded to include additional interventions based on student data and need. The sequencing and pacing of intervention expansion will be driven by data and student needs. The North leadership team and staff will use data (i.e., MEAP, DIBELS, DRA2, AIMSweb, and WIDA) disaggregated by gender, English language proficiency, students with disabilities, and ethnicity to inform and differentiate instruction.

### Indicator 6B:

A comprehensive review of wide-ranging data from previous years demonstrates that North Elementary needs to focus on the areas of increasing student engagement, improving core instruction, and helping students realize the purpose of schooling in order to create a cadre of college and career ready learners. Big ideas were identified through a series of facilitated data-based dialogues with the principal, teacher-leaders, district representatives, and ISD partners. These dialogues occurred throughout September and October of 2014. Data that was used included Golden Package MEAP results, AIMSweb screeners, DRA2, math fact tests and iCollaborate Snapshot and CLASS data revealed several school-wide deficiencies in curriculum alignment, classroom instruction, and student learning. These data points led to the development of causal theories and eventually our big ideas.

Based on a review of attendance, behavior, suspension, and perception data the principal and teacher-leaders at North have identified increasing student engagement as their first big idea. With 110 suspension incidents during the 2012-2013 school year North was among the highest elementary schools in the district for overall suspension incidents. Our data dialogues attribute lack of student engagement in the classroom as a significant factor in the steady rise of behavior and suspension incidents and decline of MEAP math, reading, and writing scores. MEAP math scores declined from 25% proficient in 2011-2012 to 15% proficient in 2013-2014, MEAP reading scores declined from 59% in 2011-2012 to 39% in 2013-2014, and MEAP writing scores declined from 26% in 2011-2012 to 23% in 2013-2014. Our data dialogues also attribute loss of instructional time due to chronic student absenteeism and tardiness as a significant factor in the steady decline of MEAP scores. CLASS and Snapshot data (instructional process data) were also used to identify our first big ideas.

Based on a review of state summative, locally adopted, and building generated assessments the principal and teacher-leaders at North have identified improving core instruction as their second big idea. As previously noted, the math MEAP scores have fallen from 25% proficient (in

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North School

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### English Language Arts

- Key ideas and details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

### Math

- Number and Quantity
- Algebra
- Functions
- Geometry
- Stats and Probability

Based on a review of district-wide graduation and post-secondary enrollment data the principal and teacher-leaders at North have identified creating a cadre of college and career ready learners as their third big idea. Students in this building will be exposed to, and immersed in, several models of academic and professional life after PreK-12 to assist in maintaining high academic expectations, goal setting, and developing of a strong work ethic. The Lansing School District has a significant drop-out rate at 25.5% (in 2013). The Lansing School District also faces the challenge of having students steadily leave as they enter our middle years and high school programs. In an attempt to curb many of these trends, North will utilize community partnerships to expand the experiences of students to include opportunities to participate in activities focusing on supporting the community, exploration of careers, and the preparation for attending college. Teachers will engage in the development of skills and strategies to enhance these experiences for students, as well as have time to collaborate and coordinate the associated service experiences and activities. These enormous challenges and the needs of our students have led the staff at North Elementary to pursue significant changes to the way we approach the education of our students and require comprehensive and systemic approach to enacting these changes in an orderly and meaningful way. With a focus on educating EL students in an urban environment, we will utilize 90 minutes of focused professional development per week of early release Wednesdays to expand on effective instructional strategies and teacher-collaboration time to develop the skills among all staff in meeting the needs of our students within this setting.

SIOP is a research-based and validated model of sheltered instruction that has been widely and successfully used across the U.S. for over 15 years. Professional development in the SIOP Model helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency. The Center for Applied Linguistics (CAL) participated in the development of the SIOP Model and continues to conduct SIOP research (See additional information here at <http://www.cal.org/siop/>). The leadership team at North will build an instructional foundation upon a consistent school-wide instructional focus. All staff will be trained and certified in SIOP. Interventions will be driven by student achievement data. In order to scaffold teacher learning, SIOP training dates have

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been scheduled for the 2014-2015 school year on four separate Saturdays (see PD calendar). This design is intentional so that teachers can receive on-going job-embedded support based on clear and concrete implementation expectations for the 2014-2015 school year and beyond. Teachers will also receive opportunities to adjust instruction based on feedback from their colleagues and building principals. Principals have SIOP implementation checklists and protocols for use during weekly walkthroughs.

To ensure that students who are English language learners have access to an effective and meaningful education, the following actions need to be included:

- A systematic process for examining the specific background variables or ecologies of ELLs (i.e., first and second language proficiency, educational history including bilingual models, immigration pattern, socioeconomic status, and culture) that impact academic achievement in a U.S. classroom;
- Examination of the appropriateness of classroom instruction and the classroom context based on knowledge of individual student factor.
- Information gathered through informal and formal assessments (W-APT, ACCESS for ELLs); and
- Nondiscriminatory interpretation of all assessment data.

A Cultural, Linguistic, and Ecological Framework for Response to Interventions with English Language Learners. This website cites the effectiveness of the MTSS instructional structure with ELL students.

[http://www.pattan.net/category/Educational%20Initiatives/English%20Language%20Learners%20\(ELL\)/page/What\\_Needs\\_to\\_Happen\\_to\\_Provide\\_Effective\\_Instruction.html](http://www.pattan.net/category/Educational%20Initiatives/English%20Language%20Learners%20(ELL)/page/What_Needs_to_Happen_to_Provide_Effective_Instruction.html)

The instructional program is aligned with the district pacing guides. The staff will meet together in grade level teams, content teams and with grades below and above to ensure consistency in the delivery of instruction, the implementation of instructional learning cycles, and creation of common assessments. The staff will utilize the weekly "Big Ideas" team collaboration time to review the effectiveness of Tier 1 delivery of the core. This time will be used to analyze student performance data to determine what instructional strategies will be infused into the general classroom to support core delivery. Training will be provided by external partners including Ingham Intermediate School District staff in effective instructional strategies to improve student comprehension as well as fluency in computation and applications in the four core content areas. Again, this design is intentional so that teachers can receive on-going job-embedded support based on clear and concrete implementation expectations for the 2014-2015 school year and beyond. Teachers will also receive opportunities to adjust instruction based on feedback from their colleagues and building principals.

North Elementary will further increase student achievement and engagement through the effective use of existing screening tools, progress monitoring tools, and analyzing student achievement data. Staff will be trained on a research-based, three-tiered model of prevention and intervention through an Instructional Intervention Blocks (IIBlock) practice of providing high quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals and applying student response data to important educational decisions. The IIBlock structure allows staff to make instructional decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by student outcome data.

The staff will be implementing screeners in the areas of math and ELA to determine student needs. Based on students' performance data further training in appropriate interventions for example, PALS, six minute fluency, rocket math, comprehension strategies tool kits, Study Island and other various research based interventions. The staff will sort and design quarterly instructional interventions for students by grade level and implement a daily IIBlock for 45 minutes utilizing the ELL teacher, Special Education teacher, Student Assistance Provider, Literacy teacher, and Speech teacher. The staff will meet weekly in "Big Idea" teams and once every quarter in a "Big Sort" team. During these "Big Idea" teams staff will receive professional development on the interventions they are implementing and learn how to utilize their data to impact daily core instruction. Each month a research based strategy will be a focus in the core instruction classroom and monitored

through administrative walkthroughs each month. The data collected on walkthroughs will be analyzed during the weekly "big idea" team meetings. A structure for student progress monitoring will be implemented through weekly meetings from teachers and support staff and then discussed at the "Big Idea" team meeting.

Adult implementation could be monitored in multiple ways including through the regular collection of lesson plans to document adequate planning and preparation for the delivery of high-quality instruction.

**Requirement #7: The district promotes the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction in order to meet the academic needs of individual student.**

**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 (see key terms), (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, (c) identify instructional program outcomes and a plan to assess for impact**

Indicator 7A:

In the past North has been efficient and comprehensive in collecting data, however there has only been sporadic use of data. Moving forward North and the Lansing School District will provide professional support to ensure that teacher use data effectively and regularly. Lansing central office will review school-generated data and meet with the North instructional leadership team to identify broad trends and foci monthly. With assistance and monitoring of Lansing central office personnel, a partnership between the central office and North's Instructional Leadership Team (ILT) will ensure that data is readily available and used effectively at all levels of decision-making and instruction.

With this systematic support, North commits to fully integrating the use of data in all decision-making. As describe in our professional development plan, that staff at North will participate in weekly PLC driven, job-embedded PD with the use of early dismissal Wednesdays. With a weekly meeting format and various forms of data, including summative assessments such as unit tests and MEAP data, and formative assessments such as AIMSweb, DRA, and Study Island, teachers will employ data in whole-staff, grade-level, and subject-area collaborative time focused on examining performance trends among all students. Student work will be collected and integrated into the "Big Sort" team discussion. To ensure that data is both available and utilized effectively, North's ILT, school-principal walk-throughs, and the principal conferencing with teachers will incorporate indicators of data-use in regular decision-making and assigned student-interventions.

At the Kindergarten through 2nd grades, Running Records, AIMSweb, DRA and Study Island(Science), and WIDA will be used to progress monitor student achievement, while iCollaborate/snapshot data will be used to monitor the delivery of instruction and the degree of student engagement once a year. Our 3rd Grades-6th grades will also employ MEAP and Golden Package data from past grade performance to assist in the triangulation of instructional impact of instruction and general testing trends.

Every 9 weeks via Big Ideas monthly meetings, these data points will inform general instruction, or Tier I, for what whole group content and skill need attentions, in addition to what targeted student-groups need more intensive instruction in Tiers II and III. This aggregate data will be provided to the ILT in order to identify school-wide trends and also to assist in the ability grouping of students who need more intensive instruction. With this comprehensive approach to data, it is our goal to achieve more than 1 academic year of growth for each student regardless of where their base-line data places them. With more academically challenging students, teachers will utilize our math and literacy coaches for additional instructional supports and expertise for students. The data will also inform both the principal and the ILT which teachers need additional supports to effectively teach their students.

The instructional program is aligned with the pacing guides that are aligned to the core curriculum. The staff will meet together in grade level teams, content teams and with grades below and above to ensure consistency in the delivery of instruction, the implementation of instructional learning cycles, and creation of common assessments. All staff will be trained to utilize the Shelter Instruction Observation Protocol (SIOP) system of explicit instructional strategies that will help to close the achievement gap for all students and especially the needs of ELL students.

### Data Monitoring Frequency

District-Principal/ILT- Monthly via monthly meetings

BIG IDEAS team-All Staff -Weekly via early release Wednesdays

PBIS/MTSS- Monthly via ILT monthly meetings

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Requirement #8: The district establishes schedules and implements strategies that provide increased learning time.**

**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.**

**Indication 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.**

Indicator 8A:

At North teachers will increase student learning time in multiple ways. First through recapturing existing instructional minutes via the capture and analysis of Snapshot data. Specifically, we will use Snapshot data to identify how instructional time is currently being used. We will increase instructional time by increasing multiple modalities of instruction to allow for deep engagement in learning activities; minimize lesson transitions (via assigning academically-oriented tasks during transition time), use data-driven instruction, and implementing research-based MTSS interventions. A typical instructional day consisting of 5 hours 30 minutes will be observed using the Snapshot lens for a variety of instructional practices, one of which is transition time. So actual instructional time, while appearing to fill the entire 5:30, given the Snapshot observations, may only account for 5 hours 12 minutes or less. Elimination, or at least reduction, of time spent in transitions can then be used for instruction. In this way, we anticipate recapturing approximately 10 minutes of instruction per day. Please see the attached daily schedule and academic year calendar options under consideration (for details about early release and balanced calendar). A rationale to support this increase is that research shows that the increased learning time that is purposefully focused on essential skills has resulted in significant increases in student achievement (Mass 2020, National Center for Time and Learning).

Indication 8B:

Enrichment opportunities will be addressed via emphasis on enrichment activities in all core areas. For example, twice a week for a period of six weeks, teachers will specifically incorporate enrichment activities in two core areas, for at least ten minutes per activity. The next six weeks they will do so in two other core areas, etc. Enrichment will provide students at North with an opportunity to transfer learning in an interdisciplinary fashion. Monitoring this implementation will be accomplished through PLC discussion and reporting out structures. Increased enrichment is required for all students. The North school improvement team, will continue to explore additional opportunities to provide enrichment through after school, early release programming, and intersession opportunities (via the balanced calendar). The district will use the 20% set-aside for this effort. A rationale to support this increase is that research shows that the increased learning time that is purposefully focused on essential skills has resulted in significant increases in student achievement (Mass 2020, National Center for Time and Learning).

Indicator 8C:

A new schedule has been developed that starts school at 8:30 and ends at 3:55, for four days a week. The early release Wednesday would  
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end at 2pm. Teacher collaboration will occur during our scheduled early releases and after school PLC structure.

A collaboration time to work on building trust and developing positive behaviors to create a new culture. The focus of this time will be on a book study with professional development activities for all instructional staff to meet once a month for 5-6 months for two hours. There will be a follow up to strategies discussed in the next month's agenda. This structure will assist our staff to develop consistent instructional delivery by focusing collaboration times on alignment to common core, development of common assessments, and explicit teaching strategies to support our at-risk and EL populations. The IIBlock structure will provide for us a consistent time to meet the needs of every student through the use of progress monitoring, analysis of student performance data, identification of effective research based interventions and strategies, and a vehicle to adjust students into different groups.

Staff will collaborate together to ensure a consistent delivery of the ELA, Math, and Science curricula. They will use data from the iCollaborate observations to give back feedback to teachers on the effectiveness of their instruction. Staff meeting times will be utilized to review instructional practices to ensure consistency and alignment. A grade level structure of teaming will be implemented following the SIOP model of instruction in each of the content areas, and taking into consideration of the student's proficiency level of English. For example, the third grade team will have three classrooms and the students will be in fluid groups with flexibility depending on their academic and language proficiency level. The teachers will become content experts with the integration of SIOP and effective instructional strategies within each core. Each grade level will have an ESL certified teacher that will support by job embedded coaching, pulling intervention groups, and modeling through co-teaching. A rationale to support this increase is that research shows that the increased learning time that is purposefully focused

on essential skills has resulted in significant increases in student achievement (Mass 2020, National Center for Time and Learning).

Teachers in treatment K-3 classrooms teach mathematics in English in both structured English immersion and transitional bilingual programs. Through workshops and biweekly mentoring, they learn to organize mathematics instruction using the SIOP Model\*.

The SIOP Model is a framework of 30 design features that are organized in 8 components: preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review/assessment. A particular strength of the model is that it allows variation in the ways that the features are implemented. When the model is implemented consistently and to a high degree, student performance improves (Chavarría, Short, & Powers, 2006).

Current research indicates that the academic language demands of school pertain to mathematics no less than to other subjects (Bailey, 2007). In the SAILL project, lesson development by teachers, guided by the SIOP Model, has focused especially on addressing both language and content objectives in each math lesson and on using large concept definition maps to guide whole group and pair discussions of the focal concept and key vocabulary. New language input is made comprehensible through demonstrations, pictures, manipulatives, and frequent opportunities for students to discuss information with a partner at the outset of each lesson. The body of a SIOP math lesson includes mathematical strategies and procedures demonstrated by the teacher or student confederates, mathematics activities in which students practice and apply new strategies and procedures, often collaboratively, and conversational interaction in pairs and small groups in which students discuss new concepts and different methods of reaching correct solutions. A SIOP lesson concludes with shared or individual math journaling, and a review of concepts, key vocabulary, and content and language objectives.

### References

Bailey, A. L. (Ed.). (2007). *The language demands of school: Putting academic English to the test*. New Haven, CT: Yale University Press.

Echevarria, J., Short, D., & Powers, K. (2006). School reform and standards-based education: An instructional model for English language learners. *Journal of Educational Research*, 99 (4), 195-210.

See this website for research to support the integration of SIOP into the CORE, Enrichment, and use for grade level collaboration.

<http://www.cal.org/saill/siopmathproject.html>

Please see attached (in priority assurances) calendar and daily schedule options.

**Requirement #9: The district provides appropriate social, emotional, and community services that support students.**

**Indicator 9A: In your response, detail the mechanism the school will use for identifying student needs, outline the supports that will be provided at the school ( including what specific needs will be addressed), and specify the supports that will be provided through community agencies (including what specific needs will be addressed)**

Indicator 9A:

With the understanding that North is committing to sweeping changes in the way we educate our students in addition to the challenging environment our student live within, the staff at North in collaboration with the district and community leaders will be implementing complete wrap-around services and supports for all students. The ILT will assist the principals and SAP in coordinating supports and activities for students via monthly meetings. This time will be used to discuss both individual students and school-wide needs for social, emotional, and community services.

The SAP will continue to coordinate a behavior intake system (BIS) and child study team (CST) that will closely monitor and assign supports to students that teachers have highlighted as needing supports. This BIS/CST team will function as an initial problem solving team that will direct additional instructional supports for teachers for assisting particular students and/or further referral to possible cognitive/emotional testing or out-side community services.

There is a school wide focus on Positive Behavior Intervention System (PBIS). Students are encouraged to behave positively by implementing a daily "golden ticket" reward and a weekly drawing for prizes. We do a daily pledge, "Be Respectful, Be Responsible, and Be Safe!" A daily reading to model positive behaviors is read to the entire school and supported through classroom discussions. All students are given lessons to model expected positive behaviors in various areas of the school building, busses, playground, and lunch room. There are numerous diversity fairs and common core curriculum nights that connect school to families in a positive way for behaviors and academic successes. Student led leadership team, these are students are chosen based on academics and behavior. They mentor the younger students; they provided quality role models and assemblies on good manners and positive expectations. The entire staff will be trained in CHAMPS, and will conduct a book study through the PLC block of time.

We will conduct a monthly Parent Volunteer group training to utilize at home parents that can support the IIBlock and continued partnerships. The North staff will also have at least 3 dedicated all-staff collaboration sessions to enlist and develop strategies for community supports throughout the year. These sessions will be used as a vehicle for streamlining community supports via local churches, mental health centers, and community organizations including but not limited to; Mentors (Kids Hope) River Terrace Church, MSU Nurses, Foster Grandparent program, Arts and Humanities of MSU, International Center , Refugee Services, Community Mental Health, Language Brokers, Peace grant, RAG grant, Peak grant, Greater Lansing Food Bank, Capital Area District Libraries, Youth Gardening Coalition, etc...

With the understanding that North is committing to sweeping changes in the way we educate our students in addition to the challenging environment our student live within, the staff at North in collaboration with the district, ISD, and community leaders will be implementing

complete wrap-around services and supports for all students. The leadership team will assist the principals and student assistance provider in coordinating supports and activities for students via monthly Child Study Team meetings. This time will be used to discuss both individual students and school-wide needs for social, emotional, and community services.

The school social worker and student assistance provider will coordinate the Child Study Team that will closely monitor and assign supports to students that teachers have highlighted as needing supports. This CST will function as an initial problem-solving team that will direct additional instructional supports for teachers for assisting particular students and/or further referral to possible cognitive/emotional testing or outside community services.