



Transformation Redesign Diagnostic

Academy for Business and Technology High
School

Academy for Business and Technology

Mr. John Kirk
19625 Wood St
Melvindale, MI 48122-2201

TABLE OF CONTENTS

Introduction.....	1
PART A: REFORM TEAM PERSONNEL.....	2
PART B: TEACHING AND LEARNING PRIORITIES.....	3
PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	5
PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES.....	8
PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT.....	10
PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT.....	12

Introduction

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

PART A: REFORM TEAM PERSONNEL

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

Mr. Kirk/School Leader-John.Kirk@leonagroup.com

Mrs. Mallon/Instructional Coach-Cristina.Mallon@leonagroup.com

Mr. Nannini/Science Teacher-Vance.Nannini@leonagroup.com

Ms. Daniels/6th Grade Self Contained-Dezirae.Daniels@leonagroup.com

Mr. Long/ Special Education Director-Greg.Long@leonagroup.com

Mr. Music/Testing Coordinator-Ernie.Music@leonagroup.com

Ms. Hall/Social Worker-Cassandra.Hall@leonagroup.com

Ms. Philyaw/Title One Coordinator-Adasina.Philyaw@leonagroup.com

Ms. Guerra/Guidance Counselor-Kristin.Guerra@leonagroup.com

Ms.Dahlman/Math Teacher-Colleen.Dahlman@leonagroup.com

Mr. Schroeder/Math Teacher-Robert.Schroeder@leonagroup.com

Ms. Griffin/ELA Teacher-Stephanie.Griffin@leonagroup.com

Mr. Gable/Biology Teacher-Mark.Gable@leonagroup.com

PART B: TEACHING AND LEARNING PRIORITIES

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

The three big ideas were chosen for the reform and design plan as a result of developing a comprehensive needs assessment for the school improvement plan and identifying the strategies documented to increase academic and behavior goals. Also, dialogue concerning the decline in scores caused the leadership team and reform team to realize that the strategies such as D.I. and R.T.I. along with data driven decision making were not pervasive and systematic from grades 6 through 12. When analyzing the Scantron, MEAP, MME, ACT and Explore/Plan data, actions were implemented to address the significant decline in the state and local testing along with formative and summative assessments. In order to implement the SIP with fidelity these ideas were chosen to change the teaching and learning at ABT MS/HS and remediate the deficiency in skills.

Differentiated Instruction (evidence through resources, lesson plans, pre/post test, assessments, lesson delivery/activities, etc) is a big idea that will assist us in the transformation. D.I. will be monitored to ensure all students are engaged and are making connections with subject matters on their readiness level and make connections to real life experiences through technology, hands-on activities, field trips, college tours, supplemental resources and research based best practices and strategies. We use curriculum crafter assessments along with MEAP, MME, Explore/Plan, Scantron and StudyIsland to determine what resources/technology, personnel and programs need to be adopted and adapted to focus on the areas of concerns. Teachers will be given feedback and suggestions from instructional coach, mentor, lead teachers and school leaders on the progress of D.I. in the classroom and how the data speaks to the lesson delivery and content.

Data Driven Decision making (evidence through data analysis of formative, summative, informal and formal assessments, content area/data team meetings, SIP meetings, committee meetings) will guide us in improving teaching and learning in our school. The administration team (lead teachers, school leader and instructional coach) will allocate time to meet in order to have dialogue with a strong emphasis on subgroup data in grades 6-12, all content areas (Science, Social Studies, Math, Reading and Writing) and the Response to Intervention Process. Action plans will be developed, implemented and monitored to incorporate the results of all data sources (including perception data) to facilitate school improvement. Agendas will record/document what the data states, who will be responsible for the increase in scores, how the instructional staff will narrow the achievement gap, and what actions will be visible in lesson plans to demonstrate a change in procedures as a result of the examination of data. Subgroups' (ELL, ED, Spec Ed, Males, Females and Homeless) scores in each assessment will be highlighted and evaluations will be made of the services that we are providing for them and if they are effective.

In addition, the Response to Intervention model (logs, referral process, RTI meeting minutes, use of support staff) through push in and pull out services is a research based program that will provide targeted interventions and quality/equitable instruction to students. A RTI plan will be devised for each grade level and content area to provide targeted instruction after data analysis of statewide and classroom assessments. A criteria will be developed by the instructional and administration team that categorizes what data points and scores will designate what learners are currently in Tier 1, 2 and 3. Classroom teachers are responsible for delivering high quality and equitable instruction through Tier 1 that reaches at least 80% of all students. Support staff which consists of social worker, guidance counselor, behavior implementation specialists and the special education team also work with the classroom teachers to help decipher what barriers are prohibiting the learner from mastering content at their grade level (skills and standards) The instructional coach, Ms. Mallon, along with John Kirk, school leader, will monitor the RTI processes and procedures. Supplemental and evidence based materials are researched to meet the students at their level. More support instructional staff/aides/paraprofessionals in math (specialist) and reading (specialist) will implement daily and data driven

target instructions with a wealth of resources in 9-12 week intervals.

SWIS data accompanied with RTI data will be compared to each other and analyzed to make determinations of contributing factors to decline in academic progress. (RTI plan is attached).

State what data were used to identify these ideas.

MEAP, Explore/Plan, ACT Prep, StudyIsland, Curriculum Crafter assessments, MME, Perception Surveys, Marzano's Strategies, Peer reviewed articles, literature, websites, Wayne resa downloads/resources, Golden Package, Cambridge Practice ACT tests are a multitude of assessments and research that were used to identify these three big ideas. When examining these various assessments in staff meetings, grade level meetings, leadership meetings, School Improvement meetings with teachers, instructional coach, support staff and school leaders, the areas of weaknesses are highlighted and the current resources and strategies used to educate students on the Common Core and GLCEs and HSCEs are discussed. A determination is made if those resources and strategies are effective and yielding desirable results for growth. Scantron is administered three times a year as a benchmark to measure growth and provide baseline data for cohort and non cohort groups in math, ela, reading and science. The instructional coach, Ms. Mallon meets with the staff to review the area where students scored below mastery and plans are written and monitored to ensure teachers are using best practices to narrow the gaps. A goal is set for each student to attain for the next testing cycle. ACT prep, Cambridge, StudyIsland and Curriculum Crafter are short cycle formative assessments analyzed to measure if students are mastering the content at a appropriate pace and able to apply what they have learned. As a result of explaining and discussing the disaggregated data, the weak areas are topics that are expounded on to provide remediations and resources through Title I, IIa and 31a during various meetings.

When the MEAP data is released at the end of the year, there is a urgency to inform the teachers on the scores of the 6th thru 9th graders when they return in January. Once again, the instructional coach's responsibility is to gather the data, communicate results, monitor the use of improving the scores through walkthroughs and lesson planning and give feedback through the tracking of student performance on summative and formative assessments. The same process is used for all the state and local testing. However, the literature is used to help and encourage Professional Learning Communities to support the big ideas that correlate with either the success or decline of achievement. This best practice was implemented to inform teachers on the systems, policies, procedures and support that needs to established in the classroom and school alike to promote academic excellence.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

Our current leader, John Kirk will be replaced by Ms. Delores Jones-Bell, currently school leader at Joy Preparatory Academy. Ms. Jones-Bell has been selected for the Turn Around Leader for Academy for Business and Technology MS/HS due to her many desirable qualifications that foster a love for learning and growth while building and maintaining imperative relationships with staff, families and community. Ms. Jones-Bell dedicated her teaching and leadership career to at-risk urban youth for the last twelve years with The Leona Group LLC. Also, she has educated middle and high school students and is vividly aware of the needs and concerns that plague urban youth and what techniques and strategies that can be employed to raise achievement. During her years of service as a teacher, assistant school leader and school leader in Michigan and Arizona, Ms. Jones-Bell has led with data in order to set and enforce standards for academic growth for all stakeholders. Our big ideas (RTI, DI, and data driven decision making) have been a focus for Ms. Jones-Bell when collaborating with instructional coaches, various teams, implementing PBS program, aligning the curriculum to the Common Core and developing meaningful relationships with the community. She has a track record of promoting high accountability with children and instructional staff that yields large gains in all content areas. In order to increase scores and narrow the gap, Ms. Jones-Bell uses a shared leadership approach to involve the voices of staff, community and parents to make changes in curriculum climate and instruction. Observe employee performance, record observations, and conduct evaluation conferences are instruments used to evaluate the effectiveness of instruction and assessment. Her skills will benefit ABT MS/HS towards soaring scores, increase parental presence and developing a climate of academic excellence.

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

The Leona Group introduced the evaluations attached (coach, teacher and leader) to measure effectiveness in accordance with Michigan law, as an option to met the requirements rather than utilize a rubric mandated by the Governor. As a result, the administration team ABTMS/HS outlined the various categories that highlight the characteristic of an effective teacher with the instructional staff and allowed multiples opportunitites for feedback, questions and concerns. There was a collaborative effort to arrive at a consensus on what assessments would be used to hold teachers accountable for growth/academic progress, which held the weight of 50% of the evaluation (the agenda attached and sent in email 1/28/13). All instructors are expected to have at least 1.5 year's growth //for each student. Multiple artifacts and documents accompany the actual evaluation to ensure that there are numerous occassions where data can be collected and observations can be documented. The language in the evaluation focuses on high expectations for all school improvement efforts from lesson delivery to professionalism and upholding the vision and mission of the school. These attached evaluations are reviewed by the Human Resources Department along with RVPs to measure success and award the teachers, coaches and other instructional staff with a raise and a bonus which vary in amount as a result of the scores and comments on the evaluation. (Documents were sent previously, the final draft for the leader will be sent as requested in the comments for feedback from the first submission).

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

Transformation Redesign Diagnostic

Academy for Business and Technology High School

In future endeavours, the administration team will create and implement a merit pay plan to reward instructional staff and leaders to exhibit growth pertaining to the data analyzed from Scantron, MEAP, ACT/MME and pre and post assessments. Currently, staff are eligible for performance-based pay increases and bonuses. The desirable growth for all students is a year and beyond and teachers who possess the highest percentage of students who attain that goal will be eligible for merit pay. (The criteria for merit pay eligibility by Academy for Business and Technology will be attached). The teacher evaluation tool is a measure used to determine the merit bonus pay and bonuses by the school leader and instructional coach. TLG gives input and assistance as well with the evaluation process of staff and how to communicate the results to the staff. (The Merit Pay guideline is attached for ABT MS/HS.)

Determinations made in relationship to rewarding the school leaders who have the most increased student growth is the responsibility of the management company, president and regional vice presidents. One intricate factor in the amount of the raises and bonuses for leaders is the funding pool from general budget along with the performance rating out of 360 available points. (Evaluation is attached).

After discussions, documentation and planning with an inadequate/struggling educator, administration and the district is prepared to remove ineffective and stagnant leaders and teachers who have little or no impact on increase of student achievement. However, various actions will occur before termination is considered. An increase in class walkthroughs, modeling of expectations from instructional coach, feedback from peers and mentors on a daily/weekly basis, on and off site PD will be planned with teacher/leader/coach input and encouraged depending on individual teacher are some actions that will be taken. Depending on the lack of progress and effort from the teacher, a year is the timeline to terminate a underperforming teacher with proper documentation submitted to Human Resources-TLG. (Timeline attached and sent in email 1/28/13).

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

Professional developments are planned and selected as a result of schoolwide planning for resources, programs and personnel when meeting with teachers, administration, school leader, and support staff. PD plans and surveys are also distributed to ascertain what the teachers feel are their weak areas or desire to learn more about to increase success. Data analysis (both state and local assessments) plays an major role in deciding which PD needs to be a focus in the planning. When the SIP is developed and revised and the CNA is documented/explained, the professional developments are planned to increase the use of strategies and activities, use of fidelity with/of resources, and implementation of programs to increase scores and mastery. On site and off site professional development is encouraged, available and offered to enrich the skills of our staff. Our management company also provides sustainable and meaningful professional development on the school reform strategy that we selected, Response to Intervention model. Professional Learning Communities will also serve as a avenue for disseminating information to the staff deliver research and evidence based strategies for teaching middle and high school students. As of the first week in October, the staff began a book study from the book titled "Beyond the RTI Pyramid" by William Bender. The desire is to have these book studies to continue to promote ownership from staff in delivering pertinent information to their peers that has contributed to the success of students and the decrease in scores as well. Literature on D.I. also will be purchased to educate staff on avenues to reach multiple intelligences and use data to drive the different techniques. These strategies will be expected and monitored in the classroom by the coach and leader. (PD schedule with staff input during was emailed 1/28/13).

Self-assessment surveys will be used to determine individual needs of the staff, along with the use of dialogue during data team meetings, SIP meetings, committee meetings, RTI meetings, etc. to determine what PD needs to be planned to move forward in academic growth. Feedback surveys are distributed to the staff to rate the relevance, engagement and the material presented on a 1-5 (likert scale). The

expectation is that the staff will implement the research based strategies and data that they were exposed to in relationship to success and the school reform strategies. There have been at the minimum, three planned PD days that address tiered instruction through RTI on site. A calendar will be created to support the RTI reform model through scheduling the meetings mentioned above. As recorded on the meeting minutes, test data (including progress monitoring tool in RTI) are analyzed, instructional strategies and teaching/learning will be monitored and adjusted with the relationship in terms of decline and rise in academic progress. Tier instruction has been introduced by the instructional coach when meeting with staff to communicate the cut score to determine Tier 1 (at grade level or above), Tier 2 (push in interventions in groups with research and evidence based resources) and Tier 3 (Intense Interventions needed in small groups). The assessments used are MEAP, Scantron and StudyIsland to categorize the students and provide extended learning time to increase performance.

Also, the leaders travel monthly to the corporate offices in Lansing to discuss the current issues in education in accordance with RTI and DI to impact the staff, students and parents.

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

Strategies to increase opportunities for promotion and career growth designed to recruit and retain staff to meet the needs of students in a transformational plan are numerous. Grants funds will be designated to reward Merit based pay to high performing educators (emailed). Teachers who express desire in leadership are expected to have an increase in scores, positive relationship with staff, peers, students and parents and contribute to decision making and upholding the vision and mission of the school. Teachers are encouraged to take on leadership roles when planning and presenting on professional development days and informing staff on school improvement during meaningful presentations. Teachers who exude leadership qualities plan committees meetings such as the school improvement team, RTI team, PBS team, etc. and chair them with other staff members to promote improvement efforts. The instructional coach, Ms. Mallon, is an example of how effective teachers are provided the opportunities to grow professionally and share their expertise with the staff. The coach also works collaboratively with mentor teachers to provide support to novice teachers and monitoring for teachers and instructional staff. Preparation periods are given daily to all teachers to ensure quality lessons are prepared to deliver rigorous and relevant lessons. Frequently, teachers offer input on imperative decisions regarding curriculum, staffing, professional development, after school activities, etc. Teachers are encouraged to further their education and pursue more of a leadership role in hopes of ultimately earning a position as a coach, school leader or a partner within the corporate TLG office in Lansing which support schools in Michigan, Ohio, Arizona and Florida. Also, if teachers possess talents in other areas that will benefit the children in the academy in regards to teaching and learning, a teacher may be allowed to transfer to another subject/content area or grade level.

In addition, in an effort to retain staff, teachers are encouraged to research new strategies and programs that impact students and families and become a vital part in planning for improvement in the school. There is a sense of shared leadership between the staff and leader when changes are being implemented and evaluated. There is an open door policy of communication and the voice and opinions of teachers are welcomed. TLG offers insurance to all full time employees and their families and rewards them with a yearly bonus (outside of the merit-pay incentive). Professional development is offered off campus for teachers on a monthly basis to select beneficial resources and presentations that will impact student progress. Autonomy is a component of ABTMS/HS that many teachers appreciate and embrace which allows them to make the best decisions for their students with the support of various data.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

The KC4 (curriculum crafter) along with supplemental programs and evidence based tools that connect to elevated educational success will be implemented through grades 6-12 that provide concepts, standards and skills for the Common Core, HSCEs and GLCEs. Maps, pacing guides and lesson plans reflect that adjustments are being made in response to the data collected and examined in various weekly and monthly meetings. The CMP (Curriculum Management Plan) encompasses documents that demonstrate cross-curricular and vertical alignment for 6-12.

The Leona Group iterated a expectation that all of their schools would implement the Common Core as of the 2011-12 school year. For a year or more, school leaders and coaches attended meetings at TLG office in Lansing on the connection between Common Core, Curriculum Crafter, Mapping/Pacing guides, RTI and DI to help armor them with the information needed to implement common core/curriculum crafter effectively. The current curriculum (kc4) that we utilized throughout the middle and high school had adopted the Common Core, revised the material/assessments/techniques which includes scope and sequence, resources for accelerated, at level and at risk learners with hands on activities and suggestions for supplemental instruction. Since the State of Michigan has adopted the Common Core standards and the Smarter Balanced Assessments will be a measurement for growth and mastery, ABT MS/HS has planned to provide teachers with professional development on implementation of the standards and close monitoring and modeling from the instructional coach and school leader. For a year, the middle school relied on the KC4 curriculum to support instruction with Common core while emphasizing the importance of D.I. The data (Scantron, MEAP and ACT/MME) suggested that the middle school students were being exposed to a different expectations or standards and the dialogue began in the SIP, CLT and staff meetings about the KC4/Curriculum Crafter being more impactful and successful then the curriculum previously used in the high school. The high school teachers/departments began using the KC4 as well to promote a continuum of expectations and strategies throughout 9-12.

With the data stated above, along with progress monitoring tools, the staff and leadership discovered that we have a enormous increase in new students each year (130+) that lack foundational/prerequisite skills needed to master content. Reports from the data sources displayed a trajectory in students who are at least two to three years behind in reading and math. There was immediate action to revise our RTI program and how we monitor Tier 1 in the classroom when teachers are teaching the comon core. A lab has been created for each grade level to receive research and evidence based interventions to target the areas of deficiency. The goal is to schedule all Tier 2 and 3 students in a lab with Title one and 31a teachers, for at an hour for four to five times a week while monitoring their growth with various tools such as Moby math, DRA and Study Island, etc. Students who show growth will be removed from the lab and closely monitored to prevent a decline in mastery/comprehension. If needed, a second round of Tier 2 and 3 will be planned to provide smaller group and intensive instruction.

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

As we support transformation, the leader, coach and instructional staff will apply current research, employ methods and strategies to highlight Differentiated Instruction, Response to Intervention and Data Driven Decision making. ABT ms/hs promotes and encourages a data driven decision making environment that starts at the classroom level with the continuous planning, meeting and discussion of all forms of assessments and data. Common formative and summative assessments are used from the Kent County Curriculum that addresses the Common Core standards. The KC4 curriculum provides/supplies a range of assessments per lesson to ensure all learners' needs are met and they are allowed to demonstrate mastery at their level. 80% of students are expected to reach mastery on all assessments.

Transformation Redesign Diagnostic

Academy for Business and Technology High School

Grade books in PowerSchool will be available to the coach and leader to monitor the input of grades, success rate of students per assignment and how the assignments are differentiated. Every two weeks, there will be a discussion with teachers to analyze their grades to ensure 80% of students have mastered the skills and standards and construct plans for reteaching for students who have not reached mastery. The expectation is that teachers should reteach and retest within the month and record in the gradebook. Lesson plans (which are due weekly) throughout all grades and levels, on a daily basis, document the use of informal and formal assessments, formative and summative assessments. Weekly feedback (at the beginning of the week) is given to teachers in a timely manner to readjust/revise and resubmit that week, reteach or reassess during a four week period. Based on the results from the assessments, the teacher and coach make the decisions to reteach, adjust strategies or move ahead in all content areas. Also, multiple progress monitoring tools are utilized during RTI (tiered 2 and 3 instruction) and monitored, discussed and evaluated to determine if the intervention and techniques are effective. The RTI team meets monthly to discuss data from teachers and report to the coach and leader the status of implementation of the program. This data helps guide direction and information for the CNA of the SIP. From there, decisions are made on what strategies to enhance or introduce and what is not working of being implemented fully. The leadership team plans twice a year on what multisensory resources/manipulatives to buy to support D.I. and what professional development sessions to offer for staff and how allocations/revenue should be spent to support high levels of teaching and attaining the goal of 80% mastery. The child study team and the RTI team as well work with teachers to suggest interventions for students and research ways to bridge the gap in learning as they meet and discuss individual data on targeted students.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

There are a myriad of activities listed below that will assist with increasing learning time through targeted instruction and collaboration time for teachers:

- Summer School tutoring (ten weeks)
- after school tutoring (three times a week)
- extended school year (additional time at the end of the year)
- rti process/time (at least three times a week)
- content and grade level meetings (planned for twice a month)
- common preparation time (at least once a week)

An additional 300 hours has been added to our calendar by increasing the school day by an hour (7:30-3:30) and block scheduling will be a revision to our schedule as well, eliminating days for some of the traditional breaks in instruction and extending the school year until June 30 for staff and students are actions planned to increase time in all core content areas. (Calendar is attached and emailed to Ms. Hatfield)

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

Many activities are initiated to increase family and community engagement at ABT ms/hs on a weekly and monthly schedule. Monthly curriculum nights (Parents given information regarding all subject areas and the expectations for learning in the school for GLCEs and Common Core) can assist with giving parents the knowledge necessary to help their children at home and keep them abreast of the expectations. Parent involvement needs to be increased using various avenues to help emphasize the importance of education and high test scores for college and career readiness. Parent Teacher Conferences (Scheduled three to four times a year) gives families the opportunity to ask questions and see the decline or progression of performance and view actual assignments. Volunteer Opportunities in the classroom, lunchroom, projects and field trips help parents feel apart of the school community and can communicate to other families the initiatives in the school and the daily operations and expectations that uphold our vision and mission. After school functions help foster relationships with other families and staff with creates a better line of communication and provides a time for working parents to visit with the community surrounding issues that concern their child. Monthly newsletters inform families in a timely manner of the current events and concerns at the high school.

There are a multitude of community organizations as well

- Community Outreach (Good Fellows, Gleaners, Barnes and Noble/Silly for MEAP, Kiwanis Club, Family Fitness Night)
- Community Services (Dentist, Vision, Hearing, Lead Testing, Thanksgiving Dinner, Adopt a Family, Sex Education)
- Community Partnership (ABT Alumni, Plastic Engineers, Wayne State University, College Fair, SEMA/Science Club)

Research shows that families and community play a critical role in the success of schools. There has been a rapid decline over the years in regards to active participation with parents which leads to dialogue of what can we do as a school to bring them aboard and help them convey the message of the pursuit of academic excellence and giving 100% everyday. This attempt will facilitate the transformation of the school and academics. When transforming our school, we need to partner with parents to reach our students and use the avenues above to solicit their membership on committees, volunteer, chaperone and attend afterschool activities that expound on our RTI program, resources

Transformation Redesign Diagnostic

Academy for Business and Technology High School

available to children, D.I. activities implemented in the classroom that families can use at home and offer community support.

Parents/families will also be asked for feedback and perception of the climate and academic expectations through surveys, emails and phone calls three times a year to assist in evaluating our Title one program.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

ABT ms/hs is a charter school and we are allowed great flexibility to make essential changes that improve student achievement. We are our own district and are chartered by Eastern Michigan University and managed by The Leona Group. Assistance and support is provided to the School leader and administration through Wayne RESA, MDE and technical support from a Title 1 Coordinator, RVP, Human Resources Department and the Department of Academic Support.

The school leader serves as the principal and superintendent of TLG schools which helps foster a direct relationship with the support provided for budgeting, staffing, time, schoolwide planning and selecting assessments by The Leona Group Corporate office. Our school has access to one on one support from the budget manager, grant director and Title one coordinators to allocate funds, hire personnel, purchase resource, assist in school improvement efforts and balance the general budget. EMU also plays an intricate role in the operational flexibility by communicating their expectations during various on site meetings and board meetings, allowing the academy to drive towards success in ways beneficial to students and the learning environment as the administration team seems necessary. The human resources department from TLG also assists with recruiting highly qualified staff for ABT MS/HS and termination of ineffective employees as well. Department of Academic delivers services through professional developments, updates on compliance issues, school improvement reform strategies, use of data, and collaboration with school leaders and instructional coaches to monitor growth or decline in student achievement. When budgets are submitted through MEGS, Henry Cade offers feedback on the items needed for approval in Title funds. TLG often suggests avenues schools may use to increase student achievement and increase graduation rates. However, the choice is ultimately made by the school leader who often meets with the Regional Vice President to discuss the daily operations, results of data, parent and staff concerns, building problems/leasing options and community relationships.

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

The Leona Group provides continuous support for ABT MS/HS with corporate support from Human Resources, Title 1 Coordinator, VP of Academic Support, Regional Vice President, MDE's Office of Field Services, Special Ed Services and consultations from Wayne RESA. The services provided by TLG are readily accessible by a phone call or email. At least once a month, both leaders and coaches interact with TLG corporate staff as well, which is also a time to ask questions or receive assistance. Wayne Resa also provides resources through their webinars and professional developments and replies to emails regarding Special Education issues, RTI, PBS and other issues that might arise. At this time, Mary Brown from Michigan State has offered assistance with the data and presented on the goals for increasing success in students. The Title one coordinator also monitors the program and works closely with leadership to provide targeted, deliberate and meaningful instruction to all students. As stated earlier, the Department of Academic Support from TLG communicates regularly and will support ABT through school visits, phone calls and meetings.



Comprehensive Teacher Evaluation System



“

Excellence is an art won by training and habituation. We are what we repeatedly do.

Excellence, then, is not an act but a habit. -Aristotle

”

The origins of this tool . . .

This tool has a variety of influences that led to its development. The most pressing is the passage of **HB 4627**, which requires that, by 2015/2016, all Michigan teacher and principal evaluations be composed of student achievement measurements at a rate no less than 50%. Additionally, the intensified **scrutiny of data by authorizers** in charter reviews played a significant role increasing Leona's emphasis on data in the teacher evaluation process. In a state regulatory and accountability emphasis on **AMO levels** and school **rankings**, a focus on student achievement is more crucial than ever to our survival. Most importantly, this tool is an opportunity to specifically articulate and **promote the best instructional practices** of our field. It is hoped that this tool will help all teachers, coaches, and leaders better focus on the business of education to meet ever-rising achievement standards. This tool strives to give us all a common language and rigorous set of instructional expectations that will set us apart. Its implementation choices seek to honor site and leader autonomy while ensuring system accountability.

Implementation guidance . . .

The overall message with this system is that **evaluation is an ongoing process that occurs throughout the year**. You will notice that many of the artifacts and documents referenced in this system need to be collected and acted upon regularly. This new generation of teacher evaluation needs to be viewed as an organic, continual process that sparks regular conversations. The formalization of this information, submitted each spring for all teachers, is simply the cumulative articulation of performance conversations that have been ongoing throughout the year.

This tool is divided into two essential parts:

- **Pages 1-4:** The *mandatory* formal evaluation
- **Pages 5-21:** The *optional* supplemental documents

You will notice key elements for each area of evaluation:

- **Artifacts:** This evidentiary methodology stems from our work with AdvancED, and these are some of the suggested tools you can choose to use to substantiate ratings. Some of these artifacts are forms included in this packet. Others are reports that need to be generated from other data sources.
- **Comments:** These are the 'meat' of each evaluation area. You are encouraged to include comments that contain references to specific artifacts for as many areas of evaluation as possible.
- **Contributors:** Although all evaluation determinations come directly from the leader, note that these tools invite the input of designated appraisers on a campus. These tools may be completed by assistant leaders, instructional coaches, special education coordinators, ELL facilitators/coordinators, students, teachers, support areas, and other leaders who play integral, specialized roles on a campus. This system encourages collaboration to promote fair, accurate evaluations, but make no mistake: all evaluation determinations must come directly from the leader.
- **Areas of Evaluation:** 'High leverage' areas for boosting student achievement were sought and included in this tool. The fundamental goal behind the included items is to refocus our teachers on the most important components of learning: student achievement and classroom instruction.

Teacher Evaluation - Michigan

TEACHER'S NAME		SCHOOL	SUBJECT(S)
		ABTH	
DATE of HIRE		APPRAISAL PERIOD	NEXT APPRAISAL
08 / 18 / 2010		_X_ fall ___ spring YEAR: 2011	___ fall X_ spring YEAR: 2013
APPRAISER'S NAME		APPRAISER'S TITLE	DATE of THIS APPRAISAL
John Kirk		SL	04/17/2012

Rating Overview

3	HIGHLY EFFECTIVE	Always exceeds performance standards, demonstrates a level of mastery appropriate to mentor others.
2	EFFECTIVE	Consistently meets performance standards and meets expectations.
1	INEFFECTIVE	Fails to meet most performance standards. An improvement plan must be implemented.

High Leverage Factors for All Students

%	Area of Evaluation	1	2	3
50%	MEASURABLE INDIVIDUAL ACHIEVEMENT GROWTH			
40%	Individual classroom growth Pre and post assessments for all courses taught show growth for all students who begin and finish their courses.	70% or less	70%-90%	90%-100%
artifacts: pre and post tests, course retention rates, MEAP, MME/ACT, Plan/Explore, DIBELS, Scantron, NWEA, ITBS, AIMSWeb, DRA, etc. Include data for the teacher's most recent consecutive 3 years or, if 3 years of data are not available, as many years as available.				
comments:				
MEASURABLE COLLECTIVE ACHIEVEMENT GROWTH				
10%	Overall school growth The school reaches the goals outlined by its school improvement plan and demonstrates growth for all students.	Not Fully Met	Achieved	Exceeded
artifacts: AYP data, student growth data				
comments:				
50%	INSTRUCTION	Ineffective	Effective	Highly Effective
Engages all students effectively				
The teacher uses deliberate engagement strategies that keep students tuned in to the class. Teachers may do this through CPS systems, strategic partnering, cooperative learning, 'do now' and closing activities, requiring 100% work before moving forward, 'popcorn', calling on students randomly, constant circulation through the classroom, call and response, and more.				
artifacts: engagement walkthrough tools, engagement portion of student survey, observations/EEP, classroom walkthrough tool, course pass rates				
comments:				
Employs scaffolded, rigorous, and relevant lessons			X	
The teacher creates lessons that mesh with maps and pacing guides. Teacher provides necessary background building to make content comprehensible, then moves forward through Bloom's Taxonomy to provide activities and assessments rich in rigor.				
artifacts: lesson plan review, rigor & relevance portion of student survey, student pass rates, maps and pacing guides, observations/EEP, classroom walkthrough tool, integration of common core reading and writing standards, grade distribution report				
comments:				

Area of Evaluation	Ineffective	Effective	Highly Effective
Delivers effectively			X
<p>The teacher utilizes strategies and techniques that grab students' attention and make content material as impactful as possible. Teachers may do this through innovative technology integration, multiple intelligence activities, dramatic activities, dynamic storytelling, hands-on activities, problem-based learning, projects that offer choice, connecting material to students lives and today's world, etc. Classroom procedures are in place that support student learning and instructional goals.</p>			
<p>artifacts: dynamic portion of student survey, observations/EEP, classroom walkthrough tool</p>			
<p>comments:</p>			
Monitors, adjusts, and differentiates using formal/summative assessment data			
<p>The teacher collects data from grade level appropriate quizzes, tests, and assignments . . . then uses the data to modify whole-class instruction AND differentiate on an individual level. Students receive regular communication about what they have and haven't mastered and are given appropriate support to achieve unmet objectives.</p>			
<p>artifacts: assessment portion of student survey, grade book data, course pass rates, lesson plan review, maps, pre-post test analysis, use of test data, grade distribution report</p>			
<p>comments:</p>			
Monitors, adjusts, and differentiates using informal/formative assessment data			
<p>The teacher has students explain concepts and assignments to each other. Students are required to provide live, grade level appropriate feedback (CPS systems, thumbs up/down, multiple choice cards, etc) to show understanding during instruction. Students may be asked to repeat instructions to the teacher or each other.</p>			
<p>artifacts: assessment portion of student survey, grade book data, course pass rates, lesson plan review, observations/EEP, classroom walkthrough tool, maps, pre-post test growth, remediation calendar of activities, ELL/SpecEd documentation, democratic understanding protocol, grade distribution report</p>			
<p>comments:</p>			
Collaborates openly and regularly			
<p>The teacher projects a true 'growth mindset' by always striving to improve and grow. He/she collaborates regularly with peers/coaches/administration about student learning, curriculum, and instruction, then responds in word and action to improve instructional skill. The teacher pursues individualized professional development that is meaningful to his/her practice and works cooperatively with others.</p>			
<p>artifacts: professional development certificates, transcripts, service on school improvement team or other teams, completion of goals on prior year's evaluation, observations, service record as a mentor teacher or coach</p>			
<p>comments:</p>			
Sets the physical stage for learning			
<p>The teacher designs and maintains a physical classroom that supports learning in both aesthetic and function. Seating arrangements maximize supervision and data collection. Minimal space is taken up by teacher desk and storage, as room for student learning and movement takes priority. The classroom walls hold rich instructional materials and a variety of student-created models for class assignments. The room is streamlined so that it is not visually distracting to students who struggle maintaining attention. The room is also organized, orderly, and clean so that the teacher communicates a subtext of professionalism, competence, and pride. Students are seated to best facilitate learning and technology is situated so that it can be easily used and seen by all.</p>			
<p>artifacts: physical classroom audit, seating chart, observations/EEP, classroom walkthrough tool</p>			
<p>comments:</p>			
Sets the emotional stage for learning and builds relationships			
<p>The teacher designs and supports an environment that is safe, nurturing, structured, and conducive to learning. The teacher is encouraging to all students and actively builds relationships with students that are productive and positive. The teacher leverages relationships to encourage pro-social behavior in contexts outside of the classroom (both on and off campus). The teacher actively uses innovative strategies to motivate unmotivated students and prevents or internally handles minor class management issues effectively.</p>			
<p>artifacts: relationships portion of student survey, adherence to PBS plan, SWIS data, retention rates, attendance rates, referrals to counselor/admin/social worker or other behavior interventionists (when necessary), observations/EEP, classroom walkthrough tool</p>			
<p>comments:</p>			

Focuses on learning more than teaching			
Although cognizant of instructional materials and strategies, the teacher's written plans and classroom management provide such a solid foundation for instruction that they are free to seriously focus on measuring how well students are grasping the material.			
artifacts: course pass rates, reconciliation between lesson plans/maps and grade book, MEAP/Scantron or other benchmark assessment scores, assessment & feedback portion of student survey, student engagement walkthrough tool, student engagement documented on lesson plans, observation/EEP			
comments:			

Area of Evaluation	Ineffective	Effective	Highly Effective
CORE EXPECTATIONS			
Special education compliance			
Teacher completes special education paperwork by deadlines. Teacher makes necessary modifications and accommodations for all special needs students in every class taught. Teacher communicates proactively with parents, students, and Special Ed coordinator			
artifacts: quarterly SpecEd review, parent feedback, observations/EEP, classroom walkthrough tool, SpecEd pass rates, SpecEd transfer requests, accommodations and modifications as documented in lesson plans, annual reporting findings, IEP documentation			
comments:			
ELL compliance (if applicable)			
Teacher makes content comprehensible for ELL students and provides modifications and support to foster their success. Teacher completes necessary ELL paperwork by given deadlines.			
artifacts: ELL review tool, parent feedback, observations/EP, classroom walkthrough tool, ELL pass rates, ELL transfer requests, lesson plans, SIOP			
comments:			
Professionalism and risk avoidance			
The teacher behaves, in word and action, in a professional manner at all times with both internal and external stakeholders. Healthy boundaries are drawn between teacher and student that foster positive, productive relationships. Teacher follows all school and company guidelines regarding transport, social media, and communication. Conduct during staff meetings, parent meetings, professional development sessions, and classroom instruction is polished, controlled, positive, and professional. The teacher protects confidentiality and interacts with all stakeholders in a respectful, productive manner.			
artifacts: observations/EEPs, classroom walkthrough tool, corrective actions, relationships portion of student survey, social media audit, peer evaluation rating for professionalism			
comments:			
Operational support			
Teacher provides wholehearted operational support to the front office. Attendance policies, grading deadlines, and other criteria are met.			
artifacts: office or support staff feedback, completion of assignments			
comments:			
Support of site mission, vision, and culture			
The teacher participates in and supports the overall mission, vision, and culture of the school. This is evident in interactions within and outside of his/her classroom. The teacher willingly reaches outside of the classroom to support enrichment programs, recruit teachers and students, and build strategic partnerships that benefit the students, school, and community. The teacher is able to create safe, positive classroom climates in line with the school's overall mission that offer an optimum learning environment for all students. The teacher strives to inspire and motivate all students.			
artifacts: observations/EEPs, classroom walkthrough tool, relationship portion of student survey			
comments:			

Employee Credentials

yes	no	credential	expiration date
		Michigan teaching certificate type: ___ provisional ___x___ professional ___ other (specify) _____ level: ___ K-5 ___ 6-8/6-9 ___ 9-12 ___ K-12 ___ other: ___(6-12)___ Specific endorsement(s) required: endorsement: endorsement:	___ / ___ / ___
		"Highly qualified" documentation on file	Update annually

2012-2013 Teacher Evaluation Rubric- Michigan

High Leverage Factors for All Students

Area of Evaluation		
40% MEASURABLE INDIVIDUAL ACHIEVEMENT GROWTH		
Individual classroom growth Pre and post assessments for all courses taught show growth for all students who begin and finish their courses.		
Ineffective Less than 69% of enrolled students demonstrate growth between pre and post assessments	Effective 70% - 79% of enrolled students demonstrate growth between pre and post assessments	Highly Effective 80% or more of enrolled students demonstrate growth between pre and post assessments
10% MEASURABLE COLLECTIVE ACHIEVEMENT GROWTH		
Overall school growth The school reaches the goals outlined by its school improvement plan and is able to demonstrate growth for all students.		
Ineffective School does not meet AYP requirements, despite available safe harbor or confidence interval assistance. Growth falls in the medium range or lower	Effective School meets all AYP requirements, possibly with help from safe harbor or confidence interval calculations. Growth falls in the medium range	Highly Effective School meets or exceeds all AYP requirements without safe harbor or confidence interval assistance and is able to demonstrate medium to high Q1 growth
50% INSTRUCTION		
Engages all students effectively The teacher uses deliberate engagement strategies that keep students tuned in to the class. Teachers may do this through a variety of methods including student response systems/clickers/CPS systems, partnering/cooperative learning, 'do now' and closing activities, requiring 100% work before moving forward, 'popcorn', calling on students randomly, constant circulation through the classroom, call and response, and more.		
Ineffective The teacher lacks a classroom culture of engagement, and needs more deliberate strategies to keep all students engaged. Students off-task may interfere with the learning of their peers. The teacher is often tethered to limited areas of the classroom, so pockets of students are able to disengage cognitively from the class. Participation is student driven, sometimes is random or disjointed and students are too-frequently off-task. The teacher lacks a strong commitment to holding all students to a high engagement expectation. Some students answer questions, complete assignments, and participate in discussions and activities.	Effective Teacher tries to keep most students engaged in class activities through limited strategies, but may have varied degrees of success from class to class. The teacher is proficient at measuring student understanding of classroom tasks and periodically moves throughout the classroom to monitor and assist students. Teacher actively promotes democratic participation. Many students answer questions, complete assignments, and participate in discussions and activities.	Highly Effective Teacher keeps most, if not all, students engaged in class activities through a wide variety of deliberate strategies. The teacher is good at measuring student understanding of classroom tasks and is regularly moving throughout the classroom to monitor and assist students. Most, if not all, students are required to answer questions, complete assignments, and participate in discussions and activities.
Employs scaffolded, rigorous, and relevant lessons The teacher creates lessons that mesh with a clear time and content grid. Teachers provide necessary background building to make content comprehensible, then move forward through Bloom's to provide activities and assessments rich in rigor.		

<p style="text-align: center;">Ineffective</p> <p>The teacher does not consistently provide written instructional plans, or the plans that are designed lack scaffolding and/or academic rigor. Lessons deviate markedly from campus curriculum maps and fail to follow established time and content grid. The teacher does not effectively engage students in background building and vocabulary development at the beginning of new units, and often offers activities and assessments that function at the lower levels of Bloom's taxonomy. The teacher rarely offers differentiated instruction for accelerated or struggling students, and typically under-teaches all others. The teacher has unacceptable standards for student learning as evidenced by lesson plans, Gradebook or other analyses, and grade distribution for each course. Spiraling instruction is rarely planned for or executed to promote retention and deepen understanding. Rarely do students in this teacher's course understand how objectives are connected to their lives or the real world.</p>	<p style="text-align: center;">Effective</p> <p>The teacher generally creates lessons that are both scaffolded and rigorous. These lessons dovetail mostly with the campus curriculum maps and usually adhere to established time and content grid. The teacher is proficient at background building and vocabulary development at the beginning of new units, then moving toward the top of Bloom's taxonomy as the unit moves forward. The teacher sometimes differentiates instruction for accelerated and struggling students, but tends to "teach to the middle". The teacher has adequate standards for student learning that are evidenced by lesson plans, Gradebook or other analyses, and grade distribution for each course. Sometimes, a framework for spiraling instruction planned, but its execution could be improved to better promote retention and deepen understanding. Many students in this teacher's course understand how all objectives are connected to their own lives and the real world.</p>	<p style="text-align: center;">Highly Effective</p> <p>The teacher usually or always creates lessons that are both scaffolded and rigorous. These lessons dovetail closely with the campus curriculum maps and mostly adhere to established time and content grid. The teacher is skillful at providing background building and vocabulary support at the beginning of new units, then gradually stretching toward the top of Bloom's taxonomy as the unit moves forward. The teacher has mechanisms in place to regularly or always differentiate instruction to meet the needs of both accelerated and struggling students. The teacher has high standards for student learning that are evidenced by lesson plans, Gradebook or other analyses, and grade distribution for each course. A framework for spiraling instruction is executed to promote retention and deepen understanding. Most or all students in this teacher's course understand how all objectives are connected to their own lives and the real world.</p>
---	--	---

Delivers effectively
The teacher utilizes strategies and techniques that grab students' attention and make content material as impactful as possible. Teachers may do this through innovative technology integration, multiple intelligence activities, dramatic activities, dynamic storytelling, hands-on activities, problem-based learning, projects that offer choice, connecting material to students lives and today's world, etc. Classroom procedures are in place that support student learning and instructional goals.

<p style="text-align: center;">Ineffective</p> <p>The teacher fails to sufficiently grab and keep the majority of students' attention. His/her classroom may or may not contain engagement strategies, but the execution is not observed. This teacher doesn't regularly and systematically incorporate a mix of technology tools, give dynamic presentations, appeal to multiple intelligences, incorporate cooperative learning, manage peer tutoring, share dramatic activities, offer compelling storytelling, or facilitate problem-based projects. Students exhibit that they are disconnected from the material and are not acceptably motivated by the teacher's activities. Classroom procedures are not in place to focus the majority of students on instruction.</p>	<p style="text-align: center;">Effective</p> <p>The teacher sufficiently grabs and keeps the majority of students' attention. His/her classroom contains some strategies that engender engagement and high achievement. This teacher may incorporate powerful technology tools, give dynamic presentations, appeal to multiple intelligences, incorporate cooperative learning, manage peer tutoring, share dramatic activities, offer compelling storytelling, facilitate problem-based projects, and more. The bottom line is that students sometimes feel connected to the material and are acceptably motivated by the teacher's activities. Classroom procedures are in place to adequately and focus the majority of students on instruction.</p>	<p style="text-align: center;">Highly Effective</p> <p>The teacher actively attends to grabbing and keeping students' attention. His/ her classroom contains many strategies that engender engagement and high achievement. This teacher may incorporate powerful technology tools, give dynamic presentations, appeal to multiple intelligences, incorporate cooperative learning, manage peer tutoring, share dramatic activities, offer compelling storytelling, facilitate problem-based projects, and more. The bottom line is that students feel connected to the material and motivated by the teacher's activities. Classroom procedures are in place to cleanly focus most students on instruction.</p>
---	--	---

Monitors, adjusts, and differentiates using formal assessment data
The teacher collects data from grade level appropriate quizzes, tests, and assignments . . . then uses the data to modify whole-class instruction AND differentiate on an individual level. Students receive regular communication about what they have and haven't mastered and are given appropriate support to achieve unmet objectives.

<p style="text-align: center;">Ineffective</p> <p>The teacher does not collect, or struggles to collect formal assessment data, analyze it properly, or act on it instructionally. The teacher often mistakenly equates how material was taught with automatic student learning. The teacher only communicates with students about achievement, but this is typically presented as a final result rather than as actionable data. The teacher doesn't collaborate with his/her department or administration regularly about assessment and achievement and seems content with maintaining the instructional status quo of his/her classroom. . . regardless of achievement data.</p>	<p style="text-align: center;">Effective</p> <p>The teacher collects data each term from grade level appropriate quizzes, tests, and assignments and uses the data to modify whole-class and individualized instruction. The teacher often communicates with students and departmental colleagues about what students have learned or are struggling to master. The teacher sometimes analyzes data with his/her instructional team and sometimes seeks to improve instruction and incorporate better teaching methods to boost student achievement.</p>	<p style="text-align: center;">Highly Effective</p> <p>The teacher collects data weekly or more often from grade level appropriate quizzes, tests, and assignments and uses the data to modify whole-class and individualized instruction. The teacher regularly communicates with students, departmental colleagues, and administration about what students have and are struggling to master. The teacher often analyzes data with his/her instructional team and is constantly seeking to improve instruction and incorporate better teaching methods to boost student achievement.</p>
---	---	---

Monitors, adjusts, and differentiates using informal assessment data
The teacher has students explain concepts and assignments to each other. Students are required to provide live, grade level appropriate feedback (CPS systems, thumbs up/down, multiple choice cards, etc) to show understanding during instruction. Students may be asked to repeat instructions to the teacher or each other.

<p>Ineffective</p> <p>This teacher has no system, or a limited system, in place to informally assess student understanding during or after teaching. The lack of informal data collection often creates confusion and frustration in this classroom and prevents students from tackling independent work effectively. Teacher does not use informal feedback to guide instruction, or uses informal feedback to re-teach the whole group.</p>	<p>Effective</p> <p>This teacher has an adequate system in place to informally assess student understanding during or after teaching. These strategies allow the teacher to identify and address lack of understanding as students work, as students often encounter confusion as they attempt to complete independent work. The teacher sometimes uses informal feedback to re-teach the whole group or individuals.</p>	<p>Highly Effective</p> <p>This teacher has a solid system in place to informally assess student understanding while teaching. These strategies are effective and preventative in nature, so students are able to successfully tackle independent work without confusion. The teacher regularly uses informal feedback to re-teach the whole group, small groups, and individuals and modify future instruction.</p>
--	--	---

Collaborates openly and regularly
The teacher projects a true 'growth mindset' by always striving to improve and grow. He/she collaborates regularly with peers/coaches/administration about student learning, curriculum, & instruction, then responds in word and action to improve instructional skill. The teacher pursues individualized professional development that is meaningful to his/her practice and works cooperatively with others.

<p>Ineffective</p> <p>This teacher demonstrates more of a fixed mindset and demonstrates a belief that a point exists where growth is not possible. He/she rarely or never collaborates with peers and coaches in a meaningful way about student learning, curriculum, or instruction. This teacher reluctantly participates in all professional development activities and fails to incorporate better practices into his/her classroom. This teacher would prefer to not be bothered by event or embedded professional development.</p>	<p>Effective</p> <p>This teacher understands that there is always room to grow and improve on one's practice. He/she collaborates regularly and meaningfully with peers and coaches about student learning, curriculum, and instruction and acts on most of those discussions. This teacher participates in all professional development activities and incorporates some better practices into his/her classroom. This teacher is content with the professional development provided by the school site and district.</p>	<p>Highly Effective</p> <p>This teacher understands that there is always room to grow and improve upon one's practice. He/she collaborates regularly and meaningfully with peers, coaches, and administration about student learning, curriculum, and instruction and acts on most of those discussions. This teacher enthusiastically participates in all professional development activities and ensures that better practices take hold in his/her classroom practice. This teacher seeks additional professional growth from external organizations that will enhance student learning in his/her classroom; may lead professional development or serve as a mentor to others.</p>
--	---	---

Sets the physical stage for learning
The teacher designs and maintains a physical classroom that supports learning in both aesthetic and function. Seating arrangements maximize supervision and data collection. Minimal space is taken up by teacher desk and storage, as room for student learning and movement takes priority. The classroom walls hold rich instructional materials and a variety of student-created models for class assignments. The room is streamlined so that it is not visually distracting to students who struggle maintaining attention. The room is also organized, orderly, and clean so that the teacher communicates a subtext of professionalism, competence, and pride. Students are seated to best facilitate learning and technology is situated so that it can be easily used and seen by all.

<p>Ineffective</p> <p>The teacher's classroom is aesthetically and functionally unacceptable. Student seating provides limited supervision or opportunity for data collection, and is not focused enough around key instructional locations. Too much space is taken up by teacher desk/storage, and this impairs room for student learning. Walls lack informative instructional materials or models, and they rarely change to support courses and/or students. The room is disorganized and unclean. It may be 'over-decorated' to the point of distraction.</p>	<p>Effective</p> <p>This teacher's classroom is aesthetically and functionally acceptable. Student seating provides average supervision and opportunity for data collection and is somewhat focused around key instructional areas. Significant space is taken up by teacher desk/storage reducing room for learning. Walls hold some informative instructional materials, although a limited amount of student models are posted. Portions of the classroom walls are sometimes changed to support the course at hand. The room is organized, orderly, and clean. It has not been 'over-decorated' to the point of distraction.</p>	<p>Highly Effective</p> <p>This teacher's classroom is aesthetically and functionally appealing. Student seating maximizes supervision and opportunity for data collection and is focused around key instructional locations. Space allocated for teacher desk/storage is minimized because room for student learning takes priority. Walls hold informative instructional materials and student work models that are changed sometimes to support the courses at hand. The room is meticulously organized, orderly, clean, and streamlined. It has not been 'over-decorated' to the point of distraction.</p>
--	---	---

Sets the emotional stage for learning and builds relationships
The teacher designs and supports an environment that is safe, nurturing, structured, and conducive to learning. The teacher is encouraging to all students and actively builds relationships with students that are productive and positive. The teacher leverages relationships to encourage pro-social behavior in contexts outside of the classroom (both on and off campus). The teacher actively uses innovative strategies to motivate unmotivated students and prevents or internally handles minor class management issues effectively.

<p>Ineffective</p> <p>The teacher fails to create a classroom culture that is safe, nurturing, structured, and conducive to learning for most. The teacher rarely encourages most students and does not actively build productive relationships with them. The teacher takes very little responsibility for motivating unmotivated students and is not able, through strong relationships, to prevent or manage a significant amount of classroom management or discipline issues effectively.</p>	<p>Effective</p> <p>The teacher creates a classroom culture that is safe, nurturing, structured, and conducive to learning. The teacher is sometimes encouraging to all students and actively and builds mostly positive, productive relationships with them. The teacher takes some responsibility for motivating unmotivated students and is able to prevent or manage the majority of classroom management or discipline issues effectively.</p>	<p>Highly Effective</p> <p>The teacher creates a classroom culture that is very safe, nurturing, structured, and conducive to learning. The teacher is encouraging to all students and effectively builds positive, productive relationships with them. The teacher leverages his/her relationships to encourage pro-social behavior within and outside of the classroom walls. The teacher takes responsibility for motivating unmotivated students and is able to prevent or manage most classroom management or discipline issues effectively.</p>
---	--	--

Focuses on learning more than teaching
Although cognizant of instructional materials and strategies, the teacher's written plans and classroom management provide such a solid foundation for instruction that they are free to seriously focus on measuring how well students are grasping the material.

<p style="text-align: center;">Ineffective</p> <p>The teacher's written plans and live instructional skills are not adequate enough for this teacher to be able to properly assess students and use that data to drive instruction. This teacher is unaware of what most students know (and don't know), and he/she rarely uses achievement data to guide whole-class, small-group, and individual instruction. This teacher is not mindful of monitoring student learning and often struggles with classroom management.</p>	<p style="text-align: center;">Effective</p> <p>The teacher's written plans and live instructional skills are adequate enough that this teacher is able to direct some focus on informally and formally assessing students and using that data to drive instruction. This teacher is aware of what most students know (and don't know), and he/she sometimes uses that information to guide whole-class, small-group, and individual instruction. This teacher is not as mindful of monitoring student learning as his/her own activities.</p>	<p style="text-align: center;">Highly Effective</p> <p>The teacher's written plans and live instructional skills are strong enough that this teacher is able to focus on informally and formally assessing students and using that data to drive instruction. This teacher is completely aware of what nearly every student knows (and doesn't know), and he/she uses that information to guide whole-class, small-group, and individual instruction. This teacher is almost as mindful of monitoring student learning as his/her own activities.</p>
--	---	--

Core Expectations

Area of Evaluation

BASELINE REQUIREMENTS

Special education compliance

Teacher completes special education paperwork by deadlines. Teacher makes necessary modifications and accommodations for all special needs students in every class taught. Teacher communicates proactively with parents, students, and Special Education coordinator/administrative contact.

<p style="text-align: center;">Ineffective</p> <p>Most special education paperwork is submitted after deadlines or not at all, and is often incomplete and/or incorrect. This teacher has demonstrated reluctance to make reasonable modifications and accommodations for some special education students as outlined by their IEP and/or 504. The teacher is not overtly encouraging to all special education students and fails to motivate them by providing modified work. The teacher only communicates with students and the SpecEd coordinator about students experiencing alarming attendance and/or achievement challenges after a complaint. The teacher is rarely open to implementing workable solutions provided by the coordinator, coach, or administration that are in the best interest of the student.</p>	<p style="text-align: center;">Effective</p> <p>The majority of special education paperwork is submitted by deadlines and is complete and correct. This teacher makes reasonable modifications and accommodations for all special education students as outlined by their IEP and/or 504. The teacher is encouraging to all special education students and motivates them by providing modified work. The teacher communicates regularly with students and the SpecEd coordinator about students experiencing alarming attendance and/or achievement challenges. The teacher is open to implementing workable solutions provided by the coordinator, coach, or administration that are in the best interest of the student.</p>	<p style="text-align: center;">Highly Effective</p> <p>Most special education paperwork is submitted by deadlines and is thorough and correct. This teacher prepares in advance to make modifications and accommodations for all special education students as outlined by their IEP and/or 504. The teacher is encouraging to all special education students and motivates them by providing modified work. The teacher communicates proactively with all special education parents, students, and the SpecEd coordinator about students experiencing significant attendance and/or achievement challenges. The teacher always seeks to find and implement workable solutions that are in the best interest of the student.</p>
---	--	---

ELL compliance (if applicable)

Teacher makes content comprehensible for ELL students and provides modifications and support to foster their success. Teacher completes necessary ELL paperwork by given deadlines.

<p style="text-align: center;">Ineffective</p> <p>Most ELL paperwork is submitted after deadlines or not at all, and is sometimes incomplete and/or incorrect. This teacher has demonstrated reluctance to make reasonable modifications and accommodations for some ELL students as outlined by the census. The teacher is not overtly encouraging to all ELL students and fails to motivate them through tailored and supported work. The teacher only communicates with students and the coordinator/facilitator about students experiencing alarming attendance and/or achievement challenges after a complaint or flag. The teacher is rarely open to implementing workable solutions provided by the coordinator, facilitator, coach, or administration. This teacher may have an unwillingness to comply with federal legislation, or make lack the skill to do so.</p>	<p style="text-align: center;">Effective</p> <p>The majority of ELL paperwork is submitted by deadlines and is complete and correct. This teacher makes reasonable modifications and accommodations for all ELL students as outlined by the census. The teacher is encouraging to all ELL students and motivates them by providing appropriately tailored and supported work. The teacher communicates regularly with all ELL students and the ELL coordinator/facilitator about students experiencing limited attendance and/or achievement challenges. The teacher is open to implementing workable solutions provided by the coach, facilitator, or coordinator that are in the best interest of the student.</p>	<p style="text-align: center;">Highly Effective</p> <p>Most ELL paperwork is submitted by deadlines and is thorough and correct. This teacher prepares in advance to make modifications and accommodations for all ELL students as outlined by the census. The teacher is encouraging to all ELL students and motivates them by providing appropriately tailored and supported work. The teacher communicates proactively with all ELL parents, students, and the ELL coordinator/facilitator about students experiencing limited attendance and/or achievement challenges. The teacher always seeks to find and implement workable solutions that are in the best interest of the student.</p>
---	---	--

Professionalism and risk avoidance

The teacher behaves, in word and action, in a professional manner at all times with both internal and external stakeholders. Healthy boundaries are drawn between teacher and student that foster positive, productive relationships. Teacher follows all school and company guidelines regarding transport, social media, and communication. Conduct during staff meetings, parent meetings, professional development sessions, and classroom instruction is polished, controlled, positive, and professional. The teacher protects confidentiality and interacts with all stakeholders in a respectful, productive manner.

<p>Ineffective</p> <p>At times, this teacher lacks professionalism in his/her words or actions. He/she is able to build relationships with students, but does not draw clear enough boundaries around their 'adult' role. The teacher does not consistently comply with risk-management policies of the school regarding transport, social media, and communication. During staff meetings, parent meetings, professional development sessions, and classroom instruction, this teacher sometimes carries him/herself with acceptable conduct. This teacher has shared confidential information regarding students or peers with inappropriate parties. At times, this teacher engages other stakeholders in a disrespectful, unproductive manner.</p>	<p>Effective</p> <p>This teacher behaves with the professionalism most of the time. He/she is able to build relationships with students without compromising healthy teacher/student boundaries. The teacher complies with all risk-management policies of the school regarding transport, social media, and communication. During staff meetings, parent meetings, professional development sessions, and classroom instruction, this teacher carries him/herself with acceptable conduct. This teacher could be more mindful of safeguarding confidential information of parents, students, and peers, but has not intentionally shared confidential information directly. This teacher engages other stakeholders in a respectful, productive manner.</p>	<p>Highly Effective</p> <p>This teacher behaves with the utmost professionalism at all times. He/she is able to build effective relationships with students without compromising healthy teacher/student boundaries. The teacher complies with all risk-management policies of the school regarding transport, social media, and communication and communicates proactively with administration when aware of a potentially damaging situation. During staff meetings, parent meetings, professional development sessions, and classroom instruction, this teacher carries him/herself with polished conduct. This teacher makes every attempt to safeguard confidential information of parents, students, and peers. This teacher almost always engages other stakeholders in a respectful, productive manner.</p>
---	---	--

Operational support

Teacher provides wholehearted operational support to the front office. Attendance policies, grading deadlines, and other criteria are met.

<p>Ineffective</p> <p>The teacher makes attendance errors in Schoolmaster and is frequently tardy in entering data. Sometimes this teacher checks to see that his/her rosters are correct. He/she submits some make-up time documentation on time and consistently fails to comply with most make-up time policies. Most grading deadlines are not met to enter data in order to facilitate timely and accurate communication with students and parents. HR documentation is regularly not provided to office managers. Reimbursement receipts are not properly submitted the first time, requiring additional processing work. Parent contact documentation is rarely turned in. This teacher fails to use the 'Guidance' portion of Schoolmaster effectively. There is regularly a need to track this teacher down to collect necessary operational information.</p>	<p>Effective</p> <p>The teacher enters attendance nearly-perfectly into Schoolmaster in a timely fashion most of the time. Most of the time, this teacher checks to see that his/her rosters are correct and alerts the office immediately when discrepancies occur. He/she submits most make-up time documentation on time and complies with most make-up time policies. Most grading deadlines are met to facilitate timely and accurate communication with students and parents. Most HR documentation is proactively provided to office managers. Most reimbursement receipts are properly submitted and parent contact documentation is turned in weekly. This teacher uses the 'Guidance' portion of Schoolmaster effectively. There is occasionally a need to track this teacher down to collect necessary operational information.</p>	<p>Highly Effective</p> <p>The teacher correctly enters attendance into Schoolmaster in a timely fashion. This teacher ensures his/her rosters are correct and alerts the office immediately when discrepancies occur. He/she submits all make-up time documentation on time and complies with all make-up time policies. All grading deadlines are met to facilitate timely and accurate communication with students and parents. HR documentation is proactively provided to office managers. Reimbursement receipts are properly submitted and parent contact documentation is turned in weekly. This teacher communicates changes in parent/student contact information and uses the 'Guidance' portion of Schoolmaster effectively. There is rarely any need to track this teacher down to collect necessary operational information.</p>
---	---	---

Support of site mission, vision, and culture

The teacher participates in and supports the overall mission, vision, and culture of the school. This is evident in interactions within and outside of his/her classroom. The teacher willingly reaches outside of the classroom to support enrichment programs, recruit teachers and students, and build strategic partnerships that benefit the students, school, and community. The teacher is able to create safe, positive classroom climates in line with the school's overall mission that offer an optimum learning environment for all students. The teacher strives to inspire and motivate all struggling students.

<p>Ineffective</p> <p>There is a disconnect between the mission, vision, and culture of the school and this teacher's classroom. This teacher is distanced from enrichment programs, shies away from recruiting teachers and students, and is confused about his/her role in supporting improvement efforts. Within his/her classroom, he/she creates a climate that fails to match the mission of the school. This teacher doesn't stretch beyond traditional expectations to inspire, motivate, or support many students in their high school and post-secondary endeavors.</p>	<p>Effective</p> <p>This teacher adopts the mission, vision, and culture of the school both in and out of his/her classroom and demonstrates commitment to its success. This teacher supports enrichment programs, helps recruit teachers and students, seeks partnerships between the school and other organizations, and supports improvement efforts. Within his/her classroom, he/she creates a climate that matches the mission of the school. This teacher does an acceptable job of inspiring, motivating, and supporting many students in their high school and post-secondary endeavors.</p>	<p>Highly Effective</p> <p>This teacher lives and breathes the mission, vision, and culture of the school both in and out of his/her classroom and demonstrates a personal stake in its success. This teacher supports enrichment programs, recruits teachers and students, builds partnerships between the school and other organizations, and helps lead improvement efforts. Within his/her classroom, he/she creates a climate that matches the mission of the school. This teacher does an exceptional job of inspiring, motivating, and supporting most students in their high school and post-secondary endeavors.</p>
--	--	--

		Possible Points	Rating Guide	Points Awarded
Academics -- The school leader ...				
Ensures that the instructional content taught is aligned with state academic content standards, the school improvement plan, curriculum maps and school pacing guides.	10	Two points each for evidence of: alignment of curriculum with academic content standards, an active school improvement plan, curriculum maps and pacing guides; up to 2 additional points for demonstrating these tools positively impact instruction.		
Ensures instructional practices are effective and meet the needs of students through ensuring alignment between curriculum, instruction and assessment for all students.	10	Two points each for: ensuring the effectiveness of teacher practices, ensuring alignment of curriculum, alignment of instruction, alignment of assessment, and ensuring positive impacts for ALL students.		
Provides opportunities for high levels of instruction to students of all abilities through multiple research-based strategies that effectively differentiate instruction.	10	Use of research-based strategies designed to improve achievement through differentiated tools; up to 4 points if strategies are implemented, up to 8 points if strategies have resulted in improved achievement; up to 2 additional points for effective integration of multiple strategies (PBS, RTI, SST, etc...)		
Monitors and implement effective continuous school improvement processes.	10	Two points each for an active school improvement team, quality school improvement plans generated, effective implementation by the team of school initiatives, and SIP strategies which positively impacted student achievement and school standing.		
Encourages, monitors and facilitates the effective use of data by staff.	10	Five points each for demonstrated use of data by staff, and its positive impact on student achievement and school standing.		
Supports staff in planning and implementing research-based professional development that is aligned with SIP needs, goals and strategies.	10	Five points each for demonstrated use of professional development aligned to SIP, and resultant improvement in student achievement and school standing.		
	60			0

0-20 = Ineffective
 21-40 = Effective
 41-60 = Highly Effective

Quantitative Metrics - The school leader ...				
MEASURABLE ACHIEVEMENT GROWTH				
Classroom growth				
Facilitates pre- and post- assessments for all courses taught; all students who begin and end courses show learning gains.	60	15 points for pre- and post-assessments in place for core courses; 15 for pre- and post-assessments for all courses taught; 15 points if at least 70% of students show learning gains in tested grades/subjects; 15 if 90% of all students show learning gains.		
Artifacts: pre and post tests, course retention rates, assessment data (MEAP, DIBELS, CBM, DRA, Scantron, others)				
Overall school growth				
The school accomplished the goals outlined by its school improvement plan; demonstrates growth for all students; ensures FAY (Full Academic Year) students are properly scheduled and sufficiently supported to meet achievement goals.	60	15 points for accomplishment of some SIP goals; 15 points for accomplishment of all goals; 15 points for demonstration of learning growth for students in all sub-groups; 15 points for proper administration of FAY program.		

Artifacts: SIP plan/Student data profile analysis, student growth data

The academy met all Annual Measurable Objectives.	60	15 points for accomplishment of AMO test rate objective, 15 for attendance or graduation objective, 15 for academic performance objective, 15 for 'other' objective.	
	180		0

0-59 = Ineffective
 69-119 = Effective
 120-180 = Highly Effective

Management

The academy maintained budgeted enrollment throughout the school year and retained all eligible students from the previous school year.	10	Three points if the Academy was less than 90% of budgeted enrollment and 5 points if within by 10% or exceeding budgeted enrollment. Three points if 80% or more of eligible students were retained; 5 points if more than 80% retention.	
The academy met or exceeded management fee revenue projections and ended the year with a positive (annual) fund balance.	10	Three points if the Academy met 90% of budgeted management fee projections; 5 points if the academy met management fee projections; 5 points if the academy exceeded projections.	
The academy met all grant compliance requirements and spent all funds appropriately.	10	Up to 10 points for meeting grants requirements and spending funds appropriately.	
The academy has effective office procedures and is in good standing with all compliance matters.	5	Up to 5 points for effective office procedures and good standing in compliance tasks.	
The academy achieves high levels of parent satisfaction.	5	Three points if the Academy demonstrates at least 75% parent satisfaction; 5 points demonstrating 90% or better parent satisfaction.	
The school leader shares leadership with staff, students, parents and board members. The academy has demonstrated buy-in from community stakeholders.	10	Up to 10 points for demonstrating effective shared leadership.	
The school leader institutes procedures and practices to support staff and students, and establish an environment that is conducive to learning, and promotes a collaborative learning culture for all.	5	Up to 5 points for demonstrating an effective learning and work environment.	
The school leader understands, upholds and models professional ethics, policies, and legal codes of professional conduct.	5	Up to 5 points for demonstrating professional ethics, policies and legal codes of professional conduct.	
	60		0

0-20 = Ineffective
 21-40 = Effective
 41-60 = Highly Effective

Leadership -- the school leader ...

Clearly communicates the school's mission, vision, expectations and demonstrates effective interpersonal skills.	15	Up to 15 points for demonstrating the effective communication of the school's mission, vision, expectations as well as interpersonal skills.	
Works well with all school stakeholders and effectively promotes the school and company.	15	Up to 15 points for demonstrating effective stakeholder buy-in and promotion of the school and company.	
Demonstrates effective problem-solving and decision-making skills.	15	Up to 15 points for demonstrating effective problem solving and decision making skills.	
Demonstrates effective organizational and overall leadership skills.	15	Up to 15 points for demonstrating effective organizational and overall leadership skills.	
	60		0

0-20 = Ineffective
 21-40 = Effective
 41-60 = Highly Effective

Personal and Professional Goals

Goals set between the leader and state staff/RVP at the beginning of the year. These can be related to professional development, specific areas of growth or goals targeted at an area in need of improvement.	Did the leader achieve the goal? What progress was made toward the achievement of the goal? What were the outcomes of the process? How did the attainment of the goals (or not) help the organization?
--	---

Total:

360

Overall Rating

0

0-119 = Ineffective
 120-229 = Effective
 230-360 = Highly Effective

Proposed
Academy for Business & Technology Middle/High School 2

2013-2014

	M	T	W	Th	F	Week	Student	Teacher	Hours	
August				1	2		Student	Teacher		<u>August</u>
							days			
	5	6	7	8	9					
	12	13	14	15	16	Week				
	19	20	21	22	23				0.00	
	26	27	28	29	30				0.00	
							0	0	0.00	<u>September</u>
September	M	T	W	Th	F	Week	Student	Teacher	Hours	School starts the 3rd. Each month has a PD day.
	2	3	4	5	6		4		30.67	
	9	10	11	12	13		5		38.33	
	16	17	18	19	20		4		30.67	
	23	24	25	26	27		5		38.33	
	30						4		7.67	
							19	0	145.67	<u>October</u>
October	M	T	W	Th	F	Week	Student	Teacher	Hours	
		1	2	3	4		4		30.67	
	7	8	9	10	11		5		38.33	
	14	15	16	17	18		4		30.67	
	21	22	23	24	25		5		38.33	
	28	29	30	31			4		30.67	
							22	0	168.67	<u>November</u>
November	M	T	W	Th	F	Week	Student	Teacher	Hours	
					1		1		7.67	
	4	5	6	7	8		4		30.67	
	11	12	13	14	15		5		38.33	
	18	19	20	21	22		5		38.33	
	25	26	27	28	29		3		23.00	
							18		138.00	<u>December</u>
December	M	T	W	Th	F	Week	Student	Teacher	Hours	
	2	3	4	5	6		5		38.33	
	9	10	11	12	13		4		30.67	
	16	17	18	19	20		5		38.33	
	23	24	25	26	27		0		0.00	
	30	31					0	0	0.00	
							14	0	107.33	<u>January</u>
January	M	T	W	Th	F	Week	Student	Teacher	Hours	
			1	2	3		0		0.00	
	6	7	8	9	10		5		38.33	
	13	14	15	16	17		4		30.67	
	20	21	22	23	24		4		30.67	
	27	28	29	30	31		5		38.33	
							18	0	138.00	

February	M	T	W	Th	F	Week	Student	Teacher	Hours
							0		0.00
	3	4	5	6	7		5		38.33
	10	11	12	13	14		4		30.67
	17	18	19	20	21		4		30.67
	24	25	26	27	28		5		38.33
							18	0	138.00

February

March	M	T	W	Th	F	Week	Student	Teacher	Hours
	3	4	5	6	7		5		38.33
	10	11	12	13	14		5		38.33
	17	18	19	20	21		4		30.67
	24	25	26	27	28		5		38.33
	31						1		7.67
							20	0	153.33

March

April	M	T	W	Th	F	Week	Student	Teacher	Hours
		1	2	3	4		4		30.67
	7	8	9	10	11		4		30.67
	14	15	16	17	18		4		30.67
	21	22	23	24	25		0		0.00
	28	29	30				3		23.00
							15	0	115.00

April

May	M	T	W	Th	F	Week	Student	Teacher	Hours
				1	2		2		15.33
	5	6	7	8	9		5		38.33
	12	13	14	15	16		4		30.67
	19	20	21	22	23		5		38.33
	26	27	28	29	30		4		30.67
							20	0	153.33

May

June	M	T	W	Th	F	Week	Student	Teacher	Hours
	2	3	4	5	6		5		38.33
	9	10	11	12	13		5		38.33
	16	17	18	19	20		5		38.33
	23	24	25	26	27		5		38.33
	30						1		7.67
							21	0	161.00

June

school gets out on June 30
for students

	1st Sem	2nd Sem	Total Days	total days	Total Hours
Students			185.00		1418.33
Teachers				0.00	

1098 hours req.+300 hrs=1398
20.33 hours extra for snow days =

Employee Comments

GOALS/OBJECTIVES

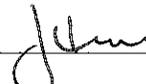
Use the space below to list your instructional improvement goals to focus on during the upcoming performance appraisal period. Please base your growth goals on the above areas of evaluation.

area of evaluation	personal goal	strategies for reaching goal

The signatures below indicate that a conference has been held and the appraisal has been reviewed between the employee and the appraiser. The employee's signature indicates that s/he has reviewed the appraisal. The employee may include his/her comments, which will become part of the employee's file. The school leader's signature indicates that if s/he was not the appraiser, s/he has reviewed the appraisal and supports the ratings and comments as indicated.

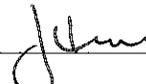
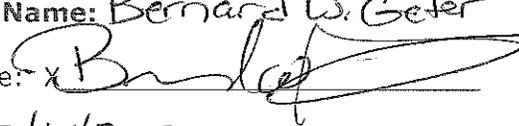
EMPLOYEE'S SIGNATURE	DATE ____/____/____
APPRaiser'S SIGNATURE	DATE ____/____/____
SCHOOL LEADER'S SIGNATURE	DATE ____/____/____

Redesign Plan Signature Page

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Academy for Business & Technology School Name: Academy for Business & Tech. H.S. Address: 19625 Wood St. Melvindale MI 48122 School Code: 8435	Name: Delores Bell Position and Office: Telephone: Fax: Email:
LEA SUPERINTENDENT/PSA ADMINISTRATOR Printed Name: John Kirk Signature: X  Date: 3/8/13	Telephone: Fax: Email:
SCHOOL PRINCIPAL Printed Name: John Kirk Signature: X  Date: 3/8/13	Telephone: Fax: Email:
LEA/PSA SCHOOL BOARD PRESIDENT Printed Name: Bernard W. Geter Signature: X  Date: 03/14/2013	Telephone: Fax: Email:
PRESIDENT OF LOCAL TEACHER UNION Printed Name: NA Signature: X _____ Date:	Telephone: Fax: Email:

The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the school into the State School Reform/Redesign School District, imposing for the school one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.

Redesign Plan Signature Page

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Academy for Business & Technology School Name: Academy for Business & Tech. H.S. Address: 19625 Wood St. Melvindale MI 48122 School Code: 8435	Name: Delores Bell Position and Office: Telephone: Fax: Email:
LEA SUPERINTENDENT/PSA ADMINISTRATOR Printed Name: John Kirk Signature: X  Date: 3/8/13	Telephone: Fax: Email:
SCHOOL PRINCIPAL Printed Name: John Kirk Signature: X  Date: 3/8/13	Telephone: Fax: Email:
LEA/PSA SCHOOL BOARD PRESIDENT Printed Name: Bernard W. Geter Signature: X  Date: 03/14/2013	Telephone: Fax: Email:
PRESIDENT OF LOCAL TEACHER UNION Printed Name: NA Signature: X _____ Date:	Telephone: Fax: Email:

The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the school into the State School Reform/Redesign School District, imposing for the school one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.