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GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

December 28, 2011

Mr. Shawn Vondra, Superintendent
Davis Middle School
Hillsdale Community Schools
30 North West Street
Hillsdale, MI 49242

Dear Mr. Vondra:

The redesign plan submitted by your team for Davis Middle School has been received and reviewed by the State School Reform/Redesign Office. The redesign plan was incomplete and requires changes before it can be approved. This letter fulfills the requirement of MCL 380.1280c, section 3, for the State School Reform/Redesign Officer to "issue an order" approving, disapproving, or requiring changes of redesign plans.

Status of Redesign Plan: Changes Needed

Deadline: Wednesday, February 8, 2012 by 5:00 p.m.

Reviewer comments have been provided to assist with the revision of the redesign plan. The review document will also be posted on the Michigan Department of Education's website on the [State School Reform/Redesign District link](#) by Friday, January 6, 2012.

Please email the revised redesign plan to MDE-SROPlans@michigan.gov with a cover page that identifies the pages on which changes were made and highlight sections changed in the plan.

A letter approving or disapproving your final redesign plan will be sent via email by March 9, 2012. If you have questions, please contact the School Reform/Redesign Office at 517-335-2741.

Sincerely,

Deborah Clemmons
State School Reform/Redesign Officer

cc: Principal
Board President
State Superintendent of Public Instruction

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DISTRICT NAME: Hillsdale Community Schools SCHOOL NAME: Davis Middle School TEAM NUMBER: 06 DATE: December 7, 2011					
PART A: DEVELOP AND INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS					
TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS	
REQUIREMENT 1 Replace the principal.	☒ YES Continuing with existing principal who does not meet the two year rule.	☐ YES Continuing with existing principal. An incomplete or incorrect description given as to how the principal meets the two year rule.	☐ YES New principal in place or complete rationale given for keeping principal that falls under the two year rule. ✓ Advertise, screen, interview, select, and hire new principal based on using turnaround competencies or criteria. ✓ Establish a pipeline of potential turnaround leaders.	School has requested a waiver to keep the current Principal. The District has the option to appeal to the Superintendent of Public Instruction if a plan is not approved.	
REQUIREMENT 2 Collaborative process used to create a teacher/leader evaluation plan that includes student growth as a significant factor.	☐ YES Plan states that a collaborative process was used, but no details given.	☒ YES Plan states that a collaborative process was used. Some details are provided. No mention is provided about how student growth will be included as a significant factor in the evaluation.	☐ YES Plan states that a collaborative process was used. Complete details are provided, including how student growth will be included as a significant factor in the evaluation. ✓ Percentage of student growth used in the evaluation. (MCL 380.1249 Section 2 (a) (i) states 25% by 2013-2014.)	Plan must include a teacher and administrator evaluation that incorporates student achievement data. Include how this data is weighted in their evaluation.	
			Leader and Teacher Evaluation tool is attached in Appendix A.	☐ YES	

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
REQUIREMENT 3 Identify and reward school leaders/teachers/staff who have increased student achievement and remove those who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.	☐ YES No plan or minimal plans are indicated in either the reward or remove categories.	☒ YES A partial plan is in place that identifies how staff members can be rewarded and/or removed. No mention is made of opportunities that staff will have to improve practice.	☐ YES A plan has been completed to identify and reward school leaders, teachers, and staff that have increased student achievement. ✓ A transparent and fair plan detailing how personnel that increase academic achievement are rewarded. ✓ Identify and establish non-monetary incentives for performance. ✓ Provide training to those conducting evaluations to ensure fidelity to standardized procedures and to ensure that the evaluation process is documented. A plan has been completed to remove personnel that have been given multiple chances to improve professional practice and did not. ✓ A transparent plan that details how leaders and/or staff will be removed if instruction and student achievement does not improve. ✓ Work with teachers and unions at each stage of development and implementation. ✓ Secure sufficient funding or alternative methods for long-term program sustainability. ✓ Established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. ✓ Provide performance-based incentives using valid data on whether performance indicators have been met.	Plan must include how to remove staff after multiple opportunities to improve professional practice. The plan references support for teachers to develop their skills, yet does not provide details on how this will occur.

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
			✓ Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for employees receiving an unsatisfactory evaluation or warning. ✓ Reform seniority rights, and other job protections, to enable quick performance-based dismissals.	
REQUIREMENT 4 Provide staff with ongoing, high quality, job embedded professional development that is aligned and designed to ensure that staff can facilitate effective teaching and learning.	No plan or minimal planning is in place to provide staff with job embedded staff development.	☒ YES A plan is in place, yet it is not job embedded, focused, or lacks a timeline. Professional development consists of a series of workshop activities that are not connected to the student outcomes indicated in the plan. Plan includes opportunity for staff to demonstrate new learning about effective teaching. ☐ YES	☒ YES A plan is in place (with timelines) that is well defined and occurs on a regular basis with follow-up and support aligned with instructional needs. ✓ The timeline for professional development includes a schedule of options for job-embedded professional development, options for determining implementation of PD, and options for sharing changes in classroom practice. ✓ The plan indicates that school staff was an integral part of designing the professional development activities to meet instructional needs. The plan differentiates for the varying needs of school personnel. ✓ Align professional development with identified needs based on staff evaluation and student performance. ☐ YES	The Plan must have a timeline for professional development for the 2012-2013 school year. The plan must develop job embedded professional development.

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
			✓ Structure professional development to provide adequate time for collaboration and active learning. ✓ Create a school culture in which professional collaboration is valued, emphasized, and fosters a culture of continuous learning. Professional Development calendar is attached in Appendix B.	☐ YES
REQUIREMENT 5 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.	☒ YES The plan does not address strategies in these categories.	☐ YES The plan addresses strategies for some of these categories. ☐ YES The plan includes providing a mentor and additional professional development activities to new teachers.	☐ YES The plan addresses strategies to recruit and retain staff to meet the needs of students. ✓ Promotion/career growth and flexible working conditions and hours to retain staff. ✓ Recruitment and retention plan is in place that includes interview questions. ✓ An individual professional development plan for new teachers and experienced teachers with new teaching assignments.	☐ YES The plan needs to address staff recruitment, retention, and/or flexible work hours/conditions such as shared instruction time, job sharing, etc. The plan must state opportunities outside of the available traditional strategies.
PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES				
REQUIREMENT 6 School uses 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.	☒ YES Plan does not describe how school has or is using data to identify and implement instructional programs.	☐ YES Plan describes how school has/is using data to identify and implement instructional programs. ☐ YES Plan does not describe how programs are aligned vertically and with state standards.	☐ YES Plan describes how data have been used to identify and implement researched based instructional programs. ☐ YES Plan discusses how programs are aligned with state standards.	☐ YES The plan must show a research-based instructional program and alignment to common core standards. ☐ YES The plan must show current use of data in the narrative.

TRANSFORMATION		GETTING STARTED		PARTIALLY COMPLIANT		COMPLIANT		COMMENTS
REQUIREMENT 7	The school promotes the continuous use of individual student data to inform and differentiate instruction.	Plan describes minimal use of student data to inform instruction. Data use is primarily from state assessment results.	☐ YES	School has a plan for using student data to inform instruction.	☐ YES	School has a plan for using student data to inform instruction.	☐ YES	Plan must show a clear explanation of how data will be used to differentiate instruction and modify or inform teaching practices.
		No mention is made of how data is used to differentiate instruction.	☒ YES	Some mention is made of data use that comes from formative and interim assessments to differentiate student instruction.	☐ YES	☒ Plan details PD on data use and describes how teachers have easy access to data on their students. ☒ Details are provided on the use of data in addition to state assessments (formative, interim) and how it will be used to inform and differentiate instruction. ☒ Teachers are trained on data usage and can access assigned student's data with ease. ☒ Teachers prepare standards-aligned lessons and differentiated activities. ☒ Student learning assessed frequently using standards-based classroom assessments. ☒ Parent communications are frequent and include useful information about homework practices. ☒ Plan includes varied modes of instruction (teacher-directed whole-class; teacher-directed small group; student-directed small group, etc.). ☒ Teachers employ effective classroom management.		
PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT								
REQUIREMENT 8	Increased time for core academic subjects; enrichment activities for students; collaboration time for teachers.	Plan does not address the three components of the requirement.	☒ YES	Plan only partially addresses all three components of the requirement.	☐ YES	Plan addresses all of the components of increased time:	☐ YES	Plan must include clear, concise details for increased time in all three components: core academic subjects, student enrichment activities, and teacher collaboration.

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
			All Core academic subjects included. ✓ Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications. Enrichment activities for all students. ✓ Assess areas of need, select programs, and strategies to be used and identify community partners. Create and sustain partnerships to support extended learning. ✓ Create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders, and faith-based organizations through information sharing, collaborative planning, and regular updates. Collaboration time for all teachers. ✓ Ensure that teachers use extra time effectively when extended learning is implemented within the school program by providing targeted PD. The following schedules are attached in Appendix C. a. Daily school schedule. b. Teacher collaboration schedule. c. Student schedule that demonstrates increased learning time.	☐ YES ☐ YES ☐ YES ☐ YES

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
REQUIREMENT 9 Provide ongoing mechanisms for family and community engagement.	Plan gives minimal information regarding how families and the community will be involved. ☒ YES	Plan gives some information about how families and/or the community will be engaged in the transformation efforts. ☐ YES	Plan contains detailed information about multiple strategies that will be used to integrate the family and the community into the improvement efforts. ☐ YES	The plan must be more specific in processes for implementation of the new initiatives to engage families and community.
PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT				
REQUIREMENT 10 Provide operational flexibility to the school (staffing, calendars, time, and budgeting) to implement a comprehensive approach to increase student achievement and graduation rate.	Plan gives minimal information about the flexibility the district will provide to the school. ☐ YES	Plan describes some details pertaining to the operational flexibility that the district will provide to the school. ☒ YES	Plan details the operational flexibility in staffing, calendars, time, and budgeting. ✓ Align resource allocation (money, time, human resources) with the school's instructional priorities. ✓ Negotiate union waivers if necessary. ✓ Consider establishing a turnaround office or zone to also include transformation and other models. ✓ Examination of current district policies and structures related to central control and make modifications to fully support transformation. ✓ Re-orient district culture toward shared responsibility and accountability, and establish performance objectives for the school. ☐ YES	Some details are provided, but the plan must include more comprehensive details of how building flexibility will occur in the 2012-2013 school year.
REQUIREMENT 11 The district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, the ISD, MDE, or other external partners.	Plan gives minimal details about how the district will support the school's efforts. ☒ YES	Plan describes how the district will support the school's efforts, but does not mention any assistance from other partners. ☐ YES	Plan details how district will support the school's reform efforts. Plan describes technical assistance that will be sought from outside sources to assist the school that should include at least one from the list below: • ISD • MDE • External Provider ☐ YES	The plan must identify individuals within organizations that will support the school, along with a timeline of when it will occur.

PART E: RUBRIC REVIEW OF OVERALL PLAN					
TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS	
REQUIREMENT 12 Plan is clear and cohesive.	☒ YES Plan shows little evidence of planning for a cohesive approach that will lead to significant gains in student achievement. No plans are in place to sustain improvements after the end of the plan.	☐ YES Planning appears to be complete for year 1, but years 2 & 3 are not well spelled out. Minimal reference is made to the longer term plan to sustain improvements after the end of the plan.	☐ YES Plan shows evidence of a well-thought out approach to improving student achievement over a three-year period. Cohesive activities are planned that are designed to lead to significant gains in student achievement. Appropriate staff is in place to oversee implementation activities. Plans are in place to sustain improvements.	The plan should include more comprehensive information that includes data, timelines, and personnel that will impact and influence student growth. The plan is unclear to the reader how these changes will be sustained over time.	

SCHOOL INFORMATION

District: Hillsdale Community Schools

School Name: Davis Middle School

Address: 30 North West Street

School Code: 00876

REFORM MODEL SELECTED: PLEASE READ EACH MODEL DESCRIPTOR AND THEN SELECT ONE.

- ☒ **Transformation** – 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.
- ☐ **Turnaround** - The Turnaround Model includes among other actions; replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.
- ☐ **Restart** – The Restart Model closes the school and reopens it under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.
- ☐ **Closure** – The Closure Model would close the low-achieving school and enroll the students who attended that school in other high-achieving schools in the district.

-DIRECTIONS-

FIRST TIME SUBMISSIONS: If you are submitting a reform/redesign plan for the first time please complete page 2 and then proceed to the following pages to complete your plan:

Transformation Model:	Your plan will start on page 4
Turnaround Model:	Your plan will start on page 6
Restart Model:	Your plan will start on page 8
Closure Model:	Your plan will start on page 11

REVISIONS ONLY: If you are submitting revisions, please place an X indicating whether it is the first or second revision:

REVISION: ☐ 1 ☐ 2

All revisions must be submitted in a different, **BOLD** font, and clearly identified in the table of contents. Only submit the section(s) you want to revise.

ALL COMPLETED REDESIGN PLANS MUST BE SUBMITTED ELECTRONICALLY TO:

MDE-SROplans@michigan.gov

For additional help, please contact the State Reform Office at 517-335-2741.



REDESIGN PLAN TEMPLATE

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Hillsdale Community Schools School Name: Davis Middle School Address: 30 North West Street School Code: 00876	Name: Mr. Shawn Vondra Position and Office: Superintendent Telephone: 517-437-4401 Fax: 517-439-4194 Email: svondra@hillsdaleschools.org
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Mr. Shawn Vondra Signature: X <u><i>Shawn Vondra</i></u> Date: <u>11/28/11</u>	Telephone: 517-437-4401 Fax: 517-439-4194 Email: svondra@hillsdaleschools.org
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Mrs. Jackie Wickham Signature: X <u><i>Jackie Wickham</i></u> Date: <u>11/28/11</u>	Telephone: 517-439-4326 Fax: 517-437-1195 Email: jwickham@hillsdaleschools.org
LEA SCHOOL BOARD PRESIDENT Signature: X <u><i>[Signature]</i></u> Date: <u>11/28/11</u>	
LOCAL TEACHER BARGAINING UNIT Signature: X <u><i>[Signature]</i></u> Date: <u>11-28-2011</u>	
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 LEA into the State School Reform/Redesign School District, imposing for the LEA 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.	

-TABLE OF CONTENTS-

A. TRANSFORMATION MODEL COMPONENTS

- DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS Page 04
- COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES Page
- INCREASED LEARNING TIME AND COMMUNITY ORIENTED SCHOOLS Page
- PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT Page

B. TURNAROUND MODEL COMPONENTS

- DEVELOP INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS Page 06
- COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES Page
- PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT Page

C. RESTART MODEL COMPONENTS

- DISTRICT LEVEL PRE WORK NARRATIVE Page 08
- COMMUNITY ASSESSMENT Page
- STUDENT POPULATION Page
- EDUCATIONAL PROGRAM Page
- STUDENT RECRUITMENT AND COMMUNITY INVOLVEMENT Page

D. SCHOOL CLOSURE

- ESTABLISH POLICY Page 11
- PROCEDURES AND DECISION CRITERIA Page
- OPERATE TRANSPARENTLY Page
- ORDERLY TRANSITION OF STUDENTS AND STAFF Page

E. APPENDIX

- Appendix A: LEADER AND TEACHER EVALUATION Page
- Appendix B: PROFESSIONAL DEVELOPMENT CALENDAR Page
- Appendix C: EXECUTED ADDENDUM THAT SUPPORTS IMPLEMENTATION
OF THE SCHOOL REFORM MODEL Page

THE TRANSFORMATION MODEL STARTS HERE:

Descriptor: 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.

Directions: The following items are required elements of the **Transformation Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

I. TRANSFORMATION MODEL COMPONENTS

PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leaders name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)

The Hillsdale Community Schools District is requesting an exemption on the requirement for mandatory replacement of the building principal. The district does not agree that it is the sole responsibility of the existing principal for Davis School being identified as a PLA school, therefore the mandatory replacement of Mrs. Jackie Wickham for the 2012-2013 year is not part of the plan.

Mrs. Jackie Wickham has been an administrator for the past 20 years, 16 years as the Davis School principal. She earned a BA Degree from Adrian College, an MS Degree from Eastern Michigan University and K-12 Administrator Certification. She has been actively involved in the school improvement initiative representing Davis School on the AdvancEd State Committee for middle schools. She is also an AdvancEd QAR Chair.

Davis School made several significant changes in the 2010-2011 school year based on the school improvement process led by Mrs. Wickham. These changes were self-identified by the school district and were not reflected in the data used to determine Davis Middle School as a PLA school.

The changes implemented in 2010-2011 included changing all 6th grade classrooms from departmentalized instruction to self-contained classrooms. That schedule change increased the amount of instructional time for core subject areas by eliminating a home room section and eliminating passing time between classes. The schedule retained instruction in all areas including art, music, PE, health and technology. This schedule change also focused teacher attention towards the whole child, rather than a student of "math" or "English". The teachers now work

significantly more with each child each day. The teachers' relationships with families are more focused and directed for increased growth in all areas.

An additional change in 2010-2011 Davis School also added the district's entire 5th grade level to the school as part of a district-wide realignment process.

The building principal, Jackie Wickham is working with the newly added 5th grade staff and the established 6th, 7th, and 8th grade staff to build a PLC working together to provide a rich and diverse learning culture within the building.

The district will review the performance of the existing building principal during the current school year and make a determination on the need for replacement that evaluation process. The key difference is that it would be a local decision rather than a state-level mandated decision.

2. 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. (Maximum 1250 characters)

A district-wide committee was formed to revise the Hillsdale Community Schools teacher evaluation system. The committee included people in the following positions; Superintendent, Secondary Principal, Elementary Principal, Local Union President, Secondary Level Guidance Counselor, Classroom Teachers both elementary and secondary, and the MEA Local Uniserve Director. Davis School Principal Mrs. Jackie Wickham was a member of the committee. This committee worked as a whole group to review the MDE expectations, conducted common reads on journal articles focused on teacher evaluation from state and national perspectives. Then the committee aligned the teacher evaluation tool with those standards. In addition, the district developed a teacher induction plan to inform and educate all teachers in the district about the components of the revised model. The teacher evaluation model now includes student growth as a significant factor, increasing that area's weight on the final evaluation over the next three years. It uses multiple forms of student data gathering tools. The assessments include MEAP, MME, DRA, and locally created curriculum based measurements for mathematics.

Please attach a copy of the Evaluation Tool in Appendix A of this template.

3. 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. (Maximum 3750 characters)

The district has adopted a merit pay component tied directly to the revised teacher evaluation system. Teachers who earn an annual evaluation rating of "Highly Effective" or "Effective" will receive a bonus financial payment. The exact amount of the financial payment each year will be determined by utilizing a reserve amount of \$5,000 total divided by the number of teachers that earn the "Highly Effective" or "Effective" ratings. The teacher evaluation system includes tools to support the

growth and development for all teachers and helps to develop a culture of continued growth with a yearly goal planning & progress monitoring system. These tools include: Annual Goal Planning Process, Performance Rubrics for Evaluation from Charlotte Danielson's "Frameworks for Effective Teaching." There is another level of support for both non-tenured teachers and tenured teachers that are in need of specific assistance due to underperformance. This is an Individualized Development Planning process (IDP). In the event a teacher is rated below "Effective" that IDP process calls for more frequent observations and specific professional development for the individual. There is also a process for teacher re-assignment as part of the IDP process. According to the new teacher tenure law from the State of Michigan, there is also mandatory dismissal of a teacher based on three consecutive year-end evaluations that determine a rating of "ineffective".

The evaluation system for school leaders is found in the district's Administration Evaluation Process. This has been changed from a one time every three years process to an annual process beginning in the current school year 2011-2012. It will also be revised to include effectiveness ratings that includes student achievement as a significant factor in the rating process. The Davis School Principal will be evaluated using this model. An annual evaluation rating of "Highly Effective" will include a merit pay stipend of \$1,000. A rating of "Effective" is the base line standard for the district. If a rating of "Minimally Effective" is determined by the evaluation, then the IDP process as described in the teacher's system above will be used for the principal. A rating of "Ineffective" would result in removal from the leadership position.

4. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development 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. (Maximum 6250 characters)

The Davis School began the adoption of PLC's for the 2011-2012 school year. This will continue throughout the implementation of Transformational Reform Plan. The staff members are currently conducting a book study on "Failure is Not An Option". (Blankstein 2010 -2nd edition) The sessions are led by Mrs. Jackie Wickam with support from the School Improvement Team.

Instructional Reform Strategy: A school-level team will be trained in how to implement a Three TIER RtI model that includes working with the Hillsdale County ISD throughout the 2011-2012 school year and receive continued support annually following the initial training. The building administrator, Jackie Wickam, has been actively involved in district-wide RtI planning process resulting in Davis School leading the way towards implementation for the 2012-2013 school year.

Davis has created a system of professional development that advances the effectiveness of staff in two ways, collaboration and differentiation. General staff professional development needs are met in whole or small group settings while each

teacher participates in an individualized professional development program aligned with staff evaluation system. New teachers, non-tenured are supported with a mentor in their first years of teaching. An Individual Development Plan is planned for implementation with the principal and teacher. A mentor is assigned to work with the new teacher, and 15 days of professional development over the first three years is planned. Hillsdale Intermediate School District offers a New Teacher Academy that meets monthly to support specific professional development needs of the non-tenured teacher.

With the professional development needs identified via the included needs assessment, planned professional development will take place offering the teachers the opportunity for increased learning to support the needs of the students in all classroom settings. With a baseline of student assessment in the identified areas the teachers will be able to assess student achievement on a regular timeline to identify growth. If a student is maintaining or growth is not shown then the professional development plan and calendar will need to be revisited to identify the weakness in the plan and the needs of the teachers to teach for student growth. One example will be the DRA assessment that students will be taking to identify their reading level and areas of instructional need. As teachers become familiar with the DRA and use the results to guide instruction, student achievement will increase. The literacy coach will provide on-going professional development for teachers.

Collaborative Professional Development:

In September 2011, Davis staff spent substantial time in self-assessment reflection activities. The information generated from those sessions focused on analyzing student achievement data. The next step was the creation and analysis of a staff needs assessment. The needs assessment confirmed that the previous school improvement goals of increasing achievement in math, literacy, and everyday applications should be maintained and a fourth goal of improving school climate and culture should be added. (see attachment)

Differentiated Professional Development:

All teachers began the school year producing an individualized goal plan in which they used student data, self-assessment, Framework for Teaching (Danielson) and administrator reflection to generate personal professional goals. From there, a timeline is established to monitor achievement. This includes teacher-administrator conferencing, administrator observation, self reflection, student data analysis, mentoring (both formal and informal). (see attachment)

Both parts of the Davis professional development plan are not separate entities, they support and drive each other.

Evaluation of the Professional Development:

Surveys will be conducted following each PD session for immediate feedback. Teachers will submit one lesson plan within a two week period of time demonstra

ting the application of the PD topic. A follow-up survey, combined with student data, will be used to determine the effectiveness of the initial PD.

The three year job-embedded professional development calendar was then created based on the needs assessment. (See attachment)

Please attach a copy of the Professional Development calendar into Appendix B

5. 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.

(Maximum 3750 characters)

Multitple opportunities have been created for staff members to take leadership roles and develop professionally.

School level opportunities: The School Improvement Team has been opened up to all staff members. The Davis School Goal Committees were realigned in Ocotober 2011 so that each teacher was able to self select the areas they felt most confident. Each of those committees are chaired or co-chaired by teachers. Going forward at least one representative from the paraprofessional staff will be added the school improvement team. That will help create a leadership opportunity from the support staff level.

District level opportunities for career growth: The Council for Instructional Leadership and K-12 Curriculum Committees provide district level leadership opportunities. In the past there was a district iniative to develop administrative candidates. Going forward, this program will shift away from being an Administrative Internship to a Leadership Development Acadamy, emphasizing leadership from mulitple levels not just the principalship. Staff members that either express an interest on their own or may be recruited by a colleague to participate in this program. As part of this Leadership Acadamy there is a structure put into place for recruiting and training expereinced teachers to serve as mentor teachers for new and non-tenured teachers.

Flexibility for Staff: Davis School will provide monthly grade level teaming time. This will be provided by changing the existing schedule so that all teachers in a grade level will have a common time without students during the regular school day. This will be structure that supports the implementation of PLA teams at the grade level. Teachers in art, music and P.E. from the Davis School building as well as teachers from other buildings will be teaching the students during these times. During this time, students will not simply be with substitute teachers. Students will be involved in specific activitites that will be designed to achieve the school improvement plan goal #4 on character education and philanthropy.

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

6. 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. (Maximum 6250 characters)

The district has a curriculum aligned with the state of Michigan grade level content expectations in grades K-8. The district has created a Council for Instructional Leadership. Membership includes district level administration(1), building principals (5), Special Education staff (2) and classroom teachers (13). Beginning in the current year 2011-2012 the council has commissioned K-12 content committees to align the existing curricula with the Common Core State Standards. Davis School, along with the district, will utilize Curriculum Crafter for documenting and organizing the written curriculum into usable formats to improve fidelity of implementation. Professional development has been planned for teachers in the creation of integrated unit planning and curriculum-based assessments. (See PD plan) There will be a focus on differentiating instruction and the increased use of formative and summative data. These items will be needed to ensure student mastery and retention of the stated curriculum occurs. The district will purchase Data Director will be used to assist in the gathering, analysis and storage of data at the school and district levels. Training is planned for all teachers on utilization of this database. The training has begun for a small group of staff members including the building principals in the district during the current school year of 2010-2011. All of the Davis School teachers will be trained in the operation of Data Director prior to the 2011-2012 school year commencing. This training will be provided by the HCISD.

7. 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. (Maximum 6250 characters)

This plan includes the creation of a comprehensive RtI model to ensure fidelity of implementation for a high-quality instructional program. This begins with quality classroom instructional for all students and proceeds into a Three TIER RtI System for supporting students that need additional instruction.

High quality classroom instruction includes...

- Students are engaged in authentic experiences
- Having students actively engaged in meta-cognition is the goal for all learning activities
- Skill development is woven into the authentic experiences, not taught in isolation
- Lessons are designed with Vygotsky's theory of the "zone of proximal development."
- Literacy instruction is provided to all students for at least 90 minutes per day, additional instruction may be needed for some students
- Reading and Writing Workshop activities are based on a complex theory of literacy
- Remember, "Children cannot learn from books they cannot read."
- Literacy instruction is a central component to all content area lessons
- Acceleration of achievement is an expectation for all students
- There is a balance of direct teaching, modeling, guided practice and independent practice
- Flexible, small groups are used to differentiate instruction for students with regularity

- Students need to have some choice and personal interests explored within their school experience
- Goal setting is used with students to help them self monitor their learning

Common Core Assessment

- The RtI model includes a comprehensive assessment system beginning with core assessments of all students in each grade level.
- All students are assessed on the general curriculum at regular intervals. The on-going assessment practices enable the classroom teachers to monitor and adjust instruction based on the students' achievement.
- See attachments for grade level essential learner outcomes on core common assessments

Curriculum-Based Measurement Assessment (Universal Screening & Progress Monitoring)

- Three times per year.
- A standardized set of procedures utilized to measure student performance.
- Needs to be research-based; proven to be valid & reliable.
- Curriculum independent.
- Sensitive to growth; the difficulty level of the assessment increases with difficulty of grade levels.
- Results should be organized in an easy to see manner; charts & graphs by student/groups
- Used to determine if students are making adequate progress in important foundational skill areas that are the ultimate goals of the curriculum.

Diagnostic Assessment

- This is for digging into the issues raised by the Universal Screeners.
- Informs instruction for specific student.

Teacher Access to Data: The school will utilize Data Director to gather, store and analyze data at four levels; student, classroom, grade level, and building level. This database allows for timely access to student achievement data and has the features for data mining built into the system so that analysis of achievement data can be conducted by the teacher for his students.

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

8. 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. (Maximum 3750 characters)

Changing the School Day Schedule:

The restructuring of the school day for 5th and 6th grades at Davis began in 2010-2011 and will continue to be a strategy employed to increase student learning and

achievement. This created two schools within a school - self-contained elementary sections for 5th and 6th grades, and departmentalized instructional model for 7th and 8th grades. This is creating a structure to implement "best practice" instructional methodology for each of those groups.

During the summer of 2012, Davis will conduct beginning of year assessments before the school year begins. Designated teachers will meet with each student on his/her focus list to review the testing results and conduct a goal setting session before the year begins. Currently, teachers conduct all assessments in the classroom during class time - including the DRA, which takes approximately an hour to administer to each child. Moving the assessments to the summer will free up class time for direct instruction. Additionally, assessment data would be available before the school year begins so differentiated instruction can be in place and interventions established to start the school year.

2012-2013 School Day Plan

This plan changes the instructional day schedule from a 6 period day with a 20 minute AA time to a 7 period day. The 7th period is specifically targeted for flexible grouping strategies to implement differentiated instruction in core content areas. This structure will support the implementation of the RtI system at Davis School. Teachers will work in two groups: A 5th/6th group and a 7th/8th grade team. Each team will coordinate the instruction for six week intervals using the most recent progress monitoring data.

Providing students with 90 minutes of daily literacy instruction is critical to student improvement in literacy, which was an identified area of need under the PLA data review. The self-contained format for 5th and 6th grades allow for the classroom teacher to provide that 90 minutes every day. The framework of the Common Core Literacy Standards outlines the integration of literacy and other core content areas. In 7th and 8th grade, teams will coordinate the integration of additional literacy instruction into science and social studies classes. This, combined with the current 55 minutes of literacy instruction, and the addition of a flexible grouping class, will provide all students with at least 90 minutes of daily literacy.

Davis has offered an after-school program for at-risk students identified by and funded by the state's 31A program. Increased attention (intentional planning) for this program has taken place in the 2011-2012 school year and has resulted in a much stronger program using the principles of RtI. By the beginning of the 2012-2013 school year, the program will be expanded to provide direct instruction for students who demonstrate a need in an academic area as part of a fully implemented RtI system. The school is forming partnerships with community resources including Hillsdale College using a formal mentoring program between college students and middle school students called "Goals", volunteers from fraternities and Wyld Life students who have adopted our school to support Davis student needs. These students bring energy, enthusiasm, and a younger perspective that motivate our students to participate in the after-school intervention programs.

Data Director will be used to monitor student progress to evaluate the effectiveness of the extended learning time. This data will be used to inform modifications to the school schedule for the 2013-2014 school year.

Targeted professional development is scheduled per PD Calendar (see #4).

Attach a copy of the daily school schedule, teacher collaboration schedule and a copy of a student schedule that demonstrates increased time in Appendix C

9. Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement. (Maximum 3750 characters)

Students will take preassessments prior to beginning their school year. After testing is completed and scored, parents and students meet with a designated teacher to review the testing results and conduct a goal setting session before the school year begins. This includes a parent/student/teacher compact to be signed to provide commitment to the child's academic plan by stakeholders.

Davis will hire a literacy coordinator. Part of this job will be to act as a liason between the school and parents, particularly of at-risk students. This person would conduct training for parents in helping support their child's learning. Parents would then have the opportunity to engage in training sessions on literacy, math, and technology skills to assist working with their child outside of the classroom. Training will also include navigating the Hillsdale Community Schools website, including parts of the website that are specifically geared toward Davis. Davis offers a Family Access link that allows the parent the opportunity to review daily assignments and goals, their child's grades and additional resources available to support the learning. Davis will provide a computer access station in the building so economically disadvantaged families can utilize this tool.

Community Partnerships that support student learning include Big Brothers Big Sisters. This program allows individual mentoring support for specific students. Hillsdale College offers a Goal program where college students work with students individually in a tutoring setting or groups of students learning a specific skill. This functions as a component of our after-school program. Various fraternities and other college organizations support student academic growth.

Kiwanis is a community service organization that supports and funds the 5th through 8th grade Builders Club, a service organization. The Kiwanis organization gives 7th grade students their own thesarus for use in English class and to keep as their own resource. Mrs. Jackie Wickham, Principal is a Kiwanis member and advisor for the Davis Builders Club.

Our local public librarian offers our students noon time sessions sharing topical book talks. After school hours, the public library also provides our students a quiet place where they can study, work in small groups, and use the internet.

We will be contacting community organizations, such as businesses, faith-based entities, and non-profit groups, to seek assistance providing volunteers to be available to help students with specific learning needs. This would allow our students the opportunity for outside help from community members.

A monthly gallery of student work will be created, and Davis will host programs with students presenting to families and community members including senior citizens. Interactive family, community nights will be set up with specific topics to be discussed and/or investigated.

Davis provides students with a Career Day and a Health Fair Day with 30-50 community members participating in each event. For the Career Day, students are given the opportunity to explore two or three careers, which they research job qualifications, education, skills, income, and job descriptions. The Health Day focus is on student wellness including, fitness, health habits, and nutrition. All of these topics incorporate academic skills needed for life. In the future, additional skill building lessons and activities will be incorporated into these two community events to entice each student to use and build their skills. Surveys and assessments will be set up to show the value of these events for engaging students and their families to talk about goal setting and career planning.

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

- 10 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. (Maximum 3750 characters)

The district has provided the Davis School staff much input into the development of the Transformational Model Plan. The district will provide general funds and Title II funds for the Davis School professional development plan to be fully implemented. The district has allowed the Davis School flexibility in the working conditions for the start/end times for teachers and students. There will be an increase in common planning time for core content teachers by providing flexibility for teachers that are shared with other buildings in the district. That flexibility will allow the school to have teachers meeting at planned/regular common times rather than at intermittent times as currently happens.

- 11 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. (Maximum 3750 characters.)

The district administration will conduct quarterly review sessions on the Davis School Improvement Plan implementation. The sessions will include the School Improvement Leadership Team and the district-level Council for Instructional Leadership. The Hillsdale County Intermediate School District will provide on-going training and support for the implementation of RtI, Data Director, and Curriculum Crafter. AdvancEd will provide Davis School with ongoing support for continuous school improvement and guidance on district-wide accreditation.

TRANSFORMATION SCHOOLS WILL STOP HERE.

RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS
PAGE NUMBERS AND MAKE SURE TO UPDATE APPENDIXES A-C

THE TURNAROUND MODEL STARTS HERE:

Descriptor: The **Turnaround Model** includes among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.

Directions: The following items are required elements of the **Turnaround Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

II. TURNAROUND MODEL COMPONENTS

PART A: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leaders name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)

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 or increase graduation rates. (Maximum 3750 characters)

2. Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school. (Maximum 3750 characters)

Please attach a copy of the adopted competency tool or the evaluation tools that includes a significant connection with student growth in Appendix A of this template.

Principal Criteria

Michigan will use these specific criteria to determine if progress has been made. Michigan will use the state assessments (Michigan Educational Assessment Program, Michigan Merit Exam, and MI-Access) as one measure of determining progress. In addition to achievement data in reading, mathematics, science, social studies, and writing, the leading indicators for success, such as, growth data, achievement gap data, graduation rate data (for high schools), teacher attendance, student attendance, student dropout rate, student participation rate on State assessments, and discipline incidents, truancy rates, and distribution of teachers by performance level on an LEA's teacher evaluation system will also be included as measures of progress. In order for the LEA to make a formal appeal to the MDE, the school must have made some progress in the previous year on the State's assessments and leading indicators of success.

The LEA must demonstrate to the MDE that the principal possess the following:

Background

Prior experience (successful experience leading a school)

Preparation / source (e.g., traditional v. alt routes)

Degrees / certification (administrator certificate)

Mrs. Jackie Wickham has been an administrator for the past 20 years, 16 years as the Davis School principal. Prior to becoming a school administrator, Mrs. Wickham taught in grades 6-12 in the Hudson Area Schools. She also held the positions of Curriculum Coordinator and At-Risk Coordinator in that district. She has been actively involved in the school improvement initiative representing Davis School on the AdvancEd State Committee for middle schools. She earned a BA Degree from Adrian College, an MS Degree from Eastern Michigan University and K-12 Administrator Certification.

Skills and Knowledge

Instructional knowledge and leadership

Operational leadership

Resource management

Mrs. Wickham is the school district's MEAP and Mi-Access coordinator. She has written & co-written many grants for after-school programs for middle school students. The Davis School recently received USDA Gold Level for Healthy Choice Schools Award, being one of only 37 schools in the country to earn such honors. During the 2010-2011 school year, Davis School received the Educational Excellence Award from SETSEG for Health and Nutrition.

Competencies

Driving for results

Influencing for results

Problem solving

Showing confidence to lead

The Davis school improvement plan has been driven by the needs identified in data that is disaggregated. Mrs. Wickham relies on the data to drive the needs of the building. Davis School has eliminated staff over the past few years due to budget cuts. Mrs. Wickham has worked to maintain highly qualified staff relevant to each subject area. She has had to share staff at the elementary and secondary level which has made for creative schedule planning. Mrs. Wickham has completed

training in Data for Success and is currently participating in training for Data Director. She serves on the District Improvement Leadership Team. Mrs. Wickham is an AdvancEd Quality Assurance Review Chair and has participated in multiple on-site review teams throughout the state of Michigan. She also represents the middle schools on the AdvancEd State Committee. AdvancEd offers a yearly summer institute which Mrs. Wickham has been a participant and facilitator numerous years.

Critical Beliefs

There are a number of critical beliefs which underlie a principal's effectiveness in leading the process of improving student achievement. As the Davis School principal, Mrs. Jackie Wickham believes in, values, and is committed to:

- Student learning as the fundamental purpose of schooling
- The proposition that all students can achieve high standards of learning
- Collaborative problem solving with staff and stakeholders
- Ongoing collection and analysis of data
- Data-driven decision making
- Lifelong learning for self and others
- Focus and alignment to achieve goals
- Doing the work required for high levels of personal and organizational performance

Year One Criteria

LEA is able to demonstrate to the MDE that the principal possess the criteria in the above section and meet the following criteria for year one.

The school must have made a significant gain on the State's assessments. The school must have implemented, with fidelity, their school improvement plan and all the elements of the selected reform model. The MDE will monitor the school to ensure the school improvement plan and the reform model is implemented with fidelity. The MDE will also monitor the leading indicators of success that have been previously mentioned.

Year Two Criteria

The school must have made gains greater than a year's growth and significantly higher than the first year on the State's assessments. The school must continue to implement, with fidelity, their school improvement plan and all of the elements of the selected reform model. The MDE will monitor the school to ensure the school improvement plan and the reform model is implemented with fidelity. The MDE will also monitor the leading indicators of success that have been previously mentioned. The school must increase student outcomes as measured by the leading outcomes.

Appendix F

Hillsdale Community Schools

DETAILED FLOW CHART OF TEACHER EVALUATION (Based on the Michigan Teacher Tenure Act)

By September 30	District and Building orientation including evaluation criteria and IDP.
Between September 30 and October 31	All probationary teachers will be observed; observation conference within 3 days, unless mutually agreed upon.
By October 31	Describe observation of probationary teacher(s) or other teachers using <u>Appendix G Teachers Evaluation Report Form</u> . Forward observation to Superintendent including written response from teacher, if any.
November/December	Observations continue; Enter comments on <u>Appendix G Teachers Evaluation Report Form</u> . Conference after observation within 3 days, unless mutually agreed upon.
By January 31	<u>Teachers Evaluation Report Form</u> to teacher(s) of questionable teaching performance. Check observation report and forward to Superintendent Administration report to Association relative to questionable teacher(s) performance concern(s) and plans for improvement.
By February 28	Central Office will review all file materials on all Teachers. Continue probationary staff observations and enter information on <u>Appendix G Teachers Evaluation Report Form</u> . Conferences on observations within 3 days unless mutually agreed upon. Conference with teacher(s) whose work has been unsatisfactory. Specify on <u>Appendix G</u>

Teachers Evaluation Report Form the areas where improvement should be made and plans developed for improvement. (Forward to Superintendent)

Appendix F

By Thursday before 1st
to
Board Meeting in March

Rate each teacher being evaluated according
“criteria of effective teaching” on Appendix G Teachers Evaluation Report Form and forward copies to Superintendent. Check annual report.

Complete Professional Staff
Recommendation List. Forward to
Superintendent.

By April 1st

Notify teachers of reappointment by letter at school.

Notify any teacher in person of discontinuance of service.

May

Notify any teacher(s) of areas of instruction to be improved during the next school year. Include an Individual Development Plan Appendix I Individual Development Plan Form with the Teachers Evaluation Report Form. Forward a copy to the Superintendent.

September

Re-cycle through Flow Chart

Appendix G

Hillsdale Community Schools **Teacher Evaluation Form**

Teacher: _____ Evaluator: _____

Tenured ☐ **Probationary** ☐ **1st** ☐ **2nd** ☐ **3rd** ☐ **4th** ☐

Building: _____ **Observation date(s):** _____ **Evaluation Date:** _____

Type of Report **Evaluation** ☐ **Observation** ☐

This instrument recognizes the need for adequate and proper evaluation of all professionals pursuant to Article XIII of the Master agreement between the Hillsdale Community Schools Board of Education and the 4-C unified Bargaining Association, MEA-NEA.

The process of evaluation indicates the evaluator's perception of the professional's performance, verifies this perception with written comments, and offers specific suggestions for improvement in the area(s) marked basic and unsatisfactory. Non-tenured teachers shall progress from the basic level into the proficient and/or distinguished performance levels. The standards of proficient and distinguished performance are expected of a tenured teacher in Hillsdale Community Schools. Detailed descriptions of each of the components on this form can be found in *Enhancing Professional Performance: A Framework for Teaching*, by Charlotte Danielson (1996) ASCD. Copies of this book are available in each building.

Components of the Evaluation

1. Planning and Preparation:

- 1a. Demonstrating Knowledge of Content and Pedagogy
- 1b. Demonstrating Knowledge of Students
- 1c. Selecting Instructional Goals
- 1d. Demonstrating Knowledge of Resources
- 1e. Designing Coherent Instruction
- 1f. Assessing Student Learning

2. The Classroom Environment:

- 2a. Creating an Environment of Respect and Rapport
- 2b. Establishing a Culture for Learning
- 2c. Managing Classroom Procedures
- 2d. Managing Student Behavior
- 2e. Organizing Physical Space

3. Instruction:

- 3a. Communicating Clearly and Accurately
- 3b. Using Questioning and Discussion Techniques
- 3c. Engaging Students in Learning
- 3d. Providing Feedback to Students
- 3e. Demonstrating Flexibility and Responsiveness

4. Student Achievement:

- 5a. MEAP
- 5b. EXPLORE
- 5c. DRA
- 5d. STAR Math
- 5e. Locally Created Assessments

5. Professional Responsibilities:

- 4a. Reflecting on Teaching
- 4b. Maintaining Accurate Records
- 4c. Communicating with Families
- 4d. Contributing to the School and District
- 4e. Growing and Developing Professionally
- 4f. Showing Professionalism

EVALUATOR'S NARRATIVE REMARKS (Including Annual Goals or IDP Progress Assessment):

Where a teacher has received a rating on an evaluation criterion of minimally effective or ineffective the rating shall be substantiated with specific examples. In addition, the teacher and principal shall consult regarding a goal statement.

Overall performance of this teacher is:

☐ Highly Effective

☐ Minimally Effective

☐ Effective

☐ Ineffective

Signatures:

Teacher: _____ Date: _____

Evaluator: _____ Date: _____

The teacher's signature indicates the report was received; it does not necessarily denote agreement with every factor of the evaluation. The teacher has the right to attach a statement to this evaluation if the teacher disagrees with factors included in this report, and/or the opportunity to have a different observer chosen at random by the Superintendent and the HEA President.

Appendix H

HILLSDALE COMMUNITY SCHOOLS
Hillsdale, Michigan

TEACHER RESPONSE

Type of Report: Annual _____ Periodic _____ Ob. _____ Progress Report

Teacher:

Evaluator:

(Signature indicated that this teacher's Reaction has been read only)

Signed _____

Signed _____

Date: _____

Date: _____

Appendix I

HILLSDALE COMMUNITY SCHOOLS
Hillsdale, Michigan

Individual Development Plan for: _____

Teacher Status: Probationary 1st Year ☒ 2nd Year ☐ 3rd Year ☐ 4th Year ☐
Tenured _____

This plan mutually developed by:

Teacher Signature

Date

Principal Signature

Date

Goal 1:

Purpose of Goal:

Teacher Plan:

Administrative Support:

Goal 2:

Purpose of Goal:

Teacher Plan:

Administrative Support:

Goal 3:

Purpose of Goal:

Teacher Plan:

Administrative Support:

Davis School Schedules 2012-2013

7th & 8th Grade Schedule

7:45 Opening Bell

1st Period

2nd Period

3rd Period

4th Period

11:00 Lunch (30 min)

5th Period

6th Period

7th Period (Rtl Groups)

3:05 Dismissal Bell

3:15 After-school programs begin

4:00 2nd Bus Run Bell

4:00 Extra-curricular practices may begin

5th & 6th Grade Schedule

7:45 Opening Bell

11:30 Lunch (40 min)

3:05 Dismissal Bell

3:15 After-school programs begin

4:00 2nd Bus Run Bell

Details Related to the Schedule

- 176 Student days of attendance.
- The 30 hours of mandated Prof Development is not counted in the district calendar as instructional time.

Restructuring and Extending the School Day

DMS staff generated ideas for meeting the PLA requirement of increasing student learning and achievement through additional time spent in school/reorganizing school schedules. The following ideas were submitted:

Increasing time spent in school

- Create a 7 hour day, to add one RTI hour for specific math/ELA classes.
- Eliminate the planning period during the day. Add prep/common plan time after kids have left.
- Start at the same time as elementary buildings! (3)
- Have a family meal night. Then have families go to a room so the teacher can teach a sample lesson.
- Begin school at 7:45 and finish at 3:30. This would give 40 minutes extra x 185.
- Begin school at old time – 7:35.
- Shorten lunch and extend planning to create common planning time.
- High school duty time used to provide extra instruction.
- Have individual conferences with each child before the school year begins to complete assessments (DRA, etc.) so that it isn't taking up teaching time during the school year.

Restructuring school schedules

- Eliminate AA time to allow guided practice time.
- Time in class is wasted with daily announcements.
- Eliminate one flex class to allow language arts to be divided into separate reading and writing classes.
- Provide tutoring sign-up with teachers.
- "Lessons" on how to get better at social activities or performance-based things (e.g. bowling lessons)
- Spend the last 20 minutes of each day on DEAR/SSR (3)
- Set aside additional time for math practice with packets provided by math teachers.
- Additional time given to teacher read-aloud. Hearing good literature can help.
- Create a scoring system to tie reading and math skills practice time to student grades to put some accountability back on the students.
- 6th grade related arts rotation: (I have a plan and would like to talk about this. D. Boswell)
 1. Music (they sign up for brass, woodwind, percussion, on choir)
 2. PE
 3. Computer
 4. Art
- Move AA back to before first hour please!!! More work is finished in the morning.

Professional Development Needs

Using data from 2011 local assessments, MEAP, literacy surveys, and current school improvement plan needs assessment, DMS staff developed a list of professional development recommendations.

Literacy

- Continued DRA training
 - Assistance with scoring of assessments
 - Interpreting the data
- Common Core alignment
 - Alignment with ELA units
 - Aligning Lucy Calkins writing with common core
- Training in reading across the curriculum
- Reading Apprenticeship

Promoting positive school culture/climate

- Bullying prevention
- Assets training
- Kagan
- Building team unity among students and staff
- Use the character building committee to facilitate positive climate
- Discipline training – using consequence and rewards systems
- How to promote correct hallway behavior

Math

- Training in math methodology – particularly in teaching basic math skills.

Science

- How to teach graphing
- Using a common vocabulary

Technology

- Training in Data Director
- Training in Data 4 Success

Suggestions for job embedded professional development

- Common planning time
 - grade level teams
 - departmental
 - cross curricular, including related arts
 - K-12 curriculum committees

Professional Development Needs in Literacy – Self Assessment Results

DMS staff reflected on their individual awareness of literacy and shared areas needing improvement/questions about literacy. The responses fell primarily into three categories:

Assessment:

- How does the DRA determine reading levels?
- I know how to use the DRA, but I could use more practice applying that to each student.
- I need more knowledge about the DRA – specifically how to find the reading level of a book.
- To know what the DRA is, its purpose and application. I do not know how to relate to my specific subject area.
- I don't know about the DRA.
- I would like a copy of the DRA results to compare to the Woodcock Johnston testing when writing IEPs.
- Figure out the DRA scores and use to differentiate instruction.
- What are some forms of assessment?
- What assignments would be most helpful to increase/improve types of literacy assessed by the MEAP?

Differentiated Instruction:

- Figure out DRA scores and work with those individuals that struggle with reading
 - explain things differently
 - modify work
 - work with them during independent time
- How do I show a student growth if a student is above grade level?
- Managing various levels of readers within a workshop format.
- Classroom management for running book clubs.
- Having time to work with more low readers and then helping the better readers advance also.
- I would like more training/help with time and classroom management while attempting to differentiate reading instruction.

Strategies:

- I know a little about reading/writing workshop.
- Strategies and resources for teaching phonics/decoding for low level, struggling readers. We currently have no materials to support students who struggle. There is currently no grammar program in place. Teachers all create their own teaching materials.
- How to get students to be self starters – try on their own rather than just raise their hand for help without trying.
- I know and have had classes in reading in content areas. I know strategies – I do not know how to teach students to read.
- Strategies for teaching a child how to read a social studies/history textbook. I could use a refresher or updated strategies.
- Strategies to help increase student reading levels.
- Have word study (prefix/suffix). Need help with different strategies to help students read for comprehension.
- My knowledge level on instructional strategies would be considered “novice”.
- Knowing which of the following are most/least beneficial:
 - reading and summarizing
 - personal/free writing
 - essay
 - reading text
 - reading/evaluation peer writing

Professional Development Needs in Math – Self Assessment Results

DMS staff reflected on their individual awareness of math and shared areas needing improvement/questions about literacy. The responses are as follows:

- We need common planning time
- I am confident in my math skills. I need to refresh on some math concepts.
- It is not my place to say for math. My comfort level is low.
- I feel comfortable teaching charts and graphs.
- I need a refresher on higher level math (algebra, geometry)
- Why do students not know how to do longhand math or in their head? They always want a calculator.
- Maybe students could work on their weaknesses on computer programs on-line to build skills.
- I am comfortable with math. I need professional development utilizing technology.
- I would like PD regarding best practices in math, terminology, and data analysis.
- We need time to meet with other math teachers to discuss curriculum.
- Need help/resources to differentiate math instruction.
- Need some PD and refreshers on how to teach. What areas do students struggle with the most?
- I do not know how to use most of what's on the calculators students use.
- Need to go through common core and do some unit alignment.
- Need PD on methods: How to teach problem solving way of learning.
- How do the GLCEs correlate with common core?

Davis Middle School Embedded Professional Development Plan 2011-2012

Appendix B

Date	Time Needed	Activity	Persons responsible for completion	School Improvement Goal	Check when done
9/1/11	1 hour	Staff met to discuss what assessments need to be given at the beginning of the year and how the data should be disaggregated	All Davis Teachers	All goals	X
9/19/11	1 hour	Staff reflected on building needs. The book "Failure is Not and Option" was given to staff as a book club focus for the year.	All Davis Teachers and support staff	All goals	X
10/17/11	30 minutes	Teachers met to look at assessments and to look at student achievement and discuss areas of focus.	All Davis Teachers	All goals	X
10/24/11	1 hour	Teachers met and looked at needs assessment, noticed a need for climate and culture goal, and created a committee to create this goal. Teachers were reassigned to committees according to their areas of specialty.	All Davis Teachers	All goals	X
10/31	1 hour	Book club discussion of chapters 1 & 3 "Failure is not an option"	All Davis Teachers	Culture/Climate and math	X
10/24, 11/28, 12/06	3 Days	Teachers did a self assessment on math content Hillsdale, Lenawee, Monroe Mathematics/Science Center , CCSS professional development	Joanie Peck, Tonya Randolph (math goal reps)	Math and everyday applications	
11/07/11	3 hours	Articulation of ELA work with Bailey Elementary	Carrie Rowan	ELA	X
11/14/11	45 minutes of staff meeting	Present sign-up sheets for peer observations - Each DMS teacher must sign up to either observe a literacy lesson in another classroom or be observed teaching a literacy lesson (or both). These must be completed before Christmas break and a reflection survey must be completed and turned in. - Teacher must sign up by Nov. 21st. Book club discussions of chapters 2 & 4 of "Failure is not an option"	All staff members	Culture/Climate	X
11/28/11	1 hour	Present concept for December 12 th meeting – each staff member must sign up for one of two DRA sessions: Intro to and understanding the DRA or Refining practice of DRA.	All staff members	All goals	

		Data Director and Data for success presentations and introduction to implementation			
11/29/11	30-60 minutes	RTI Committee presentations Carnegie Webinar: Diving Deeper into the Common Core State Standards for Mathematics: Leading with the Mathematical Practices	Davis Math Teachers	Math	
11/30/11	3 hours	RTI process training	Special Education and Regular Education Teacher Representatives	All goals	
12/12/11	1 hour staff mtg	DRA Presentations (each staff member attends one): • Intro to and understanding DRA – Carrie Rowan and Tonya Randolph • Refining practice of DRA – Laura Wilson and Cindy Flynn Presentation from RTI training	Laura Wilson and All Teachers	ELA and All goals	
12/13/11	45 minutes	CCSS – computational re-alignment and methodology K-8 (areas of focus in CCSS acquired from Quick-Write Math) Video: Paper Airplane (thinking outside the box)	Davis Math Teachers	Math	
1/9/12	1 hour	Assessment Discussions for mid-year by content area.	All Davis Teachers	All goals	
1/10/12	45 minutes	Data Director Introduction Training-What it is? CCSS – computational re-alignment and methodology K-8 (areas of focus in CCSS acquired from Quick-Write Math)	Davis Math Teachers	Math	
1/10/12	3 hours	RTI process training	RTI committee	All goals	
1/23/12	1 hour 30 minutes	Teachers will meet to monitor the effectiveness of PD for the first semester.	All Davis Teachers	All goals	
		Book Club: Continue book club discussion on "Failure is Not an Option"			

		Data Director discussion and discovery of what all the components are and how they work			
1/31/12	45 minutes	RTI process committee sharing information Northwest Education Webinar- A Closer Look at the Common Core State Standards for Mathematics	Davis Math Teachers	Math	
2/6/12	1 hour staff meeting	Each goal committee meet to plan 1 hour each for March 1 st professional development morning. Each academic goal committee must plan to present 1 hour of PD on differentiated instruction within their subject area.	Goal committee chairs lead their group.	All committee	
2/7/12	2 hours	Data Director Training: Creating assessments using the program	All Davis Teachers	All goals	
2/9 – 2/10	2 day conference	Michigan Council for Social Studies Conference	4 teacher representatives	Everyday applications	
2/20/12	Am session (3 hours)	Digging into Data with the DRA, what to do with the data the DRA gives teachers	All English teachers	ELA	
2/20/12	pm session (3 hrs)	Reading strategies centers – all staff members rotate and attend all of 5 separate sessions. - Phonic/decoding led by Cindy Flynn - Graphic organizers led by _____ - Leveled library led by _____ - SQ3R led by Carrie Rowan - MLPP strategies led by _____	ELA team	ELA	
2/21/12	45 minutes	Review and discuss CCSS through Maine.gov website (traditional vs integrated classes)	Davis Math Teachers	Math	
3/1/12	am session (3 hrs)	Differentiated Instruction • 1 hr – led by math committee • 1 hr – led by ELA committee • 1 hr – led by everyday applications committee	Goal committee chairs	Math, ELA, Everyday applications	
3/5/12	1 hour staff meeting	Understanding the reading/writing workshop format Guest speaker TBD RTI: presentation from committee and discussion of	ELA team and all Teachers	ELA	

		model				
3/7- 3/9	3 day conference	2012 MACUL Conference, DeVos Place, Grand Rapids, MI	4 teacher representatives	All goals		
3/9/12	2 hours	Administrator RTI process meeting	administration			
3/8 – 3/10	3 day conference	Michigan Science Teachers Association, Lansing Center	4 teacher representatives	Everyday applications		
3/13/12	45 minutes	Continue discussion on (traditional vs integrated classes)	Davis Math Teachers	Math		
3/14/12	2 hours	Data Director Training: Creating reports using the program	All Davis Teachers	All goals		
3/19/12	1 hour	Reports from District Committees.	All Davis Teachers	All goals		
		Book Club: Continue book club discussions "Failure is not an option."				
		RTI process- committee to share their findings				
3/19 – 3/21	3 day conferences	Michigan Reading Association Conference	4 teacher representatives	ELA		
3/22 – 3/23	2 day conference	Michigan Association for Middle School Educators Conference, Warren, Michigan	4 teacher representatives	All goals		
4/16/12	1 hour	Book Club: Continue discussions with the book "Failure is not an Option"	All Davis Teachers	All groups		
4/17/12	45 minutes	Webinar: CCSS resources (aligning curriculum to CCSS)	Davis Math Teachers	Math		
4/24/12	2 hours	Data Director Training monitoring progress with student data and entering results	All Davis Teachers	All goals		
4/30/12	1 hour staff meeting	Common Core updates	Goal team chairs	All goals		
5/3/12	3 hour	RTI process committee meeting and training	RTI committee	All goals		
5/15/12	1 hour	Closure and wrap-up, (year end assessments, new focus areas, establish PD for beginning of next year)	Davis Math Teachers	Math and all goals		
		RTI committee will share information and end of the year wrap up				
6/25-27	3 day	RLTC Summer Literacy Conference, Lenawee	4 teacher	ELA		

	conferen ce	Count ISD	representatives		
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2011-12 SIG/PLA Events Timeline

Date	Event/Activity	Location
September 15, 2011	Networking Meeting	Radisson Lansing Downtown Hotel
September 28, 2011	SIG Principals Academy Meeting	Radisson Lansing Downtown Hotel
September 29, 2011	Decision Making for Results/Data Teams Seminar Training	Hyatt Regency Hotel, Dearborn, MI
September 30, 2011	Decision Making for Results/Data Teams Seminar Training	Hyatt Regency Hotel, Dearborn, MI
October 18, 2011	Decision Making for Results/Data Teams Seminar Training	Eagle Eye Conference Center, Bath, MI
October 19, 2011	Decision Making for Results/Data Teams Seminar Training	Eagle Eye Conference Center, Bath, MI
October 26, 2011	SIG Principals Academy Meeting	Eagle Eye Conference Center, Bath, MI
February 16, 2012	Networking Meeting	Lansing Center
March 22, 2012	SIG Principals Academy Meeting	Kellogg Center, Michigan State University
May 2, 2012	SIG Principals Academy Meeting	Kellogg Center, Michigan State University
May 29, 2012	Networking Meeting	Lexington Lansing Hotel



Davis Middle School Teacher Collaboration Schedule 2011-2012

Appendix C

Date	Time Needed	Activity	Persons responsible for completion	School Improvement Goal	Check when done
8/31/11	1 hour	District Social Studies Committee Meeting: Discussion of phase three responsibilities	All SS Teachers	Everyday applications	X
9/1/11	1 hour	District Math Committee Meeting: Discussion of phase one responsibilities	All Math Teachers	Math	X
9/15/11	1 hour	District ELA Committee Meeting: Discussion of phase two responsibilities	All ELA Teachers	ELA	X
9/15/11	1 hour	District Social Studies Committee Meeting: Teachers reflected on and shared their implementation of resources	All SS Teachers	Everyday applications	X
9/19/11	1 hour	District Science Committee Meeting: Discussion of phase three responsibilities	All Science Teachers	Everyday applications	X
10/12/11	1 hour	District Science Committee Meeting: Teachers reflected on and shared their implementation of resources	All Science Teachers	Everyday applications	X
10/12/11	1 hour	District ELA Committee Meeting: Conduct a needs assessment on instructional supplies for the district-adopted curriculum	All ELA Teachers	ELA	X
10/26/11	1 hour	District Social Studies Committee Meeting: Coordinate assessments for student achievement	All SS Teachers	Everyday applications	X
11/06/11	7 hours	Davis ELA Committee Meeting: Determined PD needs for school improvement plan	All Davis ELA Teachers	ELA	X
11/07/11	1 hour	District Math Committee Meeting: Compared GLCE's to Course Content to Common Core Standards and create a recommendation of what to add or delete	All Math Teachers	Math	X
11/15/11	1 hour	District Science Committee Meeting: Coordinate assessments for student achievement	All Science Teachers	Everyday applications	X
11/16/11	1 hour	District ELA Committee Meeting: Prepare recommendations for purchase of instructional materials	All ELA Teachers	ELA	X

12/8/11	1 hour	District Social Studies Committee Meeting: Review and revising lesson plans based on student achievement needs	All SS Teachers	Everyday applications	
12/8/11	1 hour	District Math Committee Meeting: Met to Modify sequence of curriculum as needed	All Math Teachers	Math	
12/13/11	1 hour	District Science Committee Meeting: Review and revising lesson plans based on student achievement needs	All Science Teachers	Everyday applications	
1/5/12	1 hour	District Math Committee Meeting: Study the use of the district instructional delivery model, determine how content expectations can be taught using the most effective methods and discuss mid-year assessments	Davis Math Teachers	Math	
1/10/12	1 hour	District Science Committee Meeting: discuss mid-year assessments	All Science Teachers	Everyday applications	
1/18/12	1 hour	District ELA Committee Meeting: discuss mid-year assessments	All ELA Teachers	ELA	
1/19/12	1 hour	District Social Studies Committee Meeting: discuss mid-year assessments	All SS Teachers	Everyday applications	
2/2/12	1 hour	District Math Committee Meeting: Determine formative and summative assessment strategies that will be used to measure student achievement	Davis Math Teachers	Math	
2/07/12	1 hour	District Science Committee Meeting: Bring disaggregated student data for discussion	All Science Teachers	Everyday applications	
2/15/12	1 hour	District ELA Committee Meeting: Bring disaggregated student data for discussion	All ELA Teachers	ELA	
2/16/12	1 hour	District Social Studies Committee Meeting: Bring disaggregated student data for discussion	All SS Teachers	Everyday applications	
3/06/12	1 hour	District Science Committee Meeting: Study the use of the district instructional delivery model, determine how content expectations can be taught using the most effective methods	All Science Teachers	Everyday applications	
3/7/12	1 hour	District Social Studies Committee Meeting: Study the use of the district instructional delivery model, determine how content expectations can be taught using the most effective methods	All Social Studies Teachers	Everyday applications	
3/7/12	1 hour	District Math Committee Meeting: Determine how and when credit is given for a course	Davis Math Teachers	Math	

3/21/12	1 hour	District ELA Committee Meeting: Study the use of the district instructional delivery model, determine how content expectations can be taught using the most effective methods	All ELA Teachers	ELA	
4/10/12	1 hour	District Science Committee Meeting: Create end of the year assessments to assess student data	All Science Teachers	Everyday applications	
4/12/12	1 hour	District Math Committee Meeting: Create end of the year assessments to assess student data	Davis Math Teachers	Math	
4/18/12	1 hour	District ELA Committee Meeting: Create end of the year assessments to assess student data	All ELA Teachers	ELA	
4/19/12	1 hour	District Social Studies Committee Meeting: Create end of the year assessments to assess student data	All SS Teachers	Everyday applications	
5/01/12	1 hour	District Science Committee Meeting: Bring disaggregated student data for discussion, determine focus areas, and establish PD needs for the following year	All Science Teachers	Everyday applications	
5/03/12	1 hour	District Math Committee Meeting: Bring disaggregated student data for discussion, determine focus areas, and establish PD needs for the following year	Davis Math Teachers	Math	
5/16/12	1 hour	District ELA Committee Meeting: Bring disaggregated student data for discussion, determine focus areas, and establish PD needs for the following year	All ELA Teachers	ELA	
5/17/12	1 hour	District Social Studies Committee Meeting: Bring disaggregated student data for discussion, determine focus areas, and establish PD needs for the following year	All SS Teachers	Everyday applications	

Continuous Engagement of Families and Community

DMS staff generated ideas for providing ongoing family and community engagement. The following ideas were suggested:

Parental/Community Involvement

- Organize a parent/community volunteer organization where people can make a commitment to assist in various ways.
- Promote parents volunteering in classrooms to assist classroom teachers.
- Parent Game Night
- Anything that involves food.
- Family Fun Night
- Get individuals from the community to speak to classes about their area of expertise – English have a journalist, science a nurse, etc.
- Use parents to help teach their skills in afterschool programs.
- Super Saturdays (used to do at Gier – focus on a subject area and bring in community experts to present)
- We could invite the community in (like Mauck Elementary used to do) – monthly assemblies with short speakers. Get the people in here!
- Game nights
- Open gyms
- Larger promotion of student events
- Art: Alliance Art Fair in Jackson
- Create display at DMS showing all awards and recognition.
- Community video game burning on the courthouse lawn ☺
- Get back to awarding a Student of the Month and get it in the news.
- Channel 19 (Do we still have this?) – show students doing or presenting projects.
- Have matinee performances (music, art) for senior citizens to get them into the building. Can be our practice performance or dress rehearsals.

Parental Training/Education

- Use Laura VanWormer's expertise to do some parenting classes.
- Family nights on current "hot topics": Literacy, behavior, bully prevention
- Family Literacy Night: "Strategies for making your child successful at Davis."
- "Just for Parents/Guardians" mailing (every month) to help your child to be excited about school, how to talk to your child about school, how to help build organizational skills, etc.
- Train families on using computers (school web site) to help monitor student progress and teach how to contribute to educate students.
- Curriculum awareness training for parents.
- Training sessions for parents on helping their struggling students.
- Bring parents of low-achieving students in for training in how to help their child. Provide with easy to use and practical strategies.
- Free parenting courses/tips. (2)
- Lessons in specific subjects at a family night. (Bring them in with food!)
- "How to help your child succeed" parent information.

Rubric for Reviewing School Redesign Plans - Transformation Model

District/School Hillside Community Schools - Davis School Date: Nov. 28, 2011

	Getting Started	Partially Complete	Complete	Comments
Part A Develop/Increase School Leadership and Teacher Effectiveness Requirement 1 Replace the principal	☒ Continuing with existing principal who does not meet the 2-year rule.	☐ Continuing with existing principal. No/or incomplete description given as to how the principal meets the two-year rule.	☐ New principal in place or complete rationale given for keeping principal that falls under the two-year rule. ☐ Advertise, screen, interview, select and hire new principal based on using turnaround competencies or criteria ☐ Establish a pipeline of potential turnaround leaders	☒ <i>Waiver Exemption Requested</i>
Requirement 2 Collaborative process used to create a teacher/leader evaluation plan that includes student growth as a significant factor.	☐ Plan states that a collaborative process was used, but no details given.	☐ Plan states that a collaborative process was used. Some details are provided. No mention is provided about how student growth will be included as a significant factor in the evaluation.	☐ Plan states that a collaborative process was used. Complete details are provided, including how student growth will be included as a significant factor in the evaluation. ☐ Percentage of student growth used in the evaluation. (MCL 380.1249 Section 2 (a) (i) 25% by 2013-2014.) ☐ Evaluation tool is attached in Appendix A	☐
Requirement 3 Identify and reward school leaders, teachers, and other staff who have increased student achievement and remove leaders and staff who have been given multiple	☐ No/or minimal plans are indicated in either the reward or remove categories.	☐ A partial plan is in place that identifies how staff members can be rewarded/removed. ☐ No mention is made of opportunities that staff will have to improve practice.	☒ Establish a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. ☒ A plan is in place that details how school staff that have increased student achievement will be rewarded. ☒ A transparent plan is in place	☐

	Getting Started	Partially Complete	Complete	Comments
opportunities to improve professional practice and have not increased student achievement outcomes.			that details how leaders and/or staff will be removed if their professional practice has not improved and student achievement increased. ○ Provide training to those conducting evaluations to ensure that they are conducted with fidelity to standardized procedures. ○ The evaluation process is documented. ✓ Create a system for making awards transparent and fair. ✓ Work with teachers and teachers' union at each stage of development and implementation. ✓ Secure sufficient funding for long-term program sustainability. ✓ Provide performance-based incentives using valid data on whether performance indicators have been met. ○ Use non-monetary incentives for performance. ○ Create several exit points for employees. ✓ Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for employee receiving an unsatisfactory evaluation or warning. ○ Reform seniority rights, and other job protections to enable quick performance-based dismissals. ○	

	Getting Started	Partially Complete	Complete	Comments
Requirement 4 Provide staff with ongoing, high quality, job embedded professional development that is aligned and designed to ensure that staff can facilitate effective teaching and learning.	No/or minimal plans are in place to provide staff with job embedded staff development.	- A plan is in place, yet it is not job embedded, focused or lacks a timeline. - Professional development consists of a series of workshop activities that are not directly connected to the student outcomes indicated in the plan. - Plan includes opportunity for staff to demonstrate new learning about effective teaching.	☒ A plan is in place (with timelines) that is well defined and occurs on a regular basis with follow-up and support aligned with instructional needs. ☒ The plan differentiates for the varying needs of school personnel. ☒ Offer an induction program to support new teachers in their first years of teaching. ☒ Align professional development with identified needs based on staff evaluation and student performance. ☒ Structure professional development to provide adequate time for collaboration and active learning. ☒ The plan indicates that school staff was an integral part of designing the professional development activities to meet instructional needs. ☒ Ensure that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice. ☒ Plan details how the district will ensure and measure how PD is translated into the classroom. ☐ The plan includes options for documenting evidence of changes in classroom practice, as gained from professional development activities. ☐ The timeline for professional development includes schedule of options for job-embedded professional development, options for determining	

	Getting Started	Partially Complete	Complete	Comments
			- implementation of PD and options for sharing changes in classroom practice. - Create a school culture in which professional collaboration is valued and emphasized and fosters a culture of continuous learning. - Professional Development calendar is attached in Appendix B.	
Requirement 5 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.	The plan does not address strategies in these categories.	- The plan addresses strategies for some of these categories. - The plan includes providing a mentor and additional professional development activities to new teachers.	- The plan addresses strategies for the following categories: - Promotion and career growth. - Flexible working conditions designed to recruit and retain staff. - Recruitment Plan and interview questions - An individual professional development plan for new teachers and experienced teachers with new teaching assignments.	
Part B Comprehensive Instructional Reform Strategies				
Requirement 6 School uses data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.	Plan does not describe how school has/is using data to identify and implement instructional programs.	- Plan describes how school has/is using data to identify and implement instructional programs. - Plan does not discuss how programs are aligned vertically and with state standards.	- Plan describes how data have been used to identify and implement researched based instructional programs. - Plan discusses how programs are aligned vertically and with state standards.	

	Getting Started	Partially Complete	Complete	Comments
Requirement 7 The school promotes the continuous use of individual student data to inform and differentiate instruction.	- Plan describes minimal use of student data to inform instruction. Data use is primarily from state assessment results. - No mention is made of how data is used to differentiate instruction.	- School has a plan for using student data to inform instruction. - Some mention is made of data use that comes from formative and interim assessments to differentiate student instruction.	- School has a plan for using student data to inform instruction. - Details are provided on the use of data in addition to state assessments (formative, interim) and how it will be used to inform and differentiate instruction. - Teachers are trained on data usage and can access assigned student data with ease. - Plan details PD on data use and describes how teachers have easy access to data on their students. - Assess student learning frequently using standards-based classroom assessments - Prepare standards-aligned lessons and differentiated activities. - Provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small group; student-directed small group; independent work; computer-based homework. - Demonstrate sound homework practices and communication with parents. - Employ effective classroom management.	
Part C Increased Learning Time and Community Engagement				
Requirement 8 Increased time for core	Plan either does not or only partially addresses the three components of the requirement.	Plan addresses all three components of the requirement.	Assess areas of need, select programs/strategies to be implemented and identify potential community partners.	

	Getting Started	Partially Complete	Complete	Comments
academic subjects; enrichment activities for students; collaboration time for teachers.			○ Create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication. ✓ Allocate funds to support extended learning time, including innovative partnerships. ○ Create and sustain partnerships to support extended learning. ○ Ensure that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. ○ Plan addresses all three components of the requirement. ✓ Amount of increased time is specified. ✓ Increased learning time for core academic subjects is required for all students. ✓ Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications. ○ Attachments in Appendix C 1. Daily school schedule 2. Teacher collaboration schedule 3. Student schedule that demonstrates increased learning time.	

	Getting Started	Partially Complete	Complete	Comments
Requirement 9 Provide ongoing mechanisms for family and community engagement.	Plan gives minimal information about how families and the community will be involved.	Plan gives some information about how families and/or the community will be engaged in the transformation efforts.	- Plan contains detailed information about multiple strategies that will be used to integrate the family and the community into the improvement efforts. - Engage parents and community.	
Part D Providing Operational Flexibility and Sustained Support Requirement 10 Provide operational flexibility to the school (staffing, calendars, time, budgeting) to implement a comprehensive approach to increase student achievement and graduation rate.	Plan gives minimal information about the flexibility the district will provide to the school.	Plan describes some details pertaining to the operational flexibility that the district will provide to the school.	- Plan details the operational flexibility the district will provide to the school. - Examination of current state and district policies and structures related to central control and make modifications to fully support transformation. - Reorient district culture toward shared responsibility and accountability. - Establish performance objectives for the school. - Align resource allocation (money, time, human resources) with the school's instructional priorities. - Consider establishing a turnaround office or zone (to also include transformations and other models). - Negotiate union waivers if needed.	
Requirement 11 The district will ensure that the school receives ongoing,	Plan gives minimal details about how the district will support the school's efforts.	Plan describes how the district will support the school's efforts, but does not mention any assistance from other	- Plan details how district will support the school's improvement efforts. - Plan describes technical	

	Getting Started	Partially Complete	Complete	Comments
Intensive technical assistance and related support from the district, the ISD, MDE, or other external partners.		partners.	assistance that will be sought from outside sources to assist the school including identifying potential providers, requests for proposals, developing transparent selection criteria, and negotiating with provider. ○ Appoint a district transformation team. ○ Assign transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation. ○ Assess team and district capacity to support transformation. ○ Provide team members with information on what districts can do to promote rapid improvement. ○ Designate an internal lead partner for the transformation school. ○ Plan describes who will lead the transformation effort at both the school and district levels.	

Rubric for Reviewing Overall Plan

	Getting Started	Partially Complete	Complete	Comments
Plan is clear and cohesive	Plan shows little evidence of planning for a cohesive approach that will lead to significant gains in student achievement. Staff has not been put in place to oversee grant activities. No plans are in place to sustain improvements after the end of the plan.	Plan shows evidence of planning for a cohesive, three-year effort designed to lead to significant gains in student achievement. Planning appears to be complete for Year 1, but Years 2 & 3 are not well spelled out. Reference is made to staff that will oversee the grant. Minimal reference is made to the longer term plan to sustain improvements after the end of the plan.	Plan shows evidence of a well-thought out approach to improving student achievement over a three-year period. Cohesive activities are planned that are designed to lead to significant gains in student achievement. Appropriate staff is in place to oversee the implementation activities. Plans are in place to sustain improvements. <u>The RR Plan and the SIP is a cohesive and well integrated plan.</u>	