SCHOOL INFORMATION

District: Kalamazoo Public Schools

School Name: Hillside Middle School

Address: 1941 Alamo Road, Kalamazoo, MI 49006

School Code: 01687

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.

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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)
   (See Transformational Model Required Activities - Area 1 in Appendix C)

   As required under MCL 380-1280 (c), and as outlined in the Transformational Model as promulgated by federal and state Race To The Top legislation and associated public acts, Hillside Middle School will replace the current principal, Mrs. Gloria Foster-Wimbley. Mrs. Foster-Wimbley will complete the 2011-12 school year as principal at Hillside. The district will conduct a search for a new principal beginning in January. The new principal will be named as soon as an appropriate candidate has been found.

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)

   Representatives of Kalamazoo Public Schools (KPS), the Kalamazoo Education Association (KEA), and the principal's union (UAW) met during the 2010-11 school year to design a performance-based evaluation system that complies with the Michigan Teachers' Tenure Act and Sections 380.1249 and 380.1250 of the Michigan School Code and which complies with Public Acts 101 through 103 of 2011. This plan was adopted by both associations and the district and is now operating policy for Kalamazoo Public Schools. The plan for this system, along with process and timelines, is outlined in the executed addendum and associated documents found in Appendix A of this LEA application. For the 2011-12 school year, student academic growth for PLA schools is 25% of the evaluation. This number will rise annually to meet the 50% requirement in Public Act 102 by the 2014-15 school year. Implementation of this plan began for all KPS schools in the Fall of 2011.

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)

   A program for rewarding staff who increase student achievement and participate in extra-duty activities to advance the mission of the school will be implemented through this plan. The criteria for determining expected growth will be established through collaboration between teachers, the principal and the interdiscplinary teams, and will be published for staff by the start of this plan. Goals will be based on student achievement growth and apply to individual teachers, interdisciplinary teams, and the overall school.

   The following activities will be monitored for the purpose of rewarding staff who perform in an exceptional manner:

   • Exceeding goals for aggregate achievement growth by individual teachers, interdisciplinary teams, and/or overall school as defined in the previous paragraph,
   • Exceeding expectations for the implementation of professional development provided by the district and the building under this school improvement plan,
   • Participation in leadership opportunities not otherwise compensated.

   Staffs who exceed expectations is these areas will share in a fixed amount of compensation that can be used for rewards established by the Building Leadership Team prior to the start of each school year.

   In the abdicable event that an educator would fall substatially below their achievement growth goals, intensive monitoring of the educator's practices will be undertaken, through the formal evaluation process, by the building principal. Individual goals will be established and the existing observation and evaluation protocols will be followed, including the expectation of improved academic achievement results. Educators who do not improve professional practices and outcomes after intensive intervention, and after support through a formal teacher improvement plan, will be subject to sanctions up to and including removal. See Appendix A for more information on processes for removing teachers identified as ineffective.

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)
(See Transformational Model Required Activities - Area 1 in Appendix C)

To advance opportunities for this school to focus on their own school improvement goals, the school will be released from district professional development activities for the duration of this plan. The building leadership team will use the Comprehensive Needs Analysis (CNA), School Improvement Plan (SIP) and staff input to determine professional development goals each year. The goals will focus on four key areas identified for improvement by this plan; Literacy, Numeracy, School Climate and Culture, and Professional Learning and Distributed Leadership. The team will identify research-based, high-yield, high-impact strategies on which the entire staff will be trained, for deployment in all content areas.

Grade-level interdiscplinary teams will be formed around common student populations. Each team will have as a main characteristic, to the highest degree possible, that they serve a common group of students. These teams will be given common planning time during each school day wherever possibe. These teams will formally meet twice monthly and function as Professional Learning Communities. They will focus exclusively on student achievement, instructional improvement, implementation of best-practice strategies, implementation of professional development and identification of students for tiered intervention.

We will develop a building leadership team comprised of stakeholders from all aspects of the school. Instructional staff members are elected to this leadership team and serve along with the principal. Elected leaders from each grade-level interdisciplinary team will serve on the building leadership team. Other professional staff are elected to the building leadership team by the entire staff. Additional, ad-Hoc members, including para-professionals, parents, and members of the Communities in School of Kalamazoo, may also be included in this team.

This leadership team will meet monthly to review data, discuss team progress, plan professional development and monitor the progress of the PLAS improvement plan. A subset of this team, along with parents and other school stakeholders, will be assigned to the building School Improvement Team, to further extend the stakeholders involved in this distributed leadership model. The School Improvement Team will also meet monthly and will focus on school-wide goals related to accreditation and academic achievement. The Building Leadership Team will develop agendas for interdisciplanary grade-level team meetings, problem-solve issues of educational importance, make decisions such as scheduling, organizational issues, programmatic improvement and advise the principal as part of his decision-making process.

The Building Leadership Team will receive intensive and ongoing training as part of their service. The training will include a three-day annual summit before the start of the school year. Members will be trained in effective practices of Professional

Learning Communities (PLCs) and on best practices in Literacy, Numeracy and Behavior instruction. They will diffuse this training through the rest of the staff via the formal interdisciplinary team meetings, embedded professional development through the use of a coaching model, and scheduled professional development. The Building Leadership Team will also be trainied in effective data analysis techniques and in using data analysis to steer profesisonal development and improve instruction.

The Building Leadership Team, with support and guidance from the district Department of Teaching and Learning Services, will develop and promulgate a professional development calendar that is synchronized with the District PD calendar and which provides for the effective implementation of the building's professional development plan. Professional development activities associated with this plan will be designed and developed or purchased based on the goals and needs of this plan.

Coaching support in the four areas listed above will be provided to assist teachers with implementing strategies and practices associated with the school improvement plan. Coaches will provide modeling, conferencing, mentoring, co-planning and support with analyzing data, while working with individual teachers or interdisciplinary teams.

The Department of Teaching and Learning Services will conduct summer training workshops in the design and development of effective benchmarking exams. Teachers from each course will develop a battery of benchmark assessments that will be used, in conjunction with MEAP/Mi-ACCESS and Scantron Performance Series, to assist the interdsicplinary teams in planning instruction and support for their team, and to determine which students will need early intervention and supplemental support.

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)
(See Transformational Model Required Activites- Area 1 in Appendix C)

A program for providing incentives for recruiting and retaining staff and for incentivizing participation in otherwise uncompensated activities that advance this school improvement plan, will be implemented under this transformational model. The Building Leadership Team has determined a list of incentives for staff that will include items like attendance at state or national conferences, tuition vouchers, flex time, among other items. These incentives will be paid from a fixed allocation. The Leadership Team will disseminate a list of such incentives and rules for how they can be earned by the second week of the 2012-13 school year.

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)
(See Transfromational Model Required Activities - Area 2 in Appendix C)

   Staffs have reviewed existing data and have determined there is a need to more effectively and efficiently collect and monitor student performance data for the purposes of instructional improvement and identifying students who need supplemental support. We need to develop closely-aligned assessments with previously developed curriculum guides, curriculum maps and Grade Level Content Expectations, and better utilize the norm-referenced assessments we already give. Additionally, the current analysis of data has indicated the need to focus on three general areas, literacy, numeracy and school culture/climate.

   We will leverage our grade-level interdisciplinary teams to focus on analyzing the academic work of their shared students. Through their elected Team Leader, these interdisciplinary teams will be trained in effective PLC practices, the use of protocols, effective time/task management and data analysis. We will use the professional development components of Data 4SS to train these teams, and to support their collaborative work. Profiles of grade-level data will be drawn from previous administrations of Scantron Performance Series assessments, MEAP data, and locally-developed benchmarking assessments.

   These teams will regularly examine and discuss student work and use the fruits of their discussions to determine intervention strategies and programs, modify existing practices, share practices that work, and determine strategies needed to better meet the needs of learners. Additionally, through professional converstaions and data, the interdisciplinary teams will examine the alignment and the implementation of curricula. These conversations and analysis will occur during common planning time, professional development opportunities, after-school, and summer meetings. Acquisition of materials and resources to support this school improvement effort also will be directed by the fruits of these conversations

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)
(See Transfromational Model Required Activities - Area 1 and Area 2 in Appendix C)

   Current data suggests a compelling need to focus on instructional strategies to improve comprehension and understanding of informational text. To address this need we will implement a school-wide program to address literacy, comprehension and reading strategies across the curriculum. Teachers in all content areas will be required to utilize strategies from this program to advance reading skills in their

content areas. We will leverage a district-provided Literacy Coach to model, train, assist and support all staff in these efforts.

Additionally, data suggest that we must improve the numeracy levels of all our students. It is evident, when we conduct strand analyses, that number sense and numeration, and algebraic concepts are high-priority strands. To address these needs we will implement a school-wide program to address numeracy across the curriculum. Teachers in all content areas will be required to utilize strategies from this program to advance numeracy skills in their content areas. We will study and adopt school-wide strategies to engage all staff in modeling and supporting our numeracy efforts. We will leverage a district-provided Numeracy Coach to model, train, assist and support staff in these efforts.

School climate - specifically behavior and attendance - is another area where data shows we need to improve in order to advance student academic achievement. We will continue and expand our school-wide Positive Behavior Intervention and Support (PBiS) program and we will use the Home-School interventionist and Leadership Team to gather data and identify strategies for training and supporting staffs in their efforts to improve attendance and behavior. Additionally, we will implement common intervention strategies throughout the school in order to reduce behavior and attendance issues that impact student academic growth.

The school will promote the continuous use of individual student data through focusing the work of the bi-weekly meetings of the grade-level interdisciplinary teams on the impact the implementation of the school-wide strategies is having on student achievement. Through common assessments, district and state asessments, along with progress-measures related to the professional development provided to staffs, these interdisciplinary teams and the building leadership team will monitor and adjust practices and training to assure the desired outcomes are achieved.

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)
(See Transformational Model Required Activites- Area 3 in Appendix C)

Starting with the 2010-11 school year, Hillside Middle School adjusted clock schedule so that all core courses meet for an additional 12 minutes each day, thus providing an additional 36 hours of instruction in each core area of instruction (144 hours additional core hours per student) for all students in the school each year. In addition, supplemental instruction courses for Tier II and Tier III students, replacing an elective course, allows for an additional 59 minutes each day of intensive instruction in the identified area of deficiency (reading or numeracy). This adds an

additional 177 hours of focused and intensive instruction for students who are identified as needing these classes. Starting with the implementation of this plan in the 2012-13 school year, sixth-grade students who are identified as needing intensive intervention in both Mathematics and Reading will participate in a pilot course where we replace a second elective class with the appropriate intervention class, adding an additional 177 hours of instruction in their second area of deficiency.

Using certified staffs and others, we will provide a menu of after-school activities (10 sessions) two days per week that integrate core academic instruction and experiential learning activities. Each after-school offering will be available to all students two days per week for 30 weeks, and one hour each session (Total hours = 60 hours). Also public transportation tokens will be available for participants.

Additionally, we will provide an organized Homework Hub two days each week for 30 weeks, one hour each session, for all students. This activity utilizes 10 staff members to provide support for students to learn how to engage and manage homework effectively and to get help with classes with which they are struggling (Total = 30 hours). The school will also provide a 30-minute morning exercise club, focused on fitness activities 4-days/week for 30 weeks.

Finally, we will partner with CIS-K to provide 21st Century Community in Schools programming. This program runs for 36 weeks, 4 days per week, for 3 hours each session. Students involved in this program are those identified as needing Tier II and Tier III support in Mathematics or Reading. (Total = 432 hours)

Attach a copy of the school schedule, sample student schedule, and teacher collaboration schedule or executed addendum to support the implementation of the extended learning time model 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)
(See Transformational Model Required Activites- Area 3 in Appendix C)

Hillside Middle School provides many opportunities for engaging families and the school community in the school. We will continue existing programs such as the monthly Parent Advisory Council and the quarterly Key Communicators where parental and community input is solicited for the benefit of the school program. The school will also continue to provide the Home-School Interventionist to coordinate services between families, the school, and other social service agencies. Additionally, we will continue and expand working with parents through our school improvement team.

Hillside has an on-site liaison from CIS-K who coordinates the 21st Century Community in Schools program, works with individual students and assists with the coordination of wrap-around and after-school tutoring service. Additionally we will

expand our partnership with Gryphon Place - a local agency the provides support for peer mediation, suicide prevention and crisis management.

Finally, the school will publish a monthly newsletter and will distribute to feeder elementary schools, nearby businesses, and neighborhood community associations in order to highlight happenings at the school, outline academic expectations and school improvement efforts.

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)
(See Transformation Model Required Activities - Area 4 in Appendix C)

The principal will be given the flexibility to operate the school according to the proposed project, and as needed to substantially improve student academic outcomes. Areas of flexibility include: staffing, assignment of personnel to duties, managing the flow of all site-based discretionary funds, leading the staff Leadership Team, managing all school improvement plan goals, etc.

The district will provide building Leadership Team the opportunity to meet with prospective staff to discuss expectations for and benefits of working at Hillside.

Additionally, flexibility will be provided with regard to Instructional Pacing Guides to assure that teaching staff has discretion to adjust activities to meet the needs of the students in their charge, and to provide instructional support through the RtI model described under Area 2 above. Any alterations must assure that the all essential content is taught to mastery and that required learning benchmarks are met.

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.)
(See Transformation Model Required Activities - Area 4 in Appendix C)

The school will develop plan for monitoring and evaluating the implementation of the project. Where appropriate we will use consultants to help Office of School Improvement and the building principal construct the evaluation rubrics, timelines for assessment, and plans for modifying the project as needed. Additionally, we will provide a status report to the Board of Education twice each year for the life of the project.

The Office of School Improvement and Principal will develop and execute contracts regarding the use of technical service providers, as necessary. Furthermore, the Office of School Improvement and the principal, with assistance from technical assistance partners, will develop a plan for sustaining and monitoring the effectiveness of this restructuring plan beyond the PLA cycle.

TRANSFORMATION SCHOOLS WILL STOP HERE.
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.

3. Specify how the school will screen all existing staff and rehire no more than 50 percent. (Maximum 3750 characters)

4. 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)

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

5. 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)

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

6. Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent. (Maximum 6250 characters)

7. Detail how the use of data will 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)

8. Describe how the school will promote 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)

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

9. 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. How much extra time has been added? Also how will the increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers? (Maximum 6250 characters)

   Attach a copy of the school schedule, sample student schedule, and teacher collaboration schedule or executed addendum to support the implementation of the extended learning time model in Appendix C.

10. Detail how the school will provide appropriate social, emotional and community services that support students. (Maximum 3750 characters)

TURNAROUND SCHOOLS WILL STOP HERE.
MAKE SURE TO UPDATE APPENDIXES A, B AND C

THE RESTART MODEL STARTS HERE:

Descriptor: The **Restart Model** School is when districts close 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.

Directions: The following items are required elements of the **Restart 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.

III. RESTART MODEL COMPONENTS

PART A: District Narrative

1. Explain how the district will engage parents and community members to discuss the charter school option, including the parameters of converting a school to charter status. (Maximum 2500 characters)

2. Specify how the district will research and prioritize Charter Management Organizations (CMOs) that may address district needs. (Maximum 2500 characters)

3. Describe how the district will develop and use a rigorous selection process to identify charter school applicants. (Maximum 2500 characters)

4. Detail how the district will develop a databank of individuals interested in serving on charter school boards. (Maximum 2500 characters)

5. Describe how the district will clearly articulate the autonomy to be provided to newly formed charter schools. (Maximum 2500 characters)

6. Specify how the district will develop a set of non-negotiable performance benchmarks to serve as the basis for holding and sustaining a charter. (Maximum 2500 characters)

RESTART/Charter School Narrative Section

Part B: COMMUNITY ASSESSMENT

1. Describe the characteristics of the population and community where the proposed charter school will be located. Provide detail as to the assets and liabilities of the community within a given radius for the proposed location of the school. (Maximum 2500 characters)

2. Provide a thoughtful and detailed description of the unmet educational needs of the community with enough specificity that it becomes apparent throughout the narrative how the proposed school will serve these unmet needs. (Maximum 2500 characters)

3. Provide measurable or quantitative evidence that the community recognizes the need for the proposed school, paying particular attention to the impetus for and level of parent and other interest in the school. Where possible, detail any objective market research, surveys, or other measures of local demand for the proposed educational program. (Maximum 3750 characters)

Part C: STUDENT POPULATION

4. Detail the proposed grade levels and range of ages of students to be served, along with plans for future growth. Detail the proposed charter school's anticipated enrollment in years one through five, projecting the minimum and maximum enrollment the school is prepared to serve in each year. (Maximum 2500 characters)

5. Identify the demographic makeup of the proposed population and where these students are most likely being educated currently. Estimate the percentage of students the proposed charter school expects to qualify for federal free and reduced lunch subsidies. (Maximum 2500 characters)

6. List and describe the existing schools in the area (public, private and parochial) serving the community, and detail the competitive advantages that will set the proposed charter school apart and attract students. (Maximum 2500 characters)

7. Show how your plan has been shaped by the developmental and learning needs of students to be served. (Maximum 2500 characters)

Part D: EDUCATIONAL PROGRAM

8. Describe the vision, mission and educational goals of the proposed charter school. The description of educational goals should be complete, measurable, ambitious, tailored to the expected student population, and coordinated with the mission and vision. (Maximum 2500 characters)

9. Describe the evaluation process and the criteria used by the development team to compare curricular and instructional approaches. Describe the approaches considered and explain why the approach chosen fits the Public School Academy (PSA) target market and its educational goals. Explain why other specifically identified approaches considered were not chosen. (Maximum 3750 characters)

10. Provide a general description of the curricula to be used. Explain how you have determined (or will determine) that these curricula will lead *all* students to mastery of the Common Core Standards, Michigan's Grade Level Content Expectations (GLCE) or High School Content Expectations (HSCE), as appropriate. (Maximum 2500 characters)

11. Provide an overview of the instructional design and program to be emphasized by the school, with particular emphasis on how this approach is unique and will enhance student achievement. Be sure to detail the research foundations for the educational approach to be utilized. Outline steps the school will take to ensure that its teachers understand, gain skills needed for and practice the instructional model chosen. (Maximum 2500 characters)

12. Detail the interventions and support services to be provided by the school, such as - extended time, Head Start, latchkey, extracurricular activities, tutoring, computer training, social work services, accelerated learning for advanced students. Additionally, explain why these services were chosen to address the needs of the target population. Describe the plan for how the proposed services will be implemented. (Maximum 3750 characters)

13. Describe the ways in which the proposed charter school will ensure high-quality services to students with special needs. Describe how the services to students with special needs will be innovative. Include a description of how the proposed charter school will participate in development of the county-specific Intermediate School District (ISD) special education plan, which ensures compliance with the Individuals with Disabilities Act (IDEA). (Maximum 3750 characters)

14. Specify the proposed charter school's anticipated date of opening, and briefly describe the proposed school calendar and school day schedule. Identify if you will seek any waivers of federal or state requirements that you believe will be necessary to implement the proposed calendar and schedule. (Maximum 2500 characters)

Part E: STUDENT RECRUITMENT AND COMMUNITY INVLOVEMENT

15. Briefly describe the proposed charter school's advertising and recruitment plans, and provide an outline of the planned policy and procedures for enrollment and how the proposed school will meet state and federal requirements for open enrollment. Indicate if the proposed school plans to enter into any matriculation agreements for the purpose of providing enrollment priority to student applicants for enrollment. (Maximum 2500 characters)

16. Describe any early intervention and/or other retention strategies which will be employed to maximize the number of students who remain enrolled year-to-year, and to ensure equal access for all. (Maximum 2500 characters)

17. Describe proposed methods for involving parents and community members in the design of the school and the education of enrolled students. Describe parent involvement in the design and development process to date. (Maximum 3750 characters)

RESTART SCHOOLS WILL STOP HERE.

IV. CLOSURE MODEL COMPONENTS

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

PART A: ESTABLISH POLICY

1. Describe how closing a low-achieving school contributes to the larger district reform effort? Describe the extent to which current (or past) school interventions have failed to improved school performance and detail the strategies used to increase student performance and why they failed. (Maximum 6250 characters)

PART B: ESTABLISH CLEAR PROCEDURES AND DECISION CRITERIA FOR CLOSING SCHOOLS

2. Identify the key stakeholders; including parents, teachers, the community and business leaders that were involved in developing the criteria for closing schools Describe how the criteria and data is used to assess school performance, such as achievement, attendance and enrollment. (Maximum 6250 characters)

PART C: OPERATE TRANSPARENTLY

3. Describe how the decision to close the school will be communicated to the students, staff, parents and the general community. Provide any protocols or speaking scripts that might be used. (Maximum 3750 characters)

PART D: PLAN FOR THE ORDERLY TRANSITION OF STUDENTS AND STAFF

4. Detail your transition plan for students and staff and the final closing of the school building. (Maximum 12500 characters)

CLOSURE SCHOOL MODELS WILL STOP HERE.

APPENDIX A
COPY AND PASTE YOUR:

Copy of Leader and Teacher Evaluation Tool (for Transformation Schools)
Or
Copy of Adopted Competencies Tool (for Turnaround Schools)
(unlimited characters)

Following pages are excepts from:
Framework For Professional Practice and Teacher Evaluation Process

FRAMEWORK FOR PROFESSIONAL PRACTICE

AND

TEACHER EVALUATION PROCESS

Kalamazoo Public Schools
1220 Howard Street
Kalamazoo, MI 49008

Adapted from:
Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 2007
with input from Okemos Public Schools.

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OVERVIEW OF KALAMAZOO PROFESSIONAL EVALUATION SYSTEM

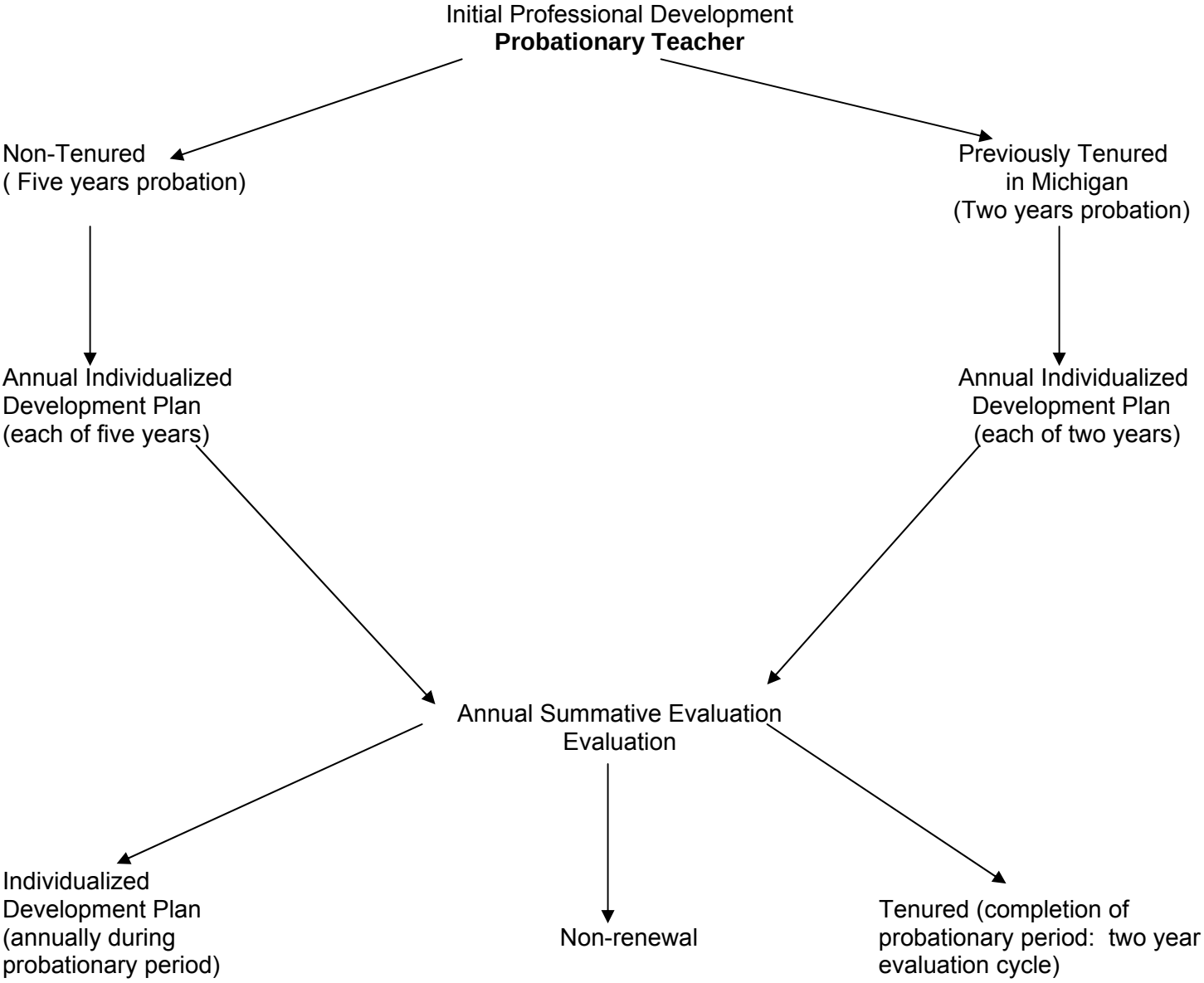
COMPONENTS OF PROFESSIONAL PRACTICE

Domain 1: Planning and Preparation
Domain 2: The Classroom Environment
Domain 3: Instruction
Domain 4: Professional Responsibilities
Domain 5: Student Growth

TRACK I:	TRACK II:	TRACK III:
Individualized Development Plan (IDP)	**Continuous Professional Growth**	**Improvement Assessment/ Individualized Development Plan (IDP)**
Who:	**Who:**	**Who:**
• Probationary status teachers who are acquiring knowledge and developing proficiencies	• Non-probationary staff demonstrating proficiency that are continuing to grow professionally	• Professional staff, non-probationary, in need of specific professional development and improvement in identified area(s)
Purpose:	**Purpose:**	**Purpose:**
• To improve student achievement • To ensure that the Components of Professional Practice are understood, accepted, and demonstrated • To provide support in implementing the Components • To provide accountability for decisions to continue employment	• To improve student achievement • To focus on school improvement initiatives • To provide accountability for attaining district goals • To ensure that the Components of Professional Practice are understood, accepted, and demonstrated • To enhance professional growth • To provide feedback on professional issues	• To improve student achievement • To ensure that the Components of Professional Practice are understood, accepted, and demonstrated • To enable a teacher the opportunity to seek assistance in areas of weakness • To provide a structured process for a teacher who may benefit from more support • To provide accountability for decisions to continue employment
What:	**What:**	**What:**
• Annual Individualized Development Plan to be completed by 10/31 • A year-end summative evaluation of performance by 5/1 based on a minimum of two observations (60 days apart) • Pre and Post-observation conferencing • Portfolio required in years one and two	• Team or individual participation to develop and implement a Continuous Professional Growth Plan (PGP) on a 1 or 2 year cycle • A mid-point summary of the individual or team's Professional Growth Plan progress • A final summary of the team's Professional Growth Plan • A summative individual evaluation at least once every three years	• Observations and evaluation of performance • Improvement Assessment/ • Individualized Development Plan to specifically address identified needs
Method:	**Method:**	**Method:**
• Collaborative development of Annual Individualized Development Plan • Classroom observation with feedback and coaching • Collection and review of relevant data and the portfolio • Discussion of professional practices including a formal review of the Summative Evaluation Form	• Ongoing discussion of teaching and professional performance • Ongoing discussion of the Professional Growth Plan goal progress and attainment • Collaboration between teacher, PGP teams and administrator • Administrative support of teacher and PGP Teams • A formal review of the Professional Growth Plan Final Summary Form • A formal review of the individual teacher's Summative Evaluation Form at least every 3 years	• Observation and feedback focused on identified areas(s) of needed improvement • Ongoing discussion, collaboration, and activities, to support improvement • Other actions as warranted

Kalamazoo Public Schools
Evaluation Cycle for Probationary Teachers

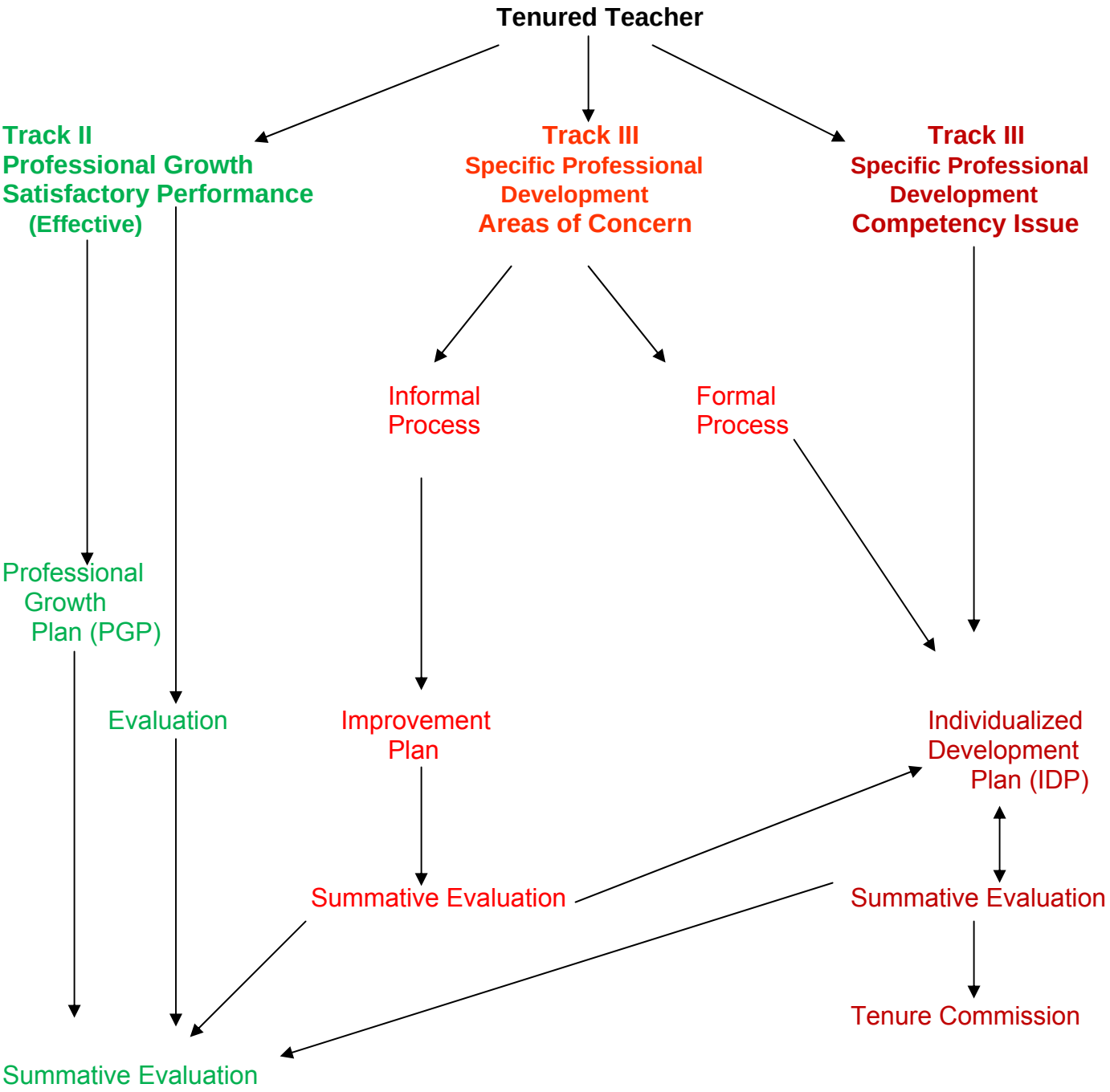
Track I



Notes:

1. Requirements for teachers new to the profession during first three years:
   a. 15 days of in-service training
   b. Paired with a mentor teacher
   c. Portfolio (in first 2 years)

Kalamazoo Public Schools
Evaluation Cycle for Tenured Teachers



Kalamazoo Public Schools
Framework for Professional Practice

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
Domain 1 includes comprehensive understanding of the content to be taught, knowledge of the students' backgrounds, and designing instruction and assessment. Its components are: **Component 1a:** *Demonstrating Knowledge of Content and Pedagogy* **Component 1b:** *Demonstrating Knowledge of Students* **Component 1c:** *Setting Instructional Outcomes* **Component 1d:** *Demonstrating Knowledge of Resources* **Component 1e:** *Designing Coherent Instruction* **Component 1f:** *Designing Student Assessments* ***Component 1g:*** *Designing the Use of Technology*	Domain 2 addresses the teacher's skill in establishing an environment conductive to learning, including both the physical and interpersonal aspects of the environment. Its components are: **Component 2a:** *Creating an Environment of Respect and Rapport* **Component 2b:** *Establishing a Culture for Learning* **Component 2c:** *Managing Classroom Procedures* **Component 2d:** *Managing Student Behavior* **Component 2e:** *Organizing Physical Space* **Component 2f:** *Incorporating Technology into the Environment*
Domain 3: Instruction	**Domain 4: Professional Responsibilities**
Domain 3 is concerned with the teacher's skill in engaging students in learning the content and includes the wide range of instructional strategies that enable students to learn. Its components are: **Component 3a:** *Communicating with Students* **Component 3b:** *Using Questioning and Discussion Techniques* **Component 3c:** *Engaging Students in Learning* **Component 3d:** *Using Assessments in Instruction* **Component 3e:** *Demonstrating Flexibility and Responsiveness* **Component 3f:** *Providing Instruction Through Technology*	Domain 4 addresses a teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and district environment. Its components are: **Component 4a:** *Reflecting on Teaching* **Component 4b:** *Maintaining Accurate Records* **Component 4c:** *Communicating with Families* **Component 4d:** *Participating in a Professional Community* **Component 4e:** *Growing and Developing Professionally* **Component 4f:** *Showing Professionalism*

Domain 5: Student Growth
Component 5a: • System to determine student strengths and weaknesses **Component 5b:** • Established baseline for learning **Component 5c:** • Pre- and post-assessments **Component 5d:** • Recorded student progress used for pacing instruction **Component 5e:** • Desired results for student learning clearly defined **Component 5f:** • Assessment and in-class questioning techniques address various learning styles and higher ordering thinking levels **Component 5g:** • Teacher analyzes, interprets and reflects on student growth **Component 5h:** •Student assessment results

Framework for Professional Practice
Domain Three: Instruction
Kalamazoo Public Schools

Component 3a: *Communicating with Students*
- Expectations for learning
- Directions and procedures
- Explanations of content Use of oral and written language

Component 3b: *Using Questioning and Discussion Techniques*
- Quality of questions
- Discussion techniques
- Student participation

Component 3c: *Engaging Students in Learning*
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

Component 3d: *Using Assessment in Instruction*
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessments and monitoring of progress

Component 3e: *Demonstrating Flexibility and Responsiveness*
- Lesson adjustment
- Response to students
- Persistence

Component 3f: *Providing Instruction Through Technology*
- Integration of technology

DOMAIN THREE: INSTRUCTION
Component 3a: *Communicating with Students*

Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests
Directions and procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion.	Teacher directions and procedures are clear to students.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanation of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

DOMAIN THREE: INSTRUCTION
Component 3b: *Using Questioning and Discussion Techniques*

Elements: Quality of questions • Discussion techniques • Student participation

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

DOMAIN THREE: INSTRUCTION
Component 3c: *Engaging Students in Learning*

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
Activities and assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

2011-12 Sample KPS District Evaluation Matrix

Domain/Component		Goal	Source	Self Reflection	Evaluator Comments	Component Score	Domain Average	Domain Weight
Domain One – Planning and Preparation								
1A	*Demonstrating Knowledge of Content*	---				3	2.1429	20.0%
1B	*Demonstrating Knowledge of Students*	---				2		
1C	*Setting Instructional Outcomes*	---				1		
1D	*Demonstrating Knowledge of Resources*	---				3		
1E	*Designing Coherent Instruction*	---				2		
1F	*Designing Student Assessments*	---				1		
1G	*Utilizing Technology*	---				3		
Domain Two – The Classroom Environment								
2A	*Creating an Environment of Respect and Rapport*	---				3	2.0000	20.0%
2B	*Establishing a Culture for Learning*	---				2		
2C	*Managing Classroom Procedures*	---				1		
2D	*Managing Student Behavior*	---				3		
2E	*Organizing Physical Space*	---				2		
2F	*Incorporating Technology into the Environment*	---				1		
Domain Three – Instruction								
3A	*Communicating with Students*	---				3	2.0000	20.0%
3B	*Using Questioning and Discussion Techniques*	---				2		
3C	*Engaging Students in Learning*	---				1		
3D	*Using Assessments in Instruction*	---				3		
3E	*Demonstrating Flexibility and Responsiveness*	---				2		
3F	*Providing Instruction in and through Technology*	---				1		
Domain Four – Student Growth								
4A	*Reflecting on Teaching*	---				3	2.0000	15.0%
4B	*Maintaining Accurate Records*	---				2		
4C	*Communicating with Families*	---				1		
4D	*Participating in a Professional Community*	---				3		
4E	*Growing and Developing Professionally*	---				2		
4F	*Showing Professionalism*	---				1		
Domain Five – Student Growth								
5A	*System to determine student strengths and weaknesses*	---				3	2.1429	15.0%
5B	*Established baseline for learning*	---				2		
5C	*Pre- and post-assessments*	---				1		
5D	*Recorded student progress used for pacing instruction*	---				3		
5E	*Desired results for student learning clearly defined*	---				2		
5F	*Assessment and in-class questioning techniques address various learning styles and higher ordering thinking level*	---				1		
5G	*Teacher analyzes, interprets and reflects on student growth*	---				3		

5H	Student Growth Profile	Goal	Source	Proficiency Score	Growth Score	Ratings (0-3)		
SSP1	*Category 1 Measures*					3	2.0000	10.0%
SSP2	*Category 2 Measures*					2		
SSP2	*Additional Measures*					1		
SSP2	*Additional Measures*					3		
SSP3	*Additional Measures*					2		
SSP4	*Additional Measures*					1		
							Overall Rating	**2.0500**

Effectiveness Rating – Based on Overall Rating	**Ineffective (0)**	**Min. Effective (1.0)**	**Effective (2)**	**Highly Effective (3)**	
	0.0 – 0.70	**0.71 – 1.65**	**1.66 – 2.60**	**2.61 – 3.00**	**Highly Effective**

ARTICLE 13 – TEACHER EVALUATION

The evaluation of the work and performance of all teachers is the right and responsibility of the Administration. The District and the Association agree that evaluation is necessary for the continuous improvement of instruction, for reinforcement of good teaching and for the identification of those areas for which a teacher may need assistance. The evaluation process shall provide for the use of recommendations for improvement and assistance to the teacher. Details of the evaluation process, evaluation forms and the teacher's general responsibilities are described in greater detail in the District's "Framework for Professional Practice and Teacher Evaluation Process", hereafter known as the "Framework for Professional Practice", dated August, 2011. Every teacher shall be provided a copy of this document at the beginning of the 2011-2012 school year, or at the time of hire for a new teacher, and shall be provided training in the evaluation process. The "Framework" and all forms of the evaluation process shall also be available online. Forms may be completed electronically, but printed copies must be filed with Human Resources, where required.

I. Professional Growth and Evaluation Domains

The parties agree that a model of professional growth and evaluation shall be used to assess each teacher's performance and effectiveness that is largely based on the work of Charlotte Danielson. It assesses each teacher's competence and progress in meeting performance standards within five distinct domains of professional practice: Domain 1) Planning and Preparation, Domain 2) Classroom Environment, Domain 3) Instruction, Domain 4) Professional Responsibilities, and Domain 5) Student Growth Indicators. Each domain has multiple components and elements, with rubrics for assessing a teacher's strength and ability within each element. A weighted matrix will be used to summarize the teacher's scores from all of these domains in order to arrive at an overall rating of teacher effectiveness, or a final "performance rating". Domain 1, Domain 2, and Domain 3 shall be weighted at twenty percent (20%) each, Domain 4 shall be weighted at fifteen percent (15%), and Domain 5 shall be weighted at twenty-five percent (25%).

For the 2011-2012 PLAS grant schools, the student assessment portion of Domain 5 shall be fifteen percent (15%) and ten percent (10%) shall be given to the balance of Domain 5. Where a state-wide assessment exists for the teacher's subject or grade level, that assessment shall be one of the measures used, along with other comparable, rigorous measures approved by the principal in conjunction with the leadership team.

II. Teacher Effectiveness Rating, or Performance Rating

On an annual basis, every teacher shall receive a final year-end performance rating of "Highly Effective," "Effective," "Minimally Effective," or "Ineffective." This rating will be based on the teacher's progress towards his/her professional growth goals and other evidence of teacher effectiveness, and will be summarized in the performance matrix described in I. above. This rating shall be provided as part of a written performance evaluation prior to the end of the school year. The deadline for this final evaluation shall be determined by the teacher's evaluation Track.

III. Performance Evaluation Tracks

Each teacher shall be placed on one of three evaluation "tracks," depending on both the teacher's tenure status and the teacher's most recent performance evaluation rating(s).

A. Track I –

1. Probationary Period

Track I shall apply only to non-tenured (probationary) teachers.

A non-tenured teacher hired before July 19, 2011, shall be eligible to attain tenure after four (4) full school years of employment. A non-tenured teacher hired on or after July 19, 2011, shall be on probation for the first five (5) full school years of employment, and the following provisions shall apply:

a. Any probationary teacher who received an overall performance rating of less than "Effective" at the end of the prior year, shall receive a mid-year progress report and an end-of-year performance evaluation. Second or third year probationary teachers rated less than "Effective" in two or more domains are encouraged to seek support from their principal.

b. If a non-tenured teacher receives a rating of "Highly Effective" in three consecutive annual year-end performance evaluations, s/he may attain tenure status after four (4) full school years of employment.

A probationary teacher must complete two (2) years at his/her work site before being allowed a voluntary transfer, unless mutually agreed by the Association and the District.

2. Individualized Development Plan (IDP)

An Individualized Development Plan (IDP) shall be developed annually, or as required by law, for a Track I teacher. The IDP shall be developed by the teacher's supervisor, in consultation with and input from the teacher. This IDP shall be developed by the end of October for all teachers. For those hired after the start of the school year, the IDP will be developed between four (4) and eight (8) weeks following the teacher's date of hire. Copies of all IDPs shall be filed with the teacher, the teacher's immediate supervisor, and Human Resources. See the "Framework for Professional Practice and Teacher Evaluation Process" for further details regarding the IDP process and procedures.

3. Formal Observations

At least two (2) formal observations per year are required for teachers in Track I, at least sixty (60) days apart. In the case of a first-year or second-year Track I teacher, at least one observation shall be made prior to the teacher's mid-year progress report. Annual evaluations shall include in-room observations of all aspects of the teacher's instructional practice. Observations shall be conducted by the teacher's building administrator. An observation shall be at least one complete lesson, based on the lesson plans provided by the teacher.

Observations shall be scheduled at least five (5) work days in advance for a three-day window in which the observation would take place. If an observation needs to be rescheduled, the teacher shall be notified of the date of the rescheduled observation no later

than one (1) day prior to the end of the week in which the observation should have taken
place, so as to accommodate lesson planning. A pre-observation conference shall be held to review the teacher's IDP and those areas which might be observed. All monitoring or

observation of the work of the teacher shall be conducted openly and with the knowledge of the teacher. The parties agree that during an observation every effort will be made to maintain the normal teaching-learning process. An observation shall include assessment of the teacher's skill and ability in the observed domains of the "Framework for Professional Practice".

A post-observation conference shall be held within five (5) work days of the observation. The teacher shall bring a completed Post-Observation Reflection Form to this conference, and the administrator shall bring the completed Classroom Observation Form. The teacher and the administrator shall each retain copies of both forms.

As a result of this post-observation conference, identified areas of concern, together with suggested ways in which the teacher is to improve, and identification of assistance to be given, may be addressed in the teacher's IDP.

4. Additional Anecdotal Evidence

Additional evidence of a teacher's professional practice may be gathered, such as: informal observation(s), walk-through observations, rapport and communication with parents, and voluntary service within the school community. Additional information about Domain 4 may be collected by the teacher using the Professional Log and provided to his/her supervisor. Informal observations may be conducted, with the knowledge of the teacher, by another administrator knowledgeable of the teacher's content and/or grade level. Concerns or complaints may not be used as part of the teacher's evaluation unless they have been brought to the attention of the teacher in a timely manner, and said discussion with the teacher has been properly documented by the administrator.

5. Summative Assessment – (See Section V below.)

6. Teacher Response

A teacher who disagrees with an observation or evaluation may submit a written statement which shall be attached to all copies of the observation or evaluation. If the report contains information not previously discussed with a teacher, the teacher shall have the right to add information to his/her personnel file. Copies of the above-mentioned records may be sent to the Association at the discretion of the teacher, and it shall be the teacher's responsibility to send said copies to the Association if he/she chooses to do so.

B. Track II –

1. Tenured Teachers

Track II shall apply only to a <u>tenured</u> teacher who: 1) has received a rating of "Effective" or "Highly Effective" in his/her most recent annual performance evaluation, or 2) is a formerly non-tenured teacher who has been granted tenure status, or 3) is a teacher who is not eligible

for tenure due to his/her certification but has moved beyond his/her probationary period. If a teacher is rated as "Highly Effective" on three (3) consecutive performance evaluations, the school district may choose to conduct biennial performance evaluations for that teacher. however, if a biennial evaluation results in a rating of "Ineffective" or "Minimally Effective," then the teacher shall be subject to annual evaluations again.

2. Professional Growth Plan (PGP)

A Professional Growth Plan (PGP) shall be developed or revised annually by a tenured teacher who has received a rating of "Highly Effective" or "Effective" in his/her most recent annual performance evaluation. The PGP shall serve as a guide for improvement of the teacher's professional skills and/or practice, and for the pursuit of additional professional development opportunities. Upon reflection of the teacher's self-assessment, prior year-end evaluation, and other collected evidence, such as observations and student assessment data, a teacher may develop one or more goals for professional improvement. Such goals may be personal, or may be a common goal shared with a group of other teachers working towards the same improvement goal. At a teacher's choosing, a teacher may have a combination of both personal and group goals. If two or more teachers share a professional goal that they intend to work on collectively, the group of teachers must meet with their supervisor as a group for the purpose of reviewing their collective goal(s).

This PGP shall be developed or revised by October 1, and copies filed with the teacher, the teacher's immediate supervisor and Human Resources. An Interim Progress Report (IPR) shall be completed by the teacher at the midpoint of his/her PGP, and also filed with the teacher, the teacher's immediate supervisor and Human Resources. An IPR will be filed no later than January 15 for a one-year PGP, and May 1 for a two-year PGP. The IPR shall consider student growth as a significant factor.

In the event that the District involuntarily transfers a tenured teacher to an assignment which s/he has not held within the last five (5) years, such teacher shall not be placed on Track III, Formal during the first year of such assignment.

See the "Framework for Professional Practice" for further details regarding the PGP process and procedures.

3. Formal Observations

For a tenured teacher, annual performance evaluations shall be based on multiple observations. Formal classroom observations are not required, but must be conducted at least once every three (3) years or as required by law. If the District chooses to do formal

classroom observations of a tenured teacher more frequently, or if the teacher requests that an observation be included in their annual evaluation, then such observations shall be conducted by the teacher's building administrator. An observation shall be at least one complete lesson, based on the lesson plans provided by the teacher.

Observations shall be scheduled at least five (5) work days in advance for a three-day window in which the observation would take place. If an observation needs to be rescheduled, the teacher shall be notified of the date of the rescheduled observation no later than one (1) day prior to the end of the week in which the observation should have taken place, so as to accommodate lesson planning.

All monitoring or observation of the work of the teacher shall be conducted openly and with the knowledge of the teacher. The parties agree that during an observation every effort will be made to maintain the normal teaching-learning process. Unless mutually agreed upon between the teacher and the building administrator, an observation shall include assessment of the teacher's skill and ability in the observed domains of the "Framework for Professional Practice".

A post-observation conference shall be held within five (5) work days of the observation. The teacher shall bring a completed Post-Observation Reflection Form to this conference, and the administrator

shall bring the completed Classroom Observation Form. The teacher and the administrator shall each retain copies of both forms.

As a result of this post-observation conference, identified areas of concern, together suggested ways in which the teacher is to improve, and identification of assistance to be given, may be addressed in the teacher's PGP. If an administrator believes a teacher is doing "Ineffective" or "Minimally Effective" work in any domain, the reasons shall be set forth in specific terms as well as an identification of the suggested ways in which the teacher is to improve and identification of assistance to be given. See Track III.

4. Additional Anecdotal Evidence

Additional evidence of a teacher's professional practice may be gathered, such as: informal observation(s), walk-through observations, rapport and communication with parents, and voluntary service within the school community. Additional information about Domain 4 may be collected by the teacher using the Professional Log and provided to his/her supervisor. Informal observations may be conducted, with the knowledge of the teacher, by another administrator knowledgeable of the teacher's content and/or grade level. Concerns or complaints may not be used as part of the teacher's evaluation unless they have been brought to the attention of the teacher in a timely manner, and said discussion with the teacher has been properly documented by the administrator.

5. Summative Assessment – (See Section V below.)

6. Teacher Response

A teacher who disagrees with an observation or evaluation may submit a written statement which shall be attached to all copies of the observation or evaluation. If the report contains information not previously discussed with a teacher, the teacher shall have the right to add

information to his/her personnel file. Copies of the above-mentioned records may be sent to the Association at the discretion of the teacher, and it shall be the teacher's responsibility to send said copies to the Association if he/she chooses to do so.

C. Track III –

Track III is reserved for a teacher who is in need of assistance with one or more of the components or elements of the District's "Framework for Professional Practice". This process may be initiated at any time, and is designed to deal with the improvement of professional competency. No teacher shall be placed on Track III for issues unrelated to professional performance.

Track III shall apply only to a tenured teacher, or to a teacher who has completed his/her probationary period but is not eligible for tenure.

The Track III evaluation process is for a teacher who has an observed and documented area of concern in one or more domains, as identified by the teacher and/or his/her immediate supervisor. It is comprised of two paths: the Informal Process and Improvement Plan, and the Formal Process and IDP. The Informal Process may be used to address a limited number of competency issues, such as when multiple elements throughout the domains, or one domain, have been rated as "Minimally Effective" or "Ineffective". In these circumstances, either the teacher or his/her administrator may initiate the Informal Process. The

Formal Process should be used when a teacher is rated as "Minimally Effective" or "Ineffective" in more than one domain, or on his/her year-end performance rating.

For the 2011-2012 implementation year, no teacher shall be placed on the "Track III – Formal" process solely because of a low performance rating in the Student Assessment Data portion of Domain 5.

1. Informal Process and Improvement Plan

If a teacher's immediate supervisor determines that a concern exists with respect to a teacher's performance, a meeting shall be scheduled with the teacher to discuss said concern, with recommendations for how the teacher may address the issue. The concern(s) shall be specific, documented, and based in the "Framework for Professional Practice". Any recommendations for improvement shall be mutually developed by the teacher and supervisor, utilizing the "Track III Improvement Plan Form" from the "Framework for Professional Practice" to document the concern and the teacher's progress. Copies of the Improvement Plan shall be filed with the teacher and the teacher's immediate supervisor no more than five (5) work days following the meeting.

Unless the teacher and supervisor agree otherwise, at least two (2) formal classroom observations shall be conducted at least twenty (20) work days apart, with the first observation taking place no less than fifteen (15) work days following the development of the Improvement Plan. These observations will focus on the Improvement Plan. A post-observation conference shall be held within five (5) work days of the observation. The teacher shall bring a completed Post-Observation Reflection Form to this conference, and the administrator shall bring the completed Classroom Observation Form. The teacher and the administrator shall each retain copies of both forms.

Within forty-five (45) work days of being placed on the Informal Improvement Plan, a conference shall be scheduled between the teacher and supervisor to review the teacher's progress in addressing the Informal Improvement Plan. If the teacher has made satisfactory progress, the teacher will be moved back to Track II.

If the teacher has failed to make satisfactory progress, resulting in the teacher being placed on the Formal Improvement Plan, the teacher shall be notified in writing five (5) work days prior to the conference. The conference shall focus on the content of the IDP. The teacher may have an Association Representative present during the conference.

A teacher may be placed on the Informal Improvement Plan within forty-five (45) calendar days of the end of the school year. However, if such a teacher does not make sufficient progress before the close of the school year, the Informal Improvement Plan may continue with the next school year.

2. Formal Process and IDP

In addition to other reasons outlined above, a teacher shall be placed on the "Track III – Formal" evaluation process because of, but not limited to:

a. The teacher received an overall performance rating of "Ineffective" or "Minimally Effective" on his/her most recent year-end performance evaluation.
b. The teacher failed to demonstrate satisfactory progress while on the "Track III – Informal" process.
c. The teacher has demonstrated substantial competency issue(s).
d. The teacher chooses this process to resolve one or more issues of concern.

Tenured teachers on the "Track III – Formal" evaluation process (Plan of Assistance) do not have transfer rights to move from their buildings during the period of time that they are on an IDP (Plan of Assistance) except by mutual agreement of the Association and the District.

A teacher rated as "Ineffective" on his/her Annual Performance Evaluation may request an evaluation review by the Superintendent within twenty (20) days of receipt of the rating. A teacher rated as Ineffective must have no less than ninety (90) student days to make adequate progress towards their IDP goals. Any teacher on Track III may be removed from the "Track III – Formal" process earlier if he/she demonstrates satisfactory progress in meeting the goals of his/her IDP.

The teacher and supervisor will mutually develop an IDP for a tenured teacher on a "Track-III – Formal" plan within ten (10) work days after the identification of the areas needing improvement. Copies of all IDPs shall be filed with the teacher, the teacher's immediate supervisor, and Human Resources no more than five (5) work days following the conference. See the "Framework for Professional Practice" for further details regarding the IDP process and procedures.

The teacher on Track III, Formal may request the presence of an Association Representative during IDP review meetings or at a post-classroom observation conference. However, it is the teacher's responsibility to arrange for an Association Representative. The Human Resources Department will also be represented at such meetings. The unavailability of a particular Association Representative or Human Resources shall not delay post observation conferences.

A teacher assigned to "Track III – Formal" will receive both a mid-year progress report and a final end-of-year evaluation. At least three (3) formal classroom observations shall be conducted. These observations shall be scheduled at least twenty (20) student days apart, unless mutually agreed upon in writing by the teacher and the supervisor. A post-observation conference shall be held within five (5) work days of the observation. The teacher shall bring a completed Post-Observation Reflection Form to this conference, and the administrator shall bring the completed Classroom Observation Form. The teacher and the administrator shall each retain copies of both forms.

The teacher and supervisor shall meet monthly, or more frequently, at a mutually agreed-upon time, to discuss the teacher's progress and to mutually revise the IDP, as needed.

Written summaries of these IDP review meetings will be provided to the teacher within five (5) work days of each meeting. Both parties shall sign the summary to acknowledge its receipt. The teacher may attach a written statement or rebuttal within five (5) work days of receipt of the summary.

The final year-end (summative) evaluation report shall be submitted to Human Resources no later than May 1. The original IDP, any revisions of the IDP, and the monthly reports shall be attached to the final summative evaluation report.

IV. Self-Assessment

In conjunction with, or following the completion of, a teacher's annual performance evaluation, the teacher shall complete a self-assessment of their professional skills and practice, utilizing the Self-Assessment Worksheet in the "Framework for Professional Practice". This self-assessment must be completed by the end of September each year, but may be completed prior to the conclusion of the previous school year. A tenured teacher may use the self-assessment to assist in formulating his/her professional growth goals for the ensuing school year. The self-assessment worksheet shall be retained by the teacher for reference during the school year.

A non-tenured teacher in his/her first year of teaching shall not be required to do a self-assessment until at least the conclusion of his/her first year of teaching. After his/her first year, a non-tenured teacher shall share the self-assessment with his/her immediate supervisor as they mutually develop new goals for the teacher's Individualized Development Plan (IDP) for the ensuing school year. For a teacher on "Track III – Formal" process, there is no self-assessment until the issue(s) is(are) resolved.

If a teacher is placed on Track III, the Plan is to be developed by the Administrator in consultation with the teacher. Subsequent observations and evaluations must address the teachers' progress toward the goals of the Plan of Assistance.

Prior to a recommendation being made to the Board that a teacher's services be terminated for unacceptable teaching performance, the following procedure must have been be implemented:

1. The Administration shall provide a Plan of Assistance which includes the following:
   a. Full description of each deficiency;
   b. Specific steps for remedying each deficiency;
   c. Adequate assistance for achieving improvement;
   d. Clear timelines for assistance and improvement;
   e. Upon expiration of timelines, an evaluation to determined success of Plan of Assistance.

2. If improvements required have been substantially achieved, no further action will be taken.

See the "Framework for Professional Practice" for further details regarding the Self-Assessment process and procedures.

V. Summative Evaluation

A. Written Assessment

A written performance evaluation for all teachers shall be completed in accordance with the following timelines:

Tenure Status	Frequency	Deadline
Track I (Probationary)	Semi-annual (requires IDP)	No later than the end of five (5) months from start date for mid-year, and no later than May 1 for end-of-year (or no later than 150 work days following start date).
Track II (Tenured)	Annual	May 1 (end-of-year)
Track III (Informal)	Not more than 45 days from start of informal improvement plan	
Track III (Formal) Assumes full-year process	Semi-annual (requires IDP)	December 10 (mid-year) and May 1 (end-of-year)

B. Student Achievement Data

A teacher will select at least two (2) assessments applicable to the teacher's assignment, from a District-approved list of assessments (see 2011-2012 KPS Student Assessment Chart) – to be used as evidence of student growth in the Student Growth Profile portion of Domain 5. The assessments are grouped into the following categories:

Category 1 – national, state, or local assessments.
Category 2 – other objective criteria – may be teacher developed, or another assessment.

At least one of the assessments must be selected from Category 1. These selections must be mutually agreed upon by the teacher and his/her administrator, concurrent with the development of the teacher's IDP or PGP, by October 1. For 2011-2012 PLAS schools, the MEAP must be one of the Category 1 selections.

For the purpose of evaluating "student growth", one or more of the following criteria may be used, depending on the assessment instrument selected:

1) An increase in achievement for a student – or an identified grouping of students – between any two points in time, on a particular measure (mostly applicable to Category 1 assessments).
2) An increase in the number or percentage of students attaining a certain benchmark on a particular measure (mostly applicable to Category 1 assessments).
3) An increase in the aggregated average score for a group of students on a particular measure (applicable to assessments from either category).

A teacher's ratings in individual components of the five domains, including ratings based on student achievement from the Student Growth Profile of Domain 5, will be tabulated in a matrix (see the 2011-2012 KPS Teacher Evaluation Matrix) for determination of the teacher's overall performance rating. The final performance rating will be based on the weighted average of the domains (as established in Section I of this Article) and the following rating intervals:

Weighted Average	Performance Rating
0.0 to 0.70	Ineffective
0.71 to 1.65	Minimally Effective
1.66 to 2.60	Effective
2.61 to 3.0	Highly Effective

During 2011-2012, Domain 5 shall be assigned a weight of twenty-five percent (25%). Thereafter, Domain 5 shall be weighted as required by law, and the other domains shall be adjusted accordingly, by mutual consent.

VI. Personnel Committee Review

In the event a recommendation is to be made to the Board of Education that a probationary teacher be terminated or denied tenure, prior to such recommendation being forwarded to the Board, the District shall provide such teacher a hearing before the Personnel Committee of the Board of Education.

In the event the Personnel Committee agrees that such termination of services or denial of tenure is without just cause, such recommendation for termination of services or denial of tenure shall not be acted upon by the Board of Education.

In the event a probationary teacher, or a tenured teacher being recommended for termination, is not continued in employment, the District will advise the teacher of the reasons therefore in writing.

VII. Freedom of Information Act

The teacher will promptly be advised by the District's Human Resources Department that the teacher's evaluation(s) have been requested. The only part of the evaluation to be voluntarily

promulgated pursuant to the Freedom of Information Act will be that portion which complies with the law and the request.

VIII. Implementation/Revision Provisions

For the 2011-2012 school year, all teachers and administrators shall receive a copy of the Charlotte Danielson Enhancing Professional Practice and training in the District's "Framework for Professional Practice and Teacher Evaluation Process". In addition, each worksite will be provided multiple copies of Danielson's Teacher Evaluation to Enhance Professional Practice and Robert Marzano's The Art and Science of Teaching. New teacher orientation will include an introduction to teacher evaluation.

It is expected that whenever possible, The Framework will be referenced when professional conversations take place; during grade level/department meetings, building professional development, staff meetings, and other professional conversations.

Concerns or correspondence regarding the evaluation system will be heard through the Contract Review Committee as a standing agenda item for the 2011-2012 school year. Concerns that cannot be resolved through the Contract Review Committee will be referred to an Evaluation Committee that will meet in December and again in April. The committee will be comprised of two (2) KEA members along with the KEA President and Uniserv Director. The District will be represented by an equal number of members, including the Assistant Superintendent of Human Resources and three (3) additional representatives.

APPENDIX E

Student Assessment Chart

Kalamazoo Public Schools
Every child, every opportunity, every time!

Kalamazoo Public Schools
2011-2012 STUDENT ASSESSMENT CHART (SAC)

A teacher will select at least two (2) assessments from the SAC to include within the student achievement data portion of Domain 5 Student Growth Profile. At least one of the assessments must be selected from Category 1. These selections must be mutually agreed upon by the teacher and his/her administrator, concurrent with the development of the teacher's IDP or PGP by October 1. For the 2011-2012 PLAS schools, the MEAP OR MME shall be one of the Category 1 assessments.

Category 1: State, national or **local assessments. Recommended growth expectation is 1 year.**

Elementary (Grades K-5/6)	Secondary (Grades 6/7-8/9)	Secondary (Grades 9/10-12)
MEAP/ MEAP Access/Mi Access (3rd/4th) – Reading, Math 4th – Writing 5th – Reading, Math, Science	MEAP/MEAP Access/Mi Access 6th – Reading, Math, Social Studies 7th – Reading, Math, Writing 8th – Reading, Math, Science	MEAP/MEAP Access/Mi Access (9th) – Social Studies
ELPA – (K-5th)	ELPA – (5th – 8th)	MME – (11th)
ITBS/Logramos/Gates – Spring	Explore (Spring 7th)	~~ELPA Screener (All new ELL~~
~~Fall (2nd)~~	~~TSDL~~	PLAN (Spring 9th)
~~TSDL~~	Scantron Performance Fall/Winter/ Spring (6th-8th) Reading, Mathematics	~~TSDL~~
Benchmark Assessments Fall (K-6th)	METS (8th)	Scantron Performance (9th) Fall/Spring/Winter Reading, Mathematics
DIBELS NEXT (K-5th) Fall/Spring – All students Winter-4th/5th Intensive & Strategic	District Common Assessments	District Common Assessments
Scantron Performance – Fall/Winter/Spring (3rd-5th) Reading, Mathematics		
District Common Assessments		

Category 2: Other criterion-referenced assessments – may be teacher developed, or another assessment. <u>Examples</u> are:

Performance Based Assessments	**Performance Based Assessments**	**Performance Based Assessments**
Growth Portfolios	**Growth Portfolios**	**Growth Portfolios**
Student Performance/ Project Based	**Student Performance/ Project Based**	**Student Performance/ Project Based**
Art Exhibition/Band Performances	**Art Exhibition/Band Performances**	**Art Exhibition/Band Performances**
IEP Goals	**IEP Goals**	**IEP Goals**
		Advanced Placement
		Exams (AP)

GUIDE FOR APPLICATON OF THE STUDENT ASSESSMENT CHART (SAC)		
POSITION	LINKS	DATA OF EVALUATIONS
Special Education Teacher		
Elementary	•Link special education teachers/student in eSchool	•PEEP – Performance Assessment •K-2nd DIBELS, ITBS •3rd-5th – DIBELS, ITBS, MEAP Reading and Math
Middle	•Link special education teachers/students in eSchool	•Scantron Performance Test •MEAP
High	•10th-12th Link special education teachers/students in eSchool •Freshman Academy (9th) – link to teams/students	•9th-12th Scantron Performance Test •9th-Social Studies MEAP •11th-MM
Ancillary		
Speech, psychologists Social workers, TC's, Homebound ~~Counselors~~ Librarians Information Literacy Specialist Placement Specialist (KAMSC) Director of Student Research (KAMSC)	•Link to building special education data at the district level	•PEEP – Performance Assessment •K-2nd DIBELS, ITBS •3rd-5th – DIBELS, ITBS, MEAP Reading and Math •9th-12th – Scantron Performance Test •9th – Social Studies MEAP •11th - MME
Bilingual Itinerant Teachers	•Link to all bilingual students served in each building	
Nurse, OT's, PT's	•Nurse, OT's/PT's-Exempt	
Academically Talented (AT)	•Link to all AT students	•Performance Assessment •MEAP Reading and Math
Electives and/or Specials		
Elementary	•Link to all students on class roster	•2nd – DIBELS,, ITBS •3rd-5th – DIBELS, ITBS, MEAP Reading and Math
Middle	•Link to all students on class roster	•Scantron Performance test •MEAP
High	•Link to all students on class roster	•9th-12th – Scantron Performance Test •9th – Social Studies MEAP •11th – MME
Prekindergarten Early Childhood Education Program (PEEP)	•Link to all students on class roster	•Phonological Awareness Literacy Screening (PALS)
Early Childhood Special Education (ECSE)	•Link to all students on class roster	•Brigance Inventory of Early Development
Title I Teachers/Coaches (Buildings)	•Link to all students in content area in the building	•PEEP – Performance Assessment, 2nd DIBELS, ITBS •K-2nd – DIBELS, ITBS •3rd – 5th – DIBELS, ITBS, MEAP Reading and Math
Title I Teachers/Coaches (District)	•Link to all students in content area in the district	•PEEP – Performance Assessment, 2nd DIBELS, ITBS •K-2nd – DIBELS, ITBS •3rd – 5th – DIBELS, ITBS, MEAP Reading and Math

APPENDIX B
COPY AND PASTE YOUR:

Professional Development Calendar or Timeline

(unlimited characters)

August 2012

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10
13	14 Leadership Team Training - Day 1	15 Leadership Team Training - Day 2	16 Leadership Team Training - Day 3	17
20	21	22 Summer PD Summit - Day 1	23 Summer PD Summit - Day 2	24 Summer PD Summit - Day 3
27 District PD - tentative	28 District PD - tentative	29 District PD - tentative	30	31 Resort Holiday

All dates on this calendar are TENTATIVE pending district calendar negotiations.

September 2012

Monday	Tuesday	Wednesday	Thursday	Friday
Numeracy and Literacy Coaches will provide 2 each of support for building.				
36 3 Labor Day	4 First day of school	5	6	7
37 10	11	12	13	14
38 17	18	19	20	21
39 24	25	26 Tentative - PD Summit - 2 hour session	27	28

October 2012

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Numeracy and Literacy Coaches will provide 2 days each of support for building.

November 2012

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7 Tentative - PD Summit - 2 hour session	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Numeracy and Literacy Coaches will provide 1 day each of support for building.

45

46

47

48

December 2012

Monday	Tuesday	Wednesday	Thursday	Friday
Numeracy and Literacy Coaches will provide 2 days each of support for building.				
3	4	5	6	7
10	11	12	13	14
17	18	19 Tentative - PD Summit - 2 hour session	20	21
24	25	26	27	28
31				

January 2013

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23 Tentative - PD Summit - 2 hour session	24	25
28	29	30	31	

Numeracy and Literacy Coaches will provide 2 days each of support for building.

February 2013

Monday	Tuesday	Wednesday	Thursday	Friday
Numeracy and Literacy Coaches will provide 2 days each of support for building.				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27 Tentative - PD Summit - 2 hour session	28	

March 2013

Monday	Tuesday	Wednesday	Thursday	Friday
Numeracy and Literacy Coaches will provide 2 days each of support for building.				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27 Tentative - PD Summit - 2 hour session	28	29

April 2013

	Monday	Tuesday	Wednesday	Thursday	Friday
14	1	2	3	4	5
15	8	9	10	11	12
16	15	16	17	18	19
17	22	23	24 Tentative - PD Summit - 2 hour session	25	26
18	29	30			

Numeracy and Literacy Coaches will provide 2 days each of support for building.

May 2013

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Numeracy and Literacy Coaches will provide 2 days each of support for building.

June 2013

Monday	Tuesday	Wednesday	Thursday	Friday
Planning activities for the 2013-14 school year will be scheduled.				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

July 2013

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

27
28
29
30
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APPENDIX C
COPY AND PASTE YOUR:

Daily School Schedule, Sample Student Schedule and Teacher Collaboration Schedule
Or
Executed Addendum to Support the Implementation of the Reform Model

(Maximum 6250 characters)

LETTER OF AGREEMENT
between
KALAMAZOO EDUCATION ASSOCIATION
and
KALAMAZOO PUBLIC SCHOOLS

RE: Section 1280c School Improvement Plans: Hillside Middle School

The Kalamazoo Education Association, known as the "Association", and the Kalamazoo Public Schools, known as the "District", hereby agree for the 2012-2013 and 2013-2014 school years to the following with respect to the implementation of school improvement plans under the directives of Section 1280c of the Michigan Revised School Code for Hillside Middle School.

I. COMMON PROVISIONS

A. Purpose

The purpose of this Letter of Agreement is to fulfill Letter of Agreement #10 between the parties titled "Section 1280c Compliance" and to meet the requirements of Section 1280c of the Michigan Revised School Code.

B. Section 1249 and 1250 Compliance

1. "Letter of Agreement #11 - RE: Section 1249 Compliance" was implemented during the 2010-2011 school year. For the 2011-2012 school year, the resulting evaluation system is being implemented for Hillside Middle School.

2. "Letter of Agreement #12 - RE: Section 1250 Compliance" will be addressed by the same committee during 2011-2012 school year for Hillside Middle School for implementation in the 2012-2013 school year.

3. The Association and the District have negotiated the final teacher evaluation form, procedures and contractual provisions. These have been expressed in writing and ratified. During the 2011-2012 school year additional revisions, which may be made, will be expressed in writing and the evaluation language subject to approval and ratification according to normal established procedures.

C. Leadership Team

1. The leadership team, not to exceed fifteen (15) members, will be comprised of the building principal, all elected building team leaders, and elected at-large representatives. Said KEA members shall be compensated one percent (1%) of BA base.

2. At-large representative positions shall be posted by the principal to the building staff no later than May 1, 2012, and will include information regarding duties and compensation.

3. The at-large representatives for each school building will be elected annually, by secret ballot, no later than May 31 by all of the building's KEA members. Reasonable efforts shall be made to include representatives of each content area and grade level among the fourteen (14) elected KEA members.

4. All members of the leadership team shall be required to participate in a three-day leadership team training scheduled prior to the start of each school year, but not earlier than August 15. Said training will be held from 8:00 A.M. to 3:00 P.M., with a one hour lunch. KEA members who participate will be paid seven (7) hours per day at curriculum rate.

5. There shall be no more than one (1) mandatory leadership team meeting per month and such meeting shall not exceed two (2) hours.

6. A subset, no more than five (5) KEA members of the leadership team selected by said team, shall be required to attend no more than one (1) School Improvement Team (SIT) meeting per month. Such members who participate in the SIT meeting are obligated to share information from the SIT meeting with the entirety of the leadership team.

D. Staffing

1. Article 12 of the Collective Bargaining Agreement shall continue to prescribe the method of posting and staffing for Hillside KEA positions.

2. To assist in ensuring that KEA members who are assigned to Hillside Middle School understand the expectations of teaching at this PLA School, no less than two (2) voluntary after school meetings will be held at each designated time from 3:00 PM to 4:00 PM and 4:30 PM to 5:30 PM to provide an opportunity for KEA members to receive information regarding the PLA plan for Hillside for 2012-2013 and 2013-2014. These meetings will be held between Feb. 06, 2012, and March 26, 2012. These meetings shall be posted per the contract for all KEA members and shall not conflict with other District required meetings.

3. An individual building committee shall be formed consisting minimally of a representative from Human Resources, an Administrator from Hillside, and two (2) KEA representatives selected by the Association members of Hillside.

4. The individual building's committee will be used to select teachers for any and all extra-duty positions that are directly associated with the respective Section 1280c school improvement plan. Such positions shall be posted by internet and building posting within the school year. Notification of selection for such extra-duty positions shall be made within two weeks of the closing of the posting or May 1 as is applicable.

5. Any and all extra-duty position openings, directly associated with the respective Section 1280c school improvement plan, occurring during summer break will be posted using U.S. mail to all KEA members. Such postings shall use reasonable timelines for posting, selection and notification of said selection to all applicants.

E. Professional Development

The District calendar for professional development and the contractual provisions for summer training for Annual Yearly Progress (AYP) shall be followed at Hillside Middle School. However, the content of such professional development and summer training shall be determined by the building leadership team with the approval of TLS. The training must be in alignment with the School Improvement Plan

In addition, the District calendar shall include seven (7) additional two (2) hour required after school professional development meetings for Hillside staff. Such meetings shall be scheduled so that they do not conflict with other District required meetings and so that they do not violate any

KEA contract provisions. Compensation for attending these meetings for KEA members shall be at the AYP rate of pay. The content of such professional development shall also be determined by the building leadership team with the approval of TLS. The training must be in alignment with the School Improvement Plan.

F. Mandatory and Voluntary Meetings

1. In accordance with the Collective Bargaining Agreement there shall be no more than two (2) mandatory team meetings per month for which attendance, agendas and minutes will be provided. Such meetings may be monitored by the principal. Such meetings will comply with the "Letter of Agreement #1 RE: Middle School Schedule…" and the District Calendar and shall be no longer than one class period in length.

2. No more than two (2) voluntary team meetings, which shall not exceed the length of a class period, shall be scheduled per month. Attendance shall not be taken nor shall binding decisions be made at these voluntary meetings.

3. Each team will establish and publish a calendar of mandatory and voluntary team meetings for the first semester prior to the third week of school and for the second semester, prior to winter break.

G. All KEA members at Hillside Middle School shall receive two (2) additional personal business days per year. Such compensation shall be prorated on the basis of the percent of time assigned at Hillside Middle School and length of work year. Such additional days shall be subject to the current contract provisions regarding becoming sick days if the personal business day limitation of four (4) days has already been reached.

II. ADDITIONAL ACTIVITIES

A. Tutorial Programs

1. In order to enhance student success, a tutoring program shall be made available for all students when school is in session, beginning with the first full week of school. Staff members will encourage students to participate in tutoring to improve skills and work habits.

2. Before school tutoring shall be from 7:00 A.M. to 7:30 A.M. on student attendance days Monday through Thursday, and after school tutoring shall be from 2:30 P.M. to 3:30 P.M. on Tuesdays and Thursdays, except on half days and days before a holiday or on non-student days. KEA members shall be paid the contractual curriculum rate per hour for tutoring.

3. No later than the first student day, each KEA building member shall indicate in writing his/her availability for tutoring, i.e. morning and/or after school, as well as, days of the week preferences. The leadership team shall review all applicants and determine the schedule of those selected to provide tutoring by the time and day of the week. No member shall be required to provide service at a ratio greater than twenty (20) to one (1). At least two (2) weeks prior to the end of the trimester, each KEA member shall indicate his/her interest and availability for the following trimester.

4. All KEA members reporting for the 7:00 A.M. tutoring shall be compensated. If students do not attend after-school tutoring, staff members may leave at 2:30 P.M. and shall not be compensated.

5. Research supports the positive relationship between physical activity and learning, opportunities for physical activity will be provided for students in the morning before the school day begins with the same structure as the academic tutoring. Staff will be selected and compensated in the same manner as described above for the academic tutoring,

B. Second Step Program

1. Hillside Middle School requested a modification of the school day to provide building-wide implementation of a program called "Second Step." It is a program designed to provide an opportunity to discuss issues in a small group setting which impact school climate such as: bullying, peer pressure, harassment, and friendship. Lessons are taught using video segments, group discussion, role-play, and written tasks. "Second Step" is a crucial component of the PBS (Positive Behavior Support) system here at Hillside.

2. Second Step is a violence-prevention, program that teaches middle school students positive behaviors. It provides concrete practice in how to positively interact with peers, self-regulate in emotional situations, and be a positive citizen in the school environment. Program activities support literacy in reading, listening, writing and speaking. The program equips staff with concepts, vocabulary, lessons, and using print and digital resources to support school-wide positive behavior initiatives.

3. The Second Step Program shall continue to be utilized to address student behavior and increase on task learning time. Attached is the Letter of Agreement that describes the program as it is being implemented in 2011-2012.

C. Sixth Grade Strategic Math and Strategic Reading

1. Currently when students qualify for Strategic Reading and Strategic Math, Strategic Reading is given priority. For the 2012-2013 school year and evaluated in March 2013 for continuation in the 2013-2014 school year, a sixth grader who qualifies for both of these remedial courses, will continue to have a full year of Strategic Reading. However, the sixth grade student will also have twenty-four (24) weeks of Strategic Math. To make this possible, these students will not have the twelve (12) week Computer Applications elective or the other twelve (12) week choice elective. These students will have only the twelve (12) week physical education elective for that year.

2. If the student no longer needs the Strategic Reading Course or the Strategic Math Course, one or both electives will be restored in the student's schedule.

D. Incentives and/or Rewards

1. A program for providing incentives and/or rewards for staff members who participate in otherwise uncompensated activities that advance this school improvement plan will be implemented under this transformational model. The leadership team will determine a list of incentives and/or rewards for KEA members that will include items, such as attendance at state or national conferences, tuition vouchers, and flex time. These incentives and/or rewards will be paid from a fixed allocation (not less than fifteen thousand dollars [$15,000] per school year). The Leadership Team will disseminate a list of such incentives and/or rewards and rules for how incentives and/or rewards can be earned.

2. The incentive and/or reward program is subject to the approval of the Association and the District prior to implementation.

III. GENERAL

A. The parties recognize that the implementation of the school improvement plans over two (2) school years may require adjustments and modifications. Also, the district-wide committee work associated with teacher evaluations and pay-for-performance may need to be considered for implementation for this school. Moreover, if additional funds become available to support this school improvement plans, the parties will meet to determine the allocation of said funds.

B. Either party may initiate discussion of changes to this Letter of Agreement. Mutually agreed upon changes will be subject to the approval of the Association and the District.

C. In the event federal and/or state laws or regulations change or are repealed in such a manner to affect the implementation of the provisions of this Letter of Agreement, the Association reserves the right to repeal any applicable aspects of this letter. If law or regulatory modifications are such that simply repealing aspects is not appropriate, the parties agree to meet in a timely manner and negotiate amendments to this Letter. Mutually agreed upon changes will be subject to the approval of the Association and the District.

D. This Letter of Agreement neither sets a precedent nor constitutes a binding practice, custom or course of dealing between the parties.

For the Kalamazoo Education Association:

/s/ Millie Lambert

Nov. 16, 2011

November 16, 2011
(Date)

For the Kalamazoo Public Schools:

/s/ Sheila Dorsey

Nov. 16. 2011

November 16, 2011
(Date)

Transformation Model Required Activities – Hillside

Requirement	Resources Needed	Timeline	Tasks for Each Requirement
Area 1: Develop & Increase School Leader & Teacher Effectiveness			
Replace the principal	Department of Human Resources Superintendent	1. Notification of replacement of principal – August 2011 2. Notification of intent to replace principal to staff – September 2011 3. Posting of principal position – January 4. Selection of interview team – TBD 5. Screen candidates – TBD 6. Conduct interviews – TBD 7. Selection and appointment of Principal – March (?)	1. Identify and convene Principal Search Team 2. Gather input on needs from building staff. 3. Conduct Interviews of Principal Candidates – (to include members of building Leadership Team or other school personnel – 2nd round perhaps). 4. Recommend candidates to Dr. Rice 5. New principal to be announced
Use of evaluation systems that take into significant account data on student growth as well as other factors Evaluation systems are designed with teacher and principal involvement.	**See Appendix *NN* of the LEA Application for:** *Framework for Professional Practice and Teacher Evaluation Process* **See also Appendix *NN* of LEA Application for:** *Letter of Agreement Regarding Section 1280(c) Compliance*		
Identify and reward school leaders, teachers, and other staff who have increased student achievement AND remove leaders and staff who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.	Teacher/Administrator Evaluation Process Budget for rewards Framework for awarding rewards Building Leadership Team	1. Determine rubric for rewards –Before start of 2012-13 school year. 2. Evaluations – ongoing 3. Use rubric to determine award recipients – May – June 2013 4. Repeat process annually	1. Teacher/Administrator Evaluation Process is ongoing 2. Develop rubric for determining what rewards are given and how. (try to get done before school starts) 3. Acquire funding for rewards (???) 4. Use new Teacher/Administrator Evaluation Processes to remove ineffective staff as needed 5. {Building-level data focus for rewards. If building improves, all share in reward.}

Transformation Model Required Activities – Hillside

Requirement	Resources Needed	Timeline	Tasks for Each Requirement
Provide staff with ongoing, high quality, job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Professional development is aligned and designed to insure that staff can facilitate effective teaching and learning and have the capacity of successfully implementing school reform strategies	Common planning time in Master Schedule for Interdisciplinary Teams. Instructional strategy books and materials for staff Coaching support Appropriate compensation for training dates Facilitators and consultants for Literacy, Numeracy, School Climate and Culture and PLCs across the school.	1. Meeting with staff to review pertinent data regarding student achievement – February 2012 2. Research and select literacy and numeracy strategies for implementation by all teachers – April 2012 3. Promulgation of Professional Development Calendar – April – May 2012 4. Development of tools for monitoring implementation of literacy and numeracy strategies – August 2012 5. Training for School Leadership Teams – Summer 2012 and Summer 2013 6. Leverage District PD Calendar for all embedded PD. 7. Quarterly effectiveness review of implementation and student achievement data – Ongoing 2012-2014 school year	1. Name Building Leadership Team a. A member from each building interdisciplinary, grade-level team; b. Other KEA members elected to total membership of up to 14 (at least 2 non-core teachers) c. Principal (and Asst. Principal) d. Subset of at least five members serves on building School Improvement Team. Needs to be the same five people. 2. Summer Leadership Retreat: 3-day local conference on building skills in the Distributed Leadership Model 3. Train Building Leadership Team – ongoing throughout project 4. Grade-level, interdisciplinary teams are formed around common student populations. Each team serves a common group of students. Each team has, to the greatest extent possible, common planning time built into each school day. 5. Interdisciplinary teams meet twice per month and function as Professional Learning Communities; focusing on student achievement, instructional improvement, best-practice strategies and implementation of professional development. 6. Coaching support provided up to four days per month to assist teaching staff through modeling, conferencing, mentoring, co-planning and data support. 7. Obtain release from District PD Activities for 2012-13 and 2013-14 school years. School allowed to determine the content of the PD in alignment with PLA School Improvement Plan. 8. Building Leadership Team and Principal use CNA, SIP and staff input to determine PD goals for school for each semester; Full staff approves goals; Project Manager approves goals. Key focus areas: Literacy, Numeracy, School Climate/Culture, Professional Learning Communities. 9. Research-based, high-impact, high-yield strategies, identified and deployed in all content areas. a. Literacy – i.e.: Reading Apprenticeship; Strategic Reading; Chris Tovani and Kelly Gallagher b. Numeracy - Reinforcing and integrating Numeracy; based on Research by Deborah Ball; NCTM c. SC/C – i.e.: Discipline in Secondary Classroom; Responsible Thinking Process; Second Step d. Data-driven Differentiated Instruction and PLCs 10. Building Leadership Team develops and promulgates a PD calendar that is synchronized with District PD Calendar 11. Professional Development activities are designed, developed or purchased, based on goals and needs 12. PD Summit – 3-day summer summit on all instructional and behavioral strategies implemented under plan followed by 7 – 2-hour sessions throughout the school year. (Teachers and Administrators only)

Transformation Model Required Activities – Hillside

Requirement	Resources Needed	Timeline	Tasks for Each Requirement
Implement strategies such as financial incentives, 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.	List of incentives for recruiting and retaining staff. Financial resources to operationalize plan	1. Develop list of incentives – May 2012. 2. Identify funding amount and source – April 2012 3. Acquire agreement from District to provide additional personal business days – November 2011 4. Determine mechanism for tracking impact on retention and recruiting of staff – August 2012.	1. Determine list of incentives the PLA School can use to recruit effective staff to work in the building and to provide incentives for working at the school and participating in activities that advance the school improvement goals beyond normal expectations. List might include items like: a. Conference attendance b. Tuition vouchers (or NBTC Fees beyond contract allowance) c. Additional personal days d. PD credit / SB-CEU opportunities (or Personal PD options) e. Flex Time f. Professional Memberships or Professional Subscriptions 2. Promulgate these incentives through job postings, HR, internal communications, job fairs, etc.
Area 2: Comprehensive Instructional Reform Strategies			
Use data to identify and implement an instructional research based program that is vertically aligned from one grade to the next, as well as aligned to state standards.	Data warehouse Professional development stipends Substitutes teachers to enable extended team and departmental meetings Consultants for facilitation Coaching support as needed Identify staff member (administrative or instructional) as specialist for data collections and organization. Means for collection/use of behavioral data	1. Train staff on the collection and analysis of data – Starting February 2012 and throughout project. 2. Develop data walls – March 2012 3. Design systematic approach to data collection, analysis and level of implementation - Fall 2012 4. Utilize PLC processes in interdisciplinary teams – ongoing throughout project (continued below)	1. Determine the battery of assessments that will be used for this process a. MEAP b. Locally-developed Benchmarking Assessments – 3x per year c. Performance Series – 3x per year (September, January and May) or SMI/SRI 2. Train PLC Teams in highly-effective data analysis techniques and protocols for analyzing student work and teaching practices 3. PLCs – Training in effective PLC practices, use of protocols, and effective task/time management 4. Data 4SS – Use PD components to assist in training staff on effective data analysis practices 5. Ed Performance – To be given 3x annually, with first and last assessments given earlier and later in the year respectively 6. Could have option to use other research-based, nationally-normed assessmentslike SRI/SMI.

Transformation Model Required Activities – Hillside

Requirement	Resources Needed	Timeline	Tasks for Each Requirement
Promote the continuous use of individual student data (formative, interim, and summative) to inform and differentiate instruction to meet individual student needs.	(continued below)		1. Train staff on effective benchmark assessment design and development 2. Design and develop common and benchmarking assessments in all courses 3. Develop Tiered Intervention models for Literacy, Numeracy and Attendance/Behavior 4. Train staff on differentiation within tiers of instruction 5. Train staff on data collection for informing RtI process 6. Train staff on effective data analysis techniques 7. Provide access to full complement of available data analysis tools 8. Use Team Leaders or Dept Heads or Facilitators to facilitate PLC meetings around data analysis and instructional improvement 9. Train staff on research-based grading practices that inform instruction and motivate students
Area 3: Increasing Learning Time and Mechanisms for Community-Oriented Schools			
Establish schedules and strategies that provide increased time for all students to learn core academic content by expanding the school day, week or year. Provide increased instructional time for core subjects during the school day.	Stipends for planning Stipend for delivery of programs Materials for implementation of programs Additional Strategic Math Teacher Adjusted schedule for allowing additional certain students to take both Strategic Math and Strategic Reading simultaneously Adjust requirements?	1. Organize schedules for extended learning opportunities 2. Schedule appropriate staffs 3. Acquire necessary materials and resources 4. Secure partnerships with community support agencies.	1. Adjust clock schedule so that all core courses meet for an additional 12 minutes each day, thus providing an additional 36 hours of instruction in each core area of instruction (144 hours additional core hours per student) for all students in the school each year. 2. Add supplemental instruction courses for Tier II and Tier III students, replacing an elective course, which allows for an addition 59 minutes each day in intensive instruction in the identified area of deficiency (reading or numeracy). This will add an additional 177 hours of focused and intensive instruction for students who are identified as needing these classes. 3. Using certified staffs and others provide a menu of after-school activities (10 sessions) two days per week that integrate core academic instruction and experiential learning activities. Each after-school offering is available to all students two days per week for 30 weeks, and one hour each session (Total hours = 60 hours). Partner with CIS-K for transportation, also public transportation tokens are available for student who miss the 5:00 bus. 4. Provide organized Homework Hub two days each week for 30 weeks, one hour each session, for all students. This activity utilizes 10 staff members to provide support for students to learn how to engage and manage homework effectively and to get help with classes with which they are struggling. (Total = 30 hours) (Possibly use Mi- Gear-up to cover this?) 5. Provide a 30-minute morning exercise club, focused on fitness activities 4-days/week for 30 weeks. 6. Partner with CIS of K to provide 21st Century Community in Schools programming. This program runs for 36 weeks, 4 days per week, for 3 hours each session. Students involved in this program are those identified as needing Tier II and Tier III support in Mathematics or Reading. (Total = 432 hours)

Transformation Model Required Activities – Hillside

Requirement	Resources Needed	Timeline	Tasks for Each Requirement
Provide ongoing mechanisms for family and community engagement.	N/A	Ongoing	1. Parent Advisory Council – Monthly 2. Key Communicators 3. Pinnacle Internet Viewer 4. School currently has a Home-School Interventionist who coordinates services between families, the school and other social service agencies. This will continue. 5. Parent Involvement on SIT 6. Hillside building website 7. CIS of K – On-site liaison coordinates 21st Century CIS Program, works with individual students and assists with coordination of wrap-around and after-school tutoring services. 8. Monthly Newsletter from principal. Make available in community centers, libraries, Douglass Center, online, etc.
Area 4: Providing Operational Flexibility and Sustained Support			
Provide the school operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rates.	N/A	Ongoing	1. Principal will be given the flexibility to operate the school according to the proposed project, and as needed to substantially improve student academic outcomes. Areas of flexibility include: staffing, assignment of personnel to duties, managing the flow of all site-based discretionary funds, leading the staff Leadership Team, managing all school improvement plan goals, etc. 2. Provide building Leadership Team the opportunity to meet with prospective staff to discuss expectations for and benefits of working at Hillside. 3. Flexibility will be provided with regard to Instructional Pacing Guides to assure that teaching staff has discretion to adjust activities to meet the needs of the students in their charge, and to provide instructional support through the RtI model described under Area 2 above. Any alterations must assure that all essential content is taught to mastery and that required learning benchmarks are met.
Ensure that the school receives ongoing, intensive Technical Assistance and related support for LEA, SEA or other designated external partner or organization.	Consultant to assist in development of monitoring and evaluation systems	Ongoing	1. Develop plan for monitoring and evaluating the implementation of the project. Use consultants to help Office of School Improvement and building principal construct the evaluation rubrics, timelines for assessment, and plans for modifying the project as needed. 2. Provide a status report to the BoE twice each year for the life of the project. 3. Office of School Improvement and Principal will develop and execute contracts regarding the use of technical service providers, as necessary. 4. Office of School Improvement and Principal, with assistance from technical assistance partners, will develop a plan for sustaining and monitoring the effectiveness of this restructuring plan beyond the PLA cycle.

Transformation Model Permissible Activities - Hillside

Permissible	Resources Needed	Timeline	Tasks for Each Requirement
Area 1: Development & Increase School Leader Effectiveness			
Institute system for measuring changes in instructional practices that result from professional development.	Consultant for training in assessment development Technology infrastructure to build assessments, deliver them electronically, and analysis tools	See Area 4 above	<u>Program Monitoring and Evaluation – Area 4 above</u> 1. Research, design and implement a system for measuring the effectiveness of instructional change as a result of Professional Development 2. Monitor and adjust Professional Development based on data analysis.
Ensure that school is not required to accept a teacher without mutual consent of teacher and Principal, regardless of seniority.	**New language in Hillside PLAS Letter of Agreement provides for a staffing meeting with all prospective candidates to familiarize them with the requirements and expectations of staff working at this school. See attached Letter of Agreement for more information.**		
Area 2: Comprehensive Instructional Reform Strategies			
Conduct reviews to ensure that curriculum is implemented with fidelity and is impacting student achievement.		1. Selection and training in the use of selected literacy and numeracy strategies – March through June 2012. 2. Leadership Team Reviews implementation of PD and changes in curriculum bi-monthly and reports to staff.	<u>Program Monitoring and Evaluation – Area 4 above</u> 1. Implementation of research-based instructional strategies 2. Implementation of protocols for evaluating student work (i.e., slice protocol, tuning protocol)
Implement a school wide Response to Intervention model.	1. Training in the use of peer observation protocols 2. Training in the use of protocols to examine student work such as tuning and slice protocol		<u>Area 2 above</u> 1. Development of tiered intervention program for literacy, numeracy and school climate and culture 2. Design, implement and monitor a plan for the improvement of attendance 3. Development of tiered intervention strategies
Use and integrate technology-based supports and interventions.			Read 180 – System 44 – Scholastic Math Inventory and other items. Used in Strategic Reading and Mathematics classes.
Establish early warning systems to identify students who may be at risk of failure.			RtI – Area 2 above

Transformation Model Permissible Activities - Hillside

Permissible	Resources Needed	Timeline	Tasks for Each Requirement
Area 3: Increase Learning Time and Creating Community-Oriented Schools			
Partnering with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.			Area 3b – Tasks 1,2 and 4 above
Implementing approaches to improve school climate and discipline.			Area 1e – Task 9 above

Redesign Plan Signature Page

MICHIGAN Department of Education

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Kalamazoo Public Schools School Name: Hillside Middle School Address: 1941 Alamo Road, Kalamazoo School Code: 01687	Name: Phillip E. Seager Position and Office: Director of School Improvement and Assessments Telephone: 269-337-1576 Fax: 269-337-1553 Email: seagerpe@kalamazoo.k12.mi.us
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Michael F. Rice, Ph. D. Signature: X Michael F. Rice Date: 11/22/2011	Telephone: 269-337-0123 Fax: 269-337-0149 Email: ricemf@kalamazoo.k12.mi.us
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Gloria Foster-Wimbley Signature: X Date: 11/22/2011	Telephone: 269-337-0570 Fax: 269-337-1618 Email: FosterGP@kalamazoo.k12.mi.us

LEA SCHOOL BOARD PRESIDENT

Signature: X _____ Date: 11/22/2011

LOCAL TEACHER BARGAINING UNIT

Signature: X _____ Date: 11/22/2011

all contents comply w/ contract and letter of agreement

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.