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GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

December 28, 2011

Mr. Michael Vieau, Superintendent
Pinconning Area School District
605 W. Fifth Street
Pinconning, MI 48650

Dear Mr. Vieau:

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

Status of Redesign Plan: Changes Needed

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

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

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

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

Sincerely,

Deborah Clemmons
State School Reform/Redesign Officer

cc: Principal
Board President
State Superintendent of Public Instruction

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PART A: DEVELOP AND INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 1</p> <p>Replace the principal.</p>	<p><input type="checkbox"/> YES</p> <p>Continuing with existing principal who does not meet the two year rule.</p>	<p><input type="checkbox"/> YES</p> <p>Continuing with existing principal. An incomplete or incorrect description given as to how the principal meets the two year rule.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>New principal in place or complete rationale given for keeping principal that falls under the two year rule.</p> <ul style="list-style-type: none"> ✓ Advertise, screen, interview, select, and hire new principal based on using turnaround competencies or criteria. ✓ Establish a pipeline of potential turnaround leaders. 	<p>The plan could be strengthened by describing the Principal's turn around skills and experience.</p>
<p>REQUIREMENT 2</p> <p>Collaborative process used to create a teacher/leader evaluation plan that includes student growth as a significant factor.</p>	<p><input type="checkbox"/> YES</p> <p>Plan states that a collaborative process was used, but no details given.</p>	<p><input type="checkbox"/> YES</p> <p>Plan states that a collaborative process was used. Some details are provided. No mention is provided about how student growth will be included as a significant factor in the evaluation.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Plan states that a collaborative process was used. Complete details are provided, including how student growth will be included as a significant factor in the evaluation.</p> <ul style="list-style-type: none"> ✓ Percentage of student growth used in the evaluation. (MCI 380.1249 Section 2 (c) (i) states 25% by 2013-2014.) <p>Leader and Teacher Evaluation tool is attached in Appendix A.</p>	<p>The plan includes an evaluation tool for teachers; however, does not include an evaluation tool for school leader.</p>

TRANSFORMATION REQUIREMENT 3	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>Identify and reward school leaders/teachers/staff who have increased student achievement and remove those who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.</p>	<p>No plan or minimal plans are indicated in either the reward or remove categories.</p> <p><input type="checkbox"/> YES</p>	<p>A partial plan is in place that identifies how staff members can be rewarded and/or removed.</p> <p>No mention is made of opportunities that staff will have to improve practice.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> YES</p>	<p>A plan has been completed to identify and reward school leaders, teachers, and staff that have increased student achievement.</p> <ul style="list-style-type: none"> ✓ A transparent and fair plan detailing how personnel that increase academic achievement are rewarded. ✓ Identify and establish non-monetary incentives for performance. ✓ Provide training to those conducting evaluations to ensure fidelity to standardized procedures and to ensure that the evaluation process is documented. <p>A plan has been completed to remove personnel that have been given multiple chances to improve professional practice and did not.</p> <ul style="list-style-type: none"> ✓ A transparent plan that details how leaders and/or staff will be removed if instruction and student achievement does not improve. ✓ Work with teachers and unions at each stage of development and implementation. ✓ Secure sufficient funding or alternative methods for long-term program sustainability. ✓ Established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. ✓ Provide performance-based incentives using valid data on whether performance indicators have been met. <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> YES</p>	<p>Reward of school leaders is not addressed. Teacher rewards are adequately addressed.</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 4 Provide staff with ongoing, high quality, job embedded professional development that is aligned and designed to ensure that staff can facilitate effective teaching and learning.</p>	<p>No plan or minimal planning is in place to provide staff with job embedded staff development.</p>	<p><input type="checkbox"/> YES</p> <p>A plan is in place, yet it is not job embedded, focused, or lacks a timeline.</p> <p>Professional development consists of a series of workshop activities that are not connected to the student outcomes indicated in the plan.</p> <p>Plan includes opportunity for staff to demonstrate new learning about effective teaching.</p>	<p><input checked="" type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</p>	<p>Professional Development Plan is not present for the 2011-12 school year. Plan is present for past three years and for 2012.</p>
		<p><input checked="" type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</p>	<p>Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for employees receiving an unsatisfactory evaluation or warning.</p> <p>Reform seniority rights, and other job protections, to enable quick performance-based dismissals.</p> <p>A plan is in place (with timelines) that is well defined and occurs on a regular basis with follow-up and support aligned with instructional needs.</p> <p>The timeline for professional development includes a schedule of options for job-embedded professional development, options for determining implementation of PD, and options for sharing changes in classroom practice.</p> <p>The plan indicates that school staff was an integral part of designing the professional development activities to meet instructional needs.</p> <p>The plan differentiates for the varying needs of school personnel.</p> <p>Align professional development with identified needs based on staff evaluation and student performance.</p>	<p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</p> <p>Not well articulated.</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 5 Detail how the school will implement strategies such as increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students.</p>	<p>The plan does not address strategies in these categories.</p> <p><input type="checkbox"/> YES</p>	<p>The plan addresses strategies for some of these categories.</p> <p>The plan includes providing a mentor and additional professional development activities to new teachers.</p> <p><input checked="" type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> YES</p>	<p>Structure professional development to provide adequate time for collaboration and active learning.</p> <p>Create a school culture in which professional collaboration is valued, emphasized, and fosters a culture of continuous learning.</p> <p>Professional Development calendar is attached in Appendix B.</p> <p><input checked="" type="checkbox"/> YES</p>	<p>Plan does not address strategies for flexible working conditions, hours, recruitment or retention of staff.</p> <p><input type="checkbox"/> YES</p>
<p>PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES</p>				
<p>REQUIREMENT 6 School uses data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.</p>	<p>Plan does not describe how school has or is using data to identify and implement instructional programs.</p> <p><input checked="" type="checkbox"/> YES</p>	<p>Plan describes how school has/is using data to identify and implement instructional programs.</p> <p>Plan does not describe how programs are aligned vertically and with state standards.</p> <p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</p>	<p>Plan describes how data have been used to identify and implement researched based instructional programs.</p> <p>Plan discusses how programs are aligned with state standards.</p> <p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</p>	<p>The school needs to expand upon its plans for use of data to identify instructional programs that are research-based. Use of data is not addressed.</p> <p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</p>

TRANSFORMATION REQUIREMENT 7	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>The school promotes the continuous use of individual student data to inform and differentiate instruction.</p>	<p>Plan describes minimal use of student data to inform instruction. Data use is primarily from state assessment results.</p> <p>No mention is made of how data is used to differentiate instruction.</p> <p><input type="checkbox"/> YES</p>	<p>School has a plan for using student data to inform instruction.</p> <p>Some mention is made of data use that comes from formative and interim assessments to differentiate student instruction.</p> <p><input type="checkbox"/> YES</p>	<p>School has a plan for using student data to inform instruction.</p> <ul style="list-style-type: none"> ✓ Plan details PD on data use and describes how teachers have easy access to data on their students. ✓ Details are provided on the use of data in addition to state assessments (formative, interim) and how it will be used to inform and differentiate instruction. ✓ Teachers are trained on data usage and can access assigned student's data with ease. ✓ Teachers prepare standards-aligned lessons and differentiated activities. ✓ Student learning assessed frequently using standards-based classroom assessments. ✓ Parent communications are frequent and include useful information about homework practices. ✓ Plan includes varied modes of instruction (teacher-directed whole-class, teacher-directed small group, student-directed small group, etc.). ✓ Teachers employ effective classroom management. 	<p><input checked="" type="checkbox"/> YES</p>
PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT				
<p>REQUIREMENT 8</p> <p>Increased time for core academic subjects; enrichment activities for students; collaboration time for teachers.</p>	<p>Plan does not address the three components of the requirement.</p> <p><input type="checkbox"/> YES</p>	<p>Plan only partially addresses all three components of the requirement.</p> <p><input type="checkbox"/> YES</p>	<p>Plan addresses all of the components of increased time:</p> <ul style="list-style-type: none"> ✓ Use creative strategies to allocate funds or flex schedules to support extended learning time. 	<p><input checked="" type="checkbox"/> YES</p> <p>The plan must provide executed addendum or MOU supporting increased learning time.</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
			<p>All Core academic subjects included.</p> <ul style="list-style-type: none"> ✓ Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications. <p>Enrichment activities for all students.</p> <ul style="list-style-type: none"> ✓ Assess areas of need, select programs, and strategies to be used and identify community partners. Create and sustain partnerships to support extended learning. ✓ Create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders, and faith-based organizations through information sharing, collaborative planning, and regular updates. <p>Collaboration time for all teachers.</p> <ul style="list-style-type: none"> ✓ Ensure that teachers use extra time effectively when extended learning is implemented within the school program by providing targeted PD. <p>The following schedules are attached in Appendix C.</p> <ol style="list-style-type: none"> a. Daily school schedule. b. Teacher collaboration schedule. c. Student schedule that demonstrates increased learning time. 	<p><input checked="" type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> YES</p>

TRANSFORMATION REQUIREMENT 9 Provide ongoing mechanisms for family and community engagement.	GETTING STARTED <input type="checkbox"/> YES Plan gives minimal information regarding how families and the community will be involved.	PARTIALLY COMPLIANT <input type="checkbox"/> YES Plan gives some information about how families and/or the community will be engaged in the transformation efforts.	COMPLIANT <input checked="" type="checkbox"/> YES Plan contains detailed information about multiple strategies that will be used to integrate the family and the community into the improvement efforts.	COMMENTS
PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT				
REQUIREMENT 10 Provide operational flexibility to the school (staffing, calendars, time, and budgeting) to implement a comprehensive approach to increase student achievement and graduation rate.	<input type="checkbox"/> YES Plan gives minimal information about the flexibility the district will provide to the school.	<input type="checkbox"/> YES Plan describes some details pertaining to the operational flexibility that the district will provide to the school.	<input checked="" type="checkbox"/> YES Plan details the operational flexibility in staffing, calendars, time, and budgeting. ✓ Align resource allocation (money, time, human resources) with the school's instructional priorities. ✓ Negotiate union waivers if necessary. ✓ Consider establishing a turnaround office or zone to also include transformation and other models. ✓ Examination of current district policies and structures related to central control and make modifications to fully support transformation. ✓ Re-orient district culture toward shared responsibility and accountability, and establish performance objectives for the school.	The plan lacks specificity and does not address details related to student achievement. Increase the specifics of plan directly related to student achievement.
REQUIREMENT 11 The district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, the ISD, MDE, or other external partners.	<input type="checkbox"/> YES Plan gives minimal details about how the district will support the school's efforts.	<input type="checkbox"/> YES Plan describes how the district will support the school's efforts, but does not mention any assistance from other partners.	<input checked="" type="checkbox"/> YES Plan details how district will support the school's reform efforts. Plan describes technical assistance that will be sought from outside sources to assist the school that should include at least one from the list below: • ISD • MDE • External Provider	Plan is vague and needs to be more fully developed with regard to who does what. This provides more an outline than a plan.

PART E: RUBRIC REVIEW OF OVERALL PLAN

TRANSFORMATION REQUIREMENT 12	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>Plan is clear and cohesive.</p>	<p><input type="checkbox"/> YES</p> <p>Plan shows little evidence of planning for a cohesive approach that will lead to significant gains in student achievement. No plans are in place to sustain improvements after the end of the plan.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Planning appears to be complete for year 1, but years 2 & 3 are not well spelled out. Minimal reference is made to the longer term plan to sustain improvements after the end of the plan.</p>	<p><input type="checkbox"/> YES</p> <p>Plan shows evidence of a well-thought out approach to improving student achievement over a three-year period. Cohesive activities are planned that are designed to lead to significant gains in student achievement. Appropriate staff is in place to oversee implementation activities. Plans are in place to sustain improvements.</p>	<p>A good beginning but expansion in many areas is needed. More detailed plans are required.</p> <p>The revised plan should reflect the requirements by number outlined in this rubric.</p>

SCHOOL INFORMATION

District: Pinconning Area Schools
 School Name: Pinconning Middle School
 Address: 605 W. 5th Street, Pinconning, Michigan 48650
 School Code: 06656

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)
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)

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)
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)

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)

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)
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)

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)

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)

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)
- 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.)

**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)

APPENDIX B
COPY AND PASTE YOUR:

Professional Development Calendar or Timeline

(unlimited characters)

**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)



Pinconning

MIDDLE SCHOOL

Reform/Redesign Plan

2012

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Appendix K:	Overview of Programs Already Implemented at Pinconning Middle Schools since 2010-2011
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Overview of Pinconning Middle School

The Pinconning Area School District is comprised of parts of nine cities and townships; Pinconning City, Pinconning Township, Fraser Township, Garfield Township, Mt. Forest Township, Beaver Township, Grim Township, Kawkawlin Township, and Gibson Township. The largest part of the district lies in northern Bay County, along with a portion in Gladwin County. The district covers approximately 225 square miles.

Our school district is a rural area that suffers from high unemployment. Over the last five years the unemployment rate in Bay County has ranged from 7.5% to 13.4%. Over the same period of time, the State of Michigan has ranged from 7.7% to 14.3%. The percentage of students that qualify for free and reduced lunch in the district is 47%. However, the middle school is at 52%. Families in the community receive needed assistance through programs such as: United Way, Red Cross, WIC, the Pinconning Food Pantry, local Churches, and discount community clothing stores. In addition to school bussing, we have a county-wide bussing system that helps assist with transportation.

We have chosen the Transformation model for several reasons. The data supports that staff stability is an important part of our redesign plan. The school district has been making progress towards all students improving achievement.

Several systemic changes have been implemented to account for budget restraints and teacher retirements. Our former Curriculum Director/Assistant Superintendent has recently become our new Superintendent. Since 2007, the Middle School has experienced 7 retirements, many of whom have not been replaced. Furthermore, 6th grade was brought up to the Middle School in 2010 after the closure of our second school in five years. Many teachers were shifted from other schools and grade levels to meet the demands of the Middle School. The district also went with a one-route bussing system in 2007 instead of a two-route to help cut costs. Before, all elementary school students were picked up and dropped off separate from the high school.

MEAP data scores for the district generally show that school makes AYP and is above state average every year since the 2007/2008 school year. (see School MEAP Trend Data- Appendix A) All of our MEAP scores were based on the 8th grade class up until 2010 when the 6th grade moved to the middle school. Prior to that year, the 7th grade scores went back to their home school so 8th grades scores were all that were used to measure student progress. In the school year 2009/2010, however, the math scores for the 8th grade class dropped below the state average. The school average was 62% proficient while the state proficiency was 71%. Along with drop in overall proficiency scores, the individual student scores also went down (students moving from exceeding to proficient or proficient to partially proficient, etc.) Also, in looking at the trends, the EDD and SWP subgroups scores are consistently lower than the other White subgroup with the SWP subgroup at least 30 points lower than the other subgroups.

A data coach has been brought in to help the district with data analysis as well as increasing student achievement for all grade levels. He will assist staff members and School Improvement Team members in collaboration and cooperative development of school improvement between buildings.

MEAP Data (Appendix A)

The school district has implemented several intervention strategies already including:

- Introduced an Intervention Specialist to work with at-risk students on organization, remediation, and grade check-ups.
- Hired a data coach to help data teams disaggregate data, chose power standards, and create strategies/formative assessments.
- Continuing with after school tutorial for students failing any core subjects. A core teacher is available for each core area on the assigned day of tutorial.
- “Failure Is Not An Option” intervention system.
- Staff Mentoring (new teachers and low proficiency teachers)

The district and school are also implementing the necessary paperwork to establish the Middle School as a Title 1 school. By incorporating the Middle School as a Title 1 building, all grades K-8 will have the accompanying services. As part of this, the building will provide Title 1 services to those students who are deemed at risk as per MEAP scores, End of Course exams, core class grades, and STAR testing data. The district will be hiring two Title 1 teachers as well as a paraprofessional to assist those students who have been targeted as needing assistance in their student achievement.

Transformation Model Required Activities

Develop and Increase School Leader & Teacher Effectiveness

Requirement 1- Replace the Principal

Even though test scores were connected to a small group of students over a two year period and MEAP scores overall have been equal to or better than state average, the transformation reform model will be followed and the principal, Mr. Mark Fuhrman, will be replaced. Keith Wetters will come in to act as the new Middle School Principal. Mr. Wetters was the former principal at the middle school so the transition effects should be minimal. The changes will take place at the end of the 1st semester January 2012.

Requirement 2- Use of evaluation systems that take into account significant data on student growth as well as other factors.

Middle School staff evaluations will include student growth data, assessment data, professional growth, etc. through a new comprehensive evaluation system that was created by administrators, district superintendent, and teachers. The evaluation was created by using a model that will be similar

to the evaluation system created by the Michigan Department of Education. (see attached copy of the evaluation- Appendix B-1) The new evaluation system is already included in the PEA contract. Evaluations systems for teachers will take in to account data on growth in student achievement as well as multiple observation-based assessments of performance of student achievement and teacher performance. These will include student work, lesson plans, and student assessments. (see attached addendum to PEA master agreement- Appendix G)

Requirement 3- Evaluation systems are designed with teacher and principal involvement.

District teacher evaluations are new for the 2011-2012 school year and were created by a committee of administrators (Andy Kowalczyk, John Sanford, Keith Wetters), the district superintendent (Mike Vieau), and teachers (Holly Coggins, Deb Smith, Vickie Lapointe). (see attached copy of the evaluation- Appendix B-1 and Appendix B-2). Evaluations are based on 10% teacher performance on gains in student achievement. In the 2013-2014 school year, teachers will be evaluated based on the new evaluation program introduced by the MDE. Principal and teacher will not be involved in the new evaluation process. Progress in student achievement will go from 25% to 50% of teacher evaluation by the year 2013-2014 based on the MDE evaluation system.

The evaluation system will take into account data on student performance using the rigorous and equitable evaluation system.

Requirement 4- 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.

Incentives will be in place to reward teachers who increase student achievement on pre- and post test student achievement data and goals established by the grade level data teams. Tiered achievement targets will be used to establish incentives for improved student achievement. 10% increases in student achievement will result in a celebration party to show gratitude for teacher and students. The next tier, a 20 % increase in achievement, will result in additional money for classroom supplies to help support continued student achievement. Those teachers that have a 50% increase in student achievement will earn 1 extra personal business day for the year. Teaching staff that have been identified through student data and the evaluation process as not increasing student achievement will be given opportunities to improve their professional practice through training and mentoring. This will be tracked through lesson plans, student data (formative and summative), and additional embedded professional development. Those administrators or teaching staff not making targeted outcomes (2 or more evaluations with an overall ineffective rating) will be removed and replaced by another staff member at the administration's discretion.

Requirement 5- Provide staff with outgoing, 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.

Professional development will continue this year with a new writing program (*Write for the Future*) that ties into our reading/writing program of *Thinking Maps*. (see PD Calendar- Appendix C-1 and Appendix C-2). This program will be a continuation of the program in the elementary schools called "*Write from the Beginning.*"

The teachers will also be getting training in Quill (Common Core) as well as working with a math coach to help in strategies in math instruction targeting low achievement areas. Teachers will also get training on highly effective team collaboration (data teams.)

As a staff, it was determined that student/staff expectations for learning and behavior are important. Staff decided that implementing the "*Great Expectations*" program was important and will be training in it during the summer of 2012. Ongoing teacher-lead instruction will follow up this program through monthly meetings and logging activities/interventions with school wide climate expectations.

Also, teachers will attend the annual conferences for their respective content areas during the spring and summer of 2012. After attending, they will prepare an overview presentation of important key information that will help meet school improvement goals and share it with the staff (department and grade level data teams). Strategies gained from the conferences will be implemented by the staff and data teams targeting established power standards.

Requirement 6- Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and/or flexible working conditions to recruit and retain staff to meet the needs of students in a transformational school.

Middle School teaching staff will be reimbursed an extra \$50 above the \$25 per semester credit hour (\$75 per credit hour) for taking *approved* (District Superintendent) college courses to help improve student achievement. Also, new teachers and staff to the building will be assigned veteran staff members as *mentors* to help them through the day to day events as well as with strategies to help increase student achievement. (see Appendix D)

Comprehensive School Reform Strategies

Requirement 1- 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.

Over the last several years, the district and school have incorporated and are implementing “*Failure is not an option*” as a reform model. (see Appendix E) As part of this, staff and administration have been involved in increasing aspects of Professional Learning Communities (PLC). From the beginning, all courses were aligned vertically from grade to grade with curriculum maps. Lesson planning and curriculum is all based on achieving grade level state standards.

All students have been involved in the pyramid of intervention to help target those students who are identified as at-risk of not succeeding. Those students meet with teachers, councilors, and administrators with different levels of intervention strategies such as one-on-one instruction, after school tutoring, mentoring, etc. Students deemed most at risk have been assigned to our Intervention Specialist, Mr. Schabel. They meet with him on a weekly basis to discuss grades, achievement, organization, and strategies for helping them in the classroom.

Requirement 2- Promote the continuous use of individual student data (formative, interim, and summative) to inform and differentiate instruction to meet individual student needs.

Teaching staff will be working in collaborative grade level groups (data teams) on a daily basis to look at individual student data to determine student needs and identify power standards. (see Appendix L-1 and L-2) Based on best practices from Data Teams, the teams will identify those strategies that will help increase student learning of the power standards. They will also create formative assessments and achievement calendars to help establish a system for knowing when students are successful with a given power standard. Throughout the year, data teams will target different ELA and Math standards that students predominantly are show to struggle with through student data sources.

Increasing Learning Time and Mechanisms For Community Oriented Schools

Requirement 1- 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.

In order to increase learning and collaboration time, the schedule will add in 349 hours. As well as adding on minutes to all classes (99 hours for core and enrichment), a collaboration planning time for teaching staff (Data Teams) will be added on to each school day. (see Data Team Schedule- Appendix L-1 and L-2) Along with added school time, there will also be 4 hours of after school tutorial class available to all students for each core content area for 20 weeks out of the school year. The local LEA (Pinconning Education Association) has agreed to the daily and yearly schedule changes and professional development schedule as per the addendum to the contract.

Appendix F-1: 2012 School Year Schedule

Appendix F-2: 2012 Sample Student Schedule

Appendix G- Union Addendum to contract

Requirement 2- Provide ongoing mechanisms for family and community engagement.

A key component of the school reform model is increasing the amount of community engagement and the mechanisms in place for engagement. Currently, parents and the community are notified of school happenings and achievement by the use of Edline, student video announcements posted online, report cards, semester parent/teacher conferences, Phone messenger system, and letters sent home from staff and the principal.

The school district has the PAL volunteer program which brings in parents as volunteers. However, parent volunteer participation drops drastically in the Middle School/High School settings. To further increase engagement, the following mechanisms look to be implemented as of semester/fall 2012:

1. Increase information, including educational links, daily announcements, phone message system announcements, daily class schedules, etc. by adding to the Pinconning Middle School website and make sure it is updated daily.
2. Set up a blog or link on the web page for parents and community members to ask questions, voice concerns, and give feedback to blog questions.
3. Suggestion box in Middle School Office
4. Increased video announcements by the principal placed online with parents notified by email or phone messenger.
5. Monthly open house meeting with parents (district curriculum coordinator)

Providing Operational Flexibility and Sustained Support

Requirement 1- Provide the school operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rates.

Incoming principal, Keith Wetters, will be given operational flexibility with staffing, daily school schedule, and school budget to help increase student achievement. Mr. Wetters, with the help of staff members, will have greater control over Title 1 and Title 2 expenditures for professional training, assistance, and intervention activities with students. The Principal will also be involved in evaluating staff, identifying staff needs, and removing/replacing those staff members that are not exhibiting increases in student achievement through the evaluation process. Finally, control over the daily school schedule within the confines of the school day will be open to the principal. Working with the shared high school staff and the high school schedule, Mr. Wetters will be able to flex the daily schedule to accommodate intervention activities as determined by the data teams.

Requirement 2- Ensure that the school receives ongoing, intensive Technical Assistance and related support for LEA, SEA, or other designated external partner or organization.

The Middle School will continue to work closely and get support through the BAISD (Bay Arenac Intermediate School District) through professional development, staff training, curriculum updates and alignment, data warehouse and integration of the Common Core (Quill).

Piper Farrell-Singleton, from the Office of School Reform, will be our contact person and person for assistance from the Reform Office on questions dealing with the reform plan, curriculum, and student data.

Vanessa Kessler, also from the Office of School Reform, will be used as a data interpretation source for future assistance beyond the school reform plan.

The district has hired Christopher Brown, as a data coach, to help train staff members to interpret data and target power standards to help improve student achievement beginning in September 2011.

Appendix

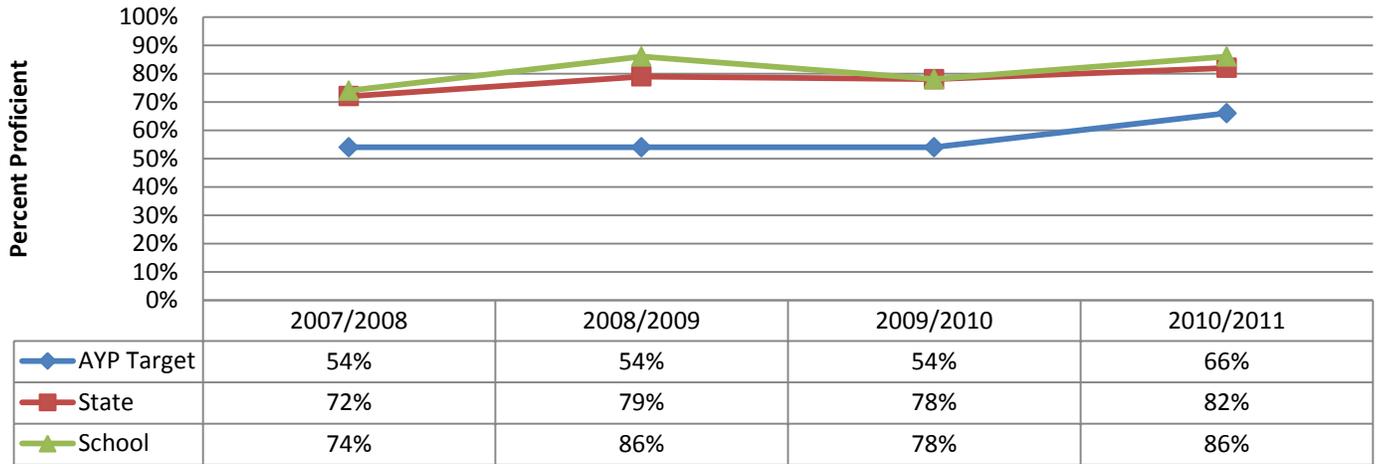
MEAP Data Trend Analysis for Pinconning Middle School

Prepared by
Chris Brown

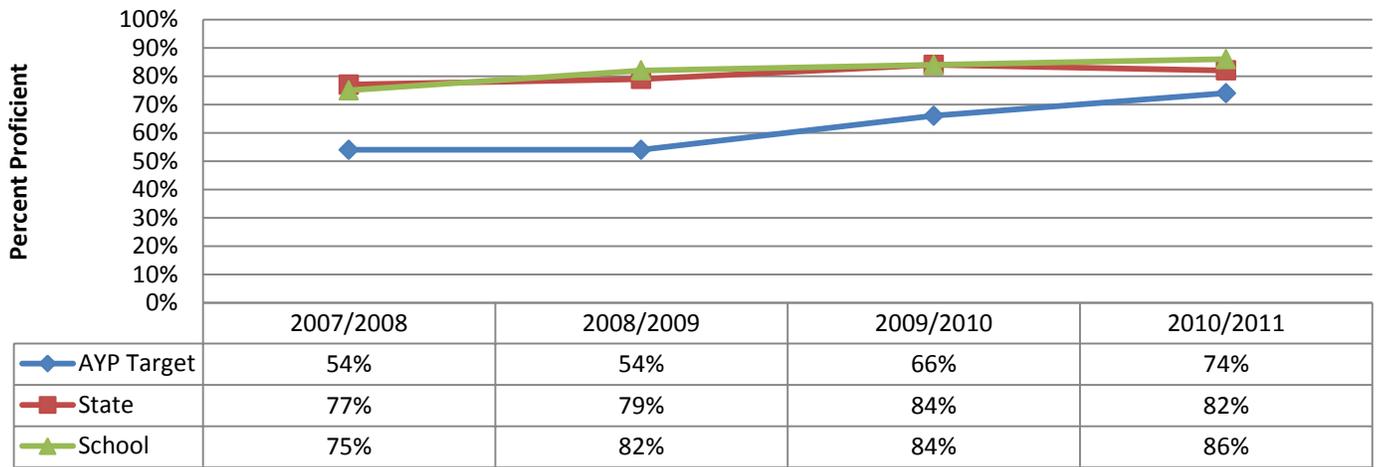
January 6, 2012

Student Performance Trends in Mathematics and ELA/Reading at the Building Level

All Grades Math Proficiency Over Time

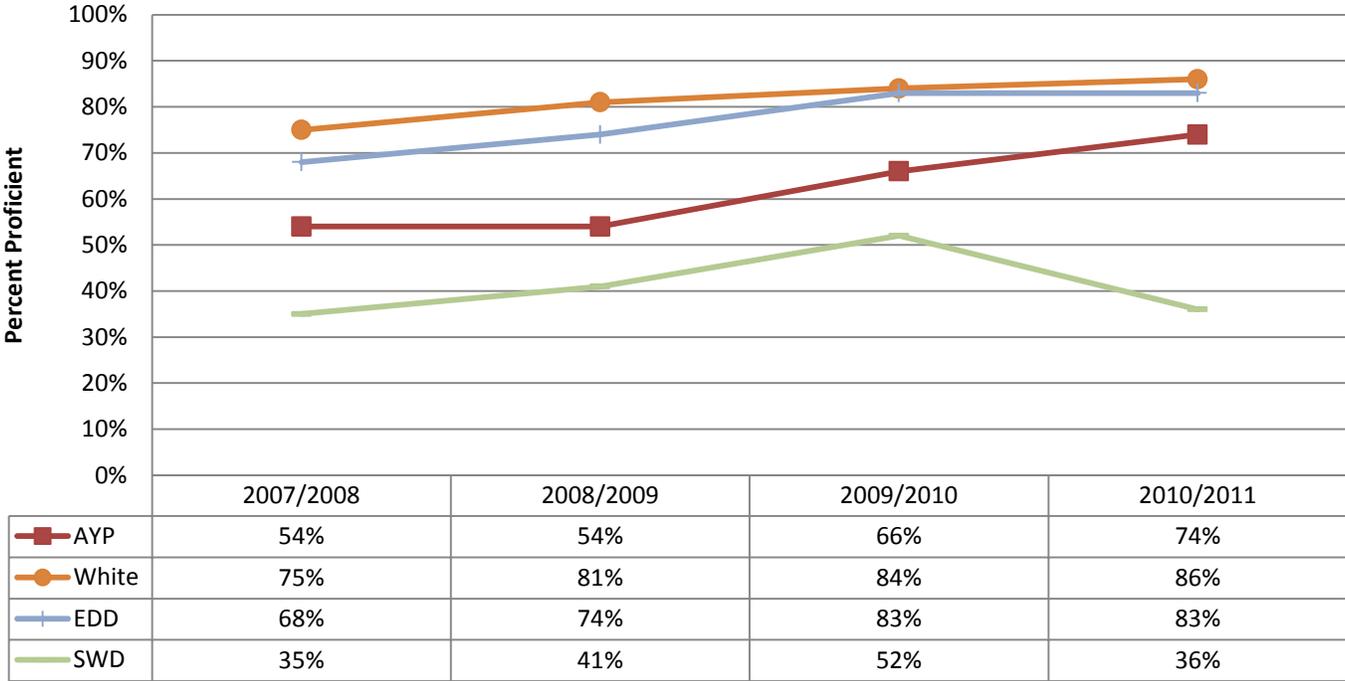


All Grades Reading Proficiency Over Time

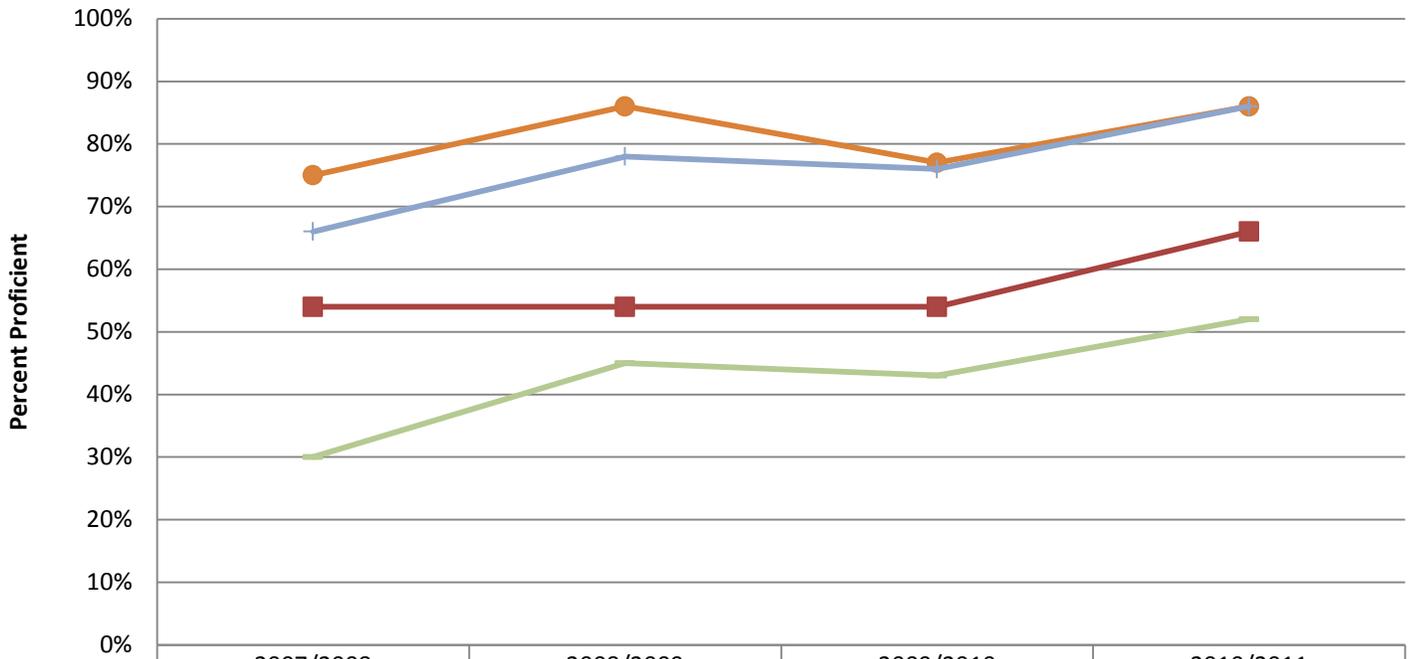


Student Subgroups Performance Trends in Mathematics and English Language Arts at the Building Level Over Time

School AYP Subgroup Proficiency Trend Analysis for Reading MEAP



School AYP Subgroup Proficiency Trend Analysis for Math MEAP



	2007/2008	2008/2009	2009/2010	2010/2011
■ AYP	54%	54%	54%	66%
● White	75%	86%	77%	86%
+ EDD	66%	78%	76%	86%
— SWD	30%	45%	43%	52%

Student Subgroups Performance Trends: Data Tables

Reading

Year	2007/2008		2008/2009		2009/2010		2010/2011	
	Proficient	Total	Proficient	Total	Proficient	Total	Proficient	Total
Subgroup								
Am Ind/AK Native					1	1	3	4
Two or More Races	3	3	4	4	1	1		
Black	4	4	4	4	1	1	3	4
Hispanic	2	3	5	5	4	5	7	8
White	187	251	194	240	189	225	265	308
EDD	75	111	82	111	94	114	152	183
SWD	8	23	12	29	11	21	12	33

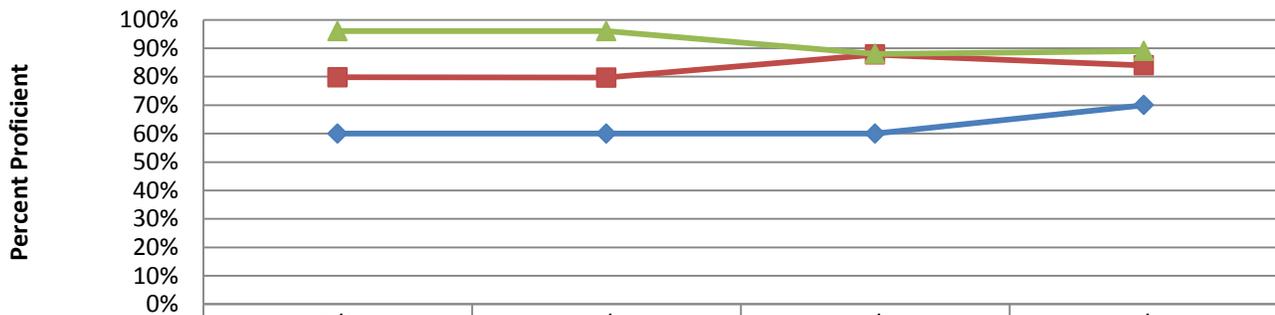
Math

Year	2007/2008		2008/2009		2009/2010		2010/2011	
	Proficient	Total	Proficient	Total	Proficient	Total	Proficient	Total
Subgroup								
Am Ind/AK Native					0	1	4	4
Two or More Races	3	3	4	4	1	1		
Black	3	4	2	4	1	1	3	4
Hispanic	1	3	5	5	5	5	7	8
White	187	251	206	240	173	224	265	308
EDD	74	111	86	111	86	113	158	183
SWD	7	23	13	29	9	21	17	33

Grade Level Performance Over Time

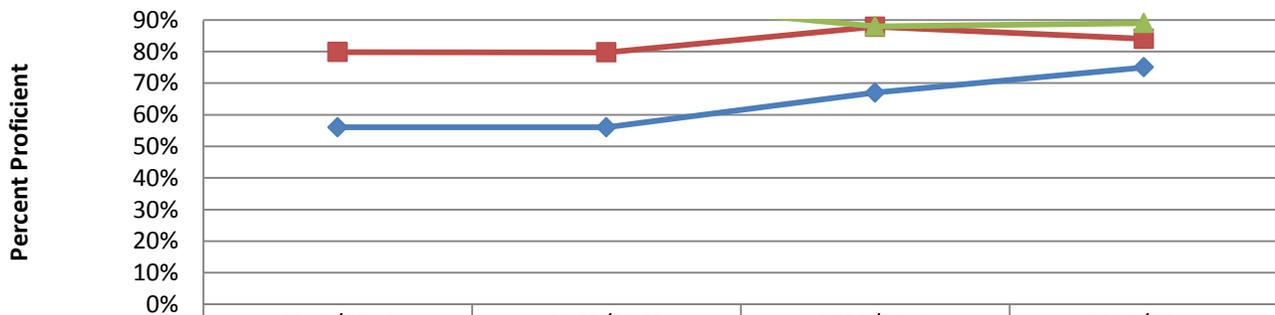
Grade 6

Grade 6 Math Proficiency Over Time



	2007/2008	2008/2009	2009/2010	2010/2011
◆ AYP Target	60%	60%	60%	70%
■ State	80%	80%	88%	84%
▲ School	96%	96%	88%	89%

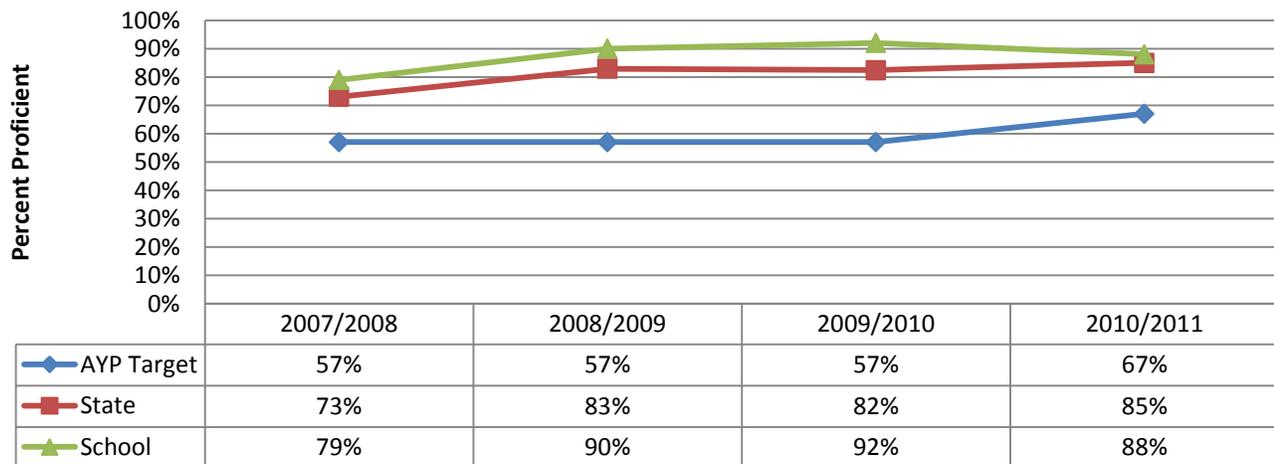
Grade 6 Reading Proficiency Over Time



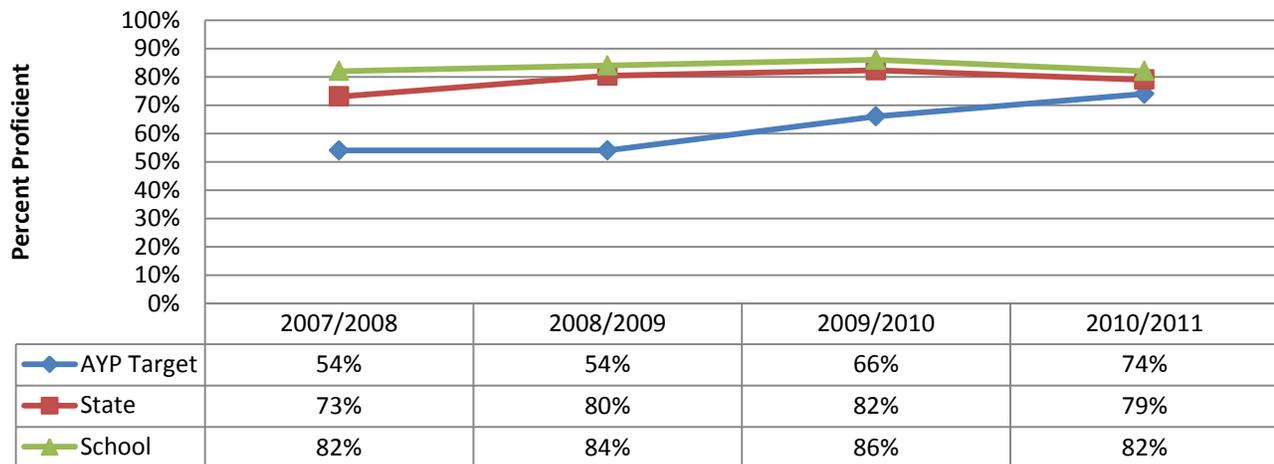
	2007/2008	2008/2009	2009/2010	2010/2011
◆ AYP Target	56%	56%	67%	75%
■ State	80%	80%	88%	84%
▲ School	96%	96%	88%	89%

Grade 7

Grade 7 Math Proficiency Over Time

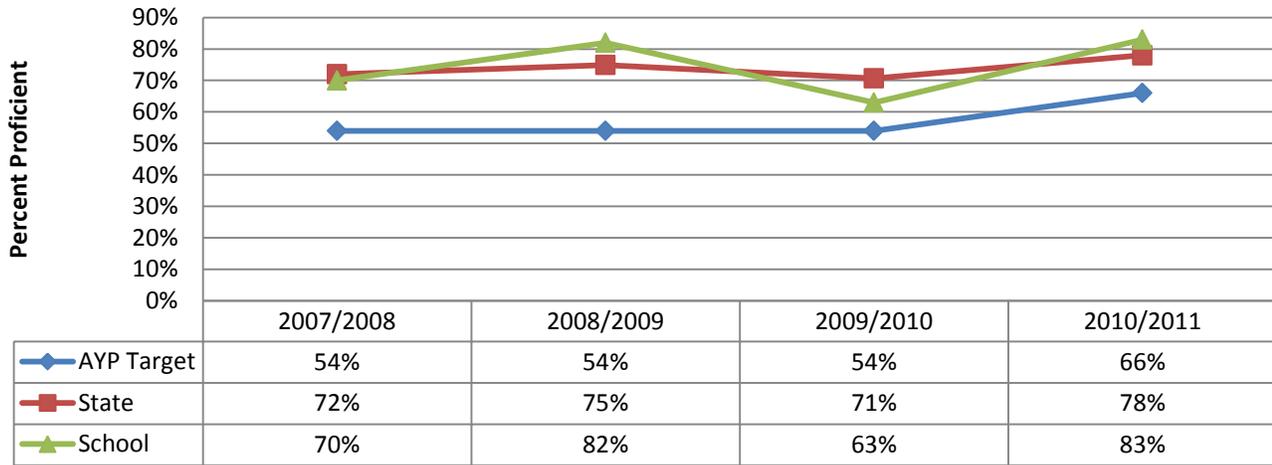


Grade 7 Reading Proficiency Over Time

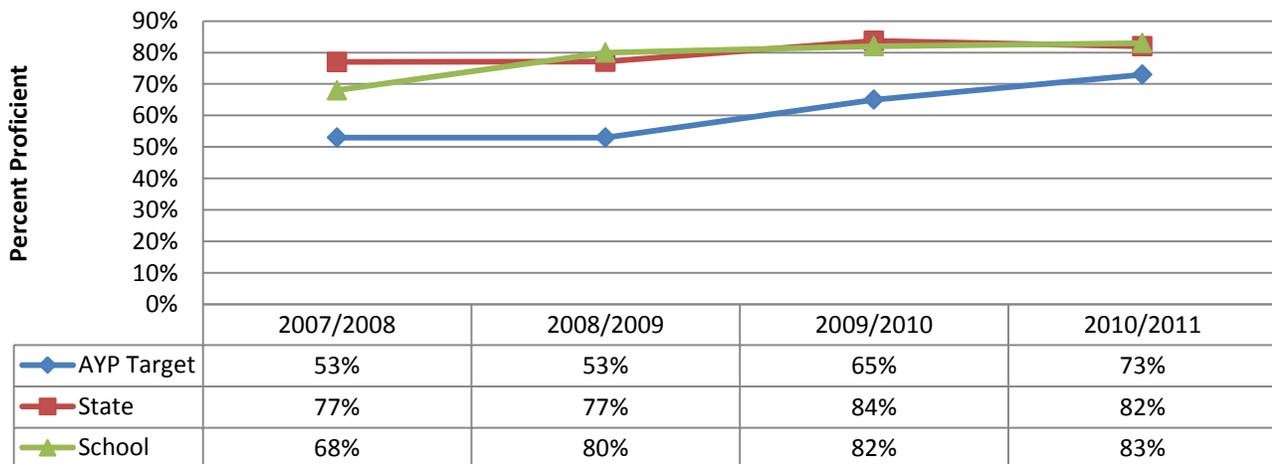


Grade 8

Grade 8 Math Proficiency Over Time



Grade 8 Reading Proficiency Over Time



Technical Note Regarding AYP

Other factors beyond what can be extracted from Data4SS, and therefore are not included in this trend analysis, are used to calculate the final AYP Proficiency Status for each grade level, school, and district. Those factors include the removal of student scores that were

Appendix B-1

Evaluation

Pinconning Area Schools Teacher Evaluation

Teacher _____ Date _____ Time _____ to _____

Tenured Non-tenured _____ observation _____ dates
 ____/____/____/____/____/____/____/____/____/____

PLANNING AND PREPARATION				
Element/Proficiency	Ineffective	Minimally Effective	Effective	Highly Effective
Knowledge of Content	<ul style="list-style-type: none"> <input type="checkbox"/> displays little understanding of important prerequisite knowledge <input type="checkbox"/> makes content errors <input type="checkbox"/> uses poor examples <input type="checkbox"/> conveys a negative attitude <input type="checkbox"/> communicates that the content is not important 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrates incomplete or inaccurate awareness of prerequisite knowledge <input type="checkbox"/> displays basic content knowledge without connecting to other disciplines <input type="checkbox"/> communicates little conviction for the importance of content 	<ul style="list-style-type: none"> <input type="checkbox"/> exhibits understanding of prerequisite relationships among topics and concepts <input type="checkbox"/> displays solid content knowledge <input type="checkbox"/> connects with other disciplines <input type="checkbox"/> links content with students' knowledge and experience <input type="checkbox"/> conveys genuine enthusiasm for content 	<ul style="list-style-type: none"> <input type="checkbox"/> displays extensive content knowledge with commitment to further learning <input type="checkbox"/> builds on knowledge of prerequisite relationships
Knowledge of Students' Development and Skills	<ul style="list-style-type: none"> <input type="checkbox"/> displays minimal knowledge of developmental characteristics or student skills/knowledge 	<ul style="list-style-type: none"> <input type="checkbox"/> displays general knowledge of developmental characteristics or student skills/knowledge, but only displays this knowledge as it pertains to the whole class 	<ul style="list-style-type: none"> <input type="checkbox"/> displays solid understanding of typical developmental characteristics and the skills/knowledge of groups of students, as well as, exceptions to 	<ul style="list-style-type: none"> <input type="checkbox"/> displays knowledge of typical developmental characteristics and skills/knowledge as it pertains to each student, including those with special needs, and utilizes this knowledge to

			<ul style="list-style-type: none"> general patterns <input type="checkbox"/> Provides appropriate learning opportunities 	differentiate instruction.
Selection of Instructional Goals and Reflection within Lesson Plan Goals:	<ul style="list-style-type: none"> <input type="checkbox"/> are ambiguous or unsuitable for the class <input type="checkbox"/> represent low expectations, do not allow for viable assessment <input type="checkbox"/> reflect only one type of learning or discipline 	<ul style="list-style-type: none"> <input type="checkbox"/> are moderately clear or suitable for most students, represent moderately valuable expectations <input type="checkbox"/> allow for some assessment <input type="checkbox"/> reflect several types of learning with no effort at content integration 	<ul style="list-style-type: none"> <input type="checkbox"/> are clear and suitable for most students <input type="checkbox"/> represent valuable expectations allow for assessment <input type="checkbox"/> reflect several different types of learning with effort at content integration <input type="checkbox"/> Provides measureable learning targets 	<ul style="list-style-type: none"> <input type="checkbox"/> are clear and account for varying learning needs <input type="checkbox"/> represent high expectations <input type="checkbox"/> demonstrate student initiative, <input type="checkbox"/> relate to curriculum frameworks permit viable assessment <input type="checkbox"/> reflect several types of learning with effort at content integration
Health and Safety Safety procedures:	<ul style="list-style-type: none"> <input type="checkbox"/> do not exist <input type="checkbox"/> classroom hazards exist 	<ul style="list-style-type: none"> <input type="checkbox"/> exist, but no evidence of review or utilization 	<ul style="list-style-type: none"> <input type="checkbox"/> are evident and practiced <input type="checkbox"/> Classroom is free of hazards 	<ul style="list-style-type: none"> <input type="checkbox"/> are evident with documentation of a plan in place for consistent review and practice

LEARNING ENVIRONMENT				
Element/Proficiency	Ineffective	Minimally Effective	Effective	Highly Effective
Interaction with Students	<ul style="list-style-type: none"> <input type="checkbox"/> interaction with at least some students is negative, demeaning, sarcastic <input type="checkbox"/> interaction is inappropriate <input type="checkbox"/> students' questions or interests are disregarded <input type="checkbox"/> students exhibit disrespect for teacher 	<ul style="list-style-type: none"> <input type="checkbox"/> interactions with are generally appropriate, but may reflect occasional inconsistencies <input type="checkbox"/> students exhibit only minimal respect for teacher 	<ul style="list-style-type: none"> <input type="checkbox"/> interactions are friendly and demonstrate general warmth, caring, and respect <input type="checkbox"/> interactions are appropriate <input type="checkbox"/> students exhibit respect for teacher <input type="checkbox"/> acknowledges adherence to rules and procedures consistently and fairly 	<ul style="list-style-type: none"> <input type="checkbox"/> interactions demonstrate genuine caring and respect for individual students successfully accommodates students' questions or interests <input type="checkbox"/> students exhibit respect for teacher as an individual
Student Interaction	<ul style="list-style-type: none"> <input type="checkbox"/> interactions demonstrate negative behavior toward one another 	<ul style="list-style-type: none"> <input type="checkbox"/> interactions do not demonstrate negative behavior toward one another 	<ul style="list-style-type: none"> <input type="checkbox"/> interactions are generally polite and respectful 	<ul style="list-style-type: none"> <input type="checkbox"/> interactions demonstrate genuine caring for one another as individuals and as students

Student Engagement	<ul style="list-style-type: none"> <input type="checkbox"/> students are not productively engaged <input type="checkbox"/> groups are inappropriate to students or instructional goals <input type="checkbox"/> inconsistent expectations for varying learning abilities 	<ul style="list-style-type: none"> <input type="checkbox"/> students are only productive when teacher/itinerant is involved <input type="checkbox"/> group work is partially organized or partially appropriate to students or instructional goals 	<ul style="list-style-type: none"> <input type="checkbox"/> majority of students are engaged at all times <input type="checkbox"/> group work is organized and fully appropriate to students or instructional goals <input type="checkbox"/> expectations are consistent for all learning abilities 	<ul style="list-style-type: none"> <input type="checkbox"/> students are productively engaged <input type="checkbox"/> group work is fully appropriate to students and instructional goals <input type="checkbox"/> students assume responsibility for productivity and given choice in selection
Materials and Resources	<ul style="list-style-type: none"> <input type="checkbox"/> available materials are not used <input type="checkbox"/> available materials do not support instructional goals <input type="checkbox"/> materials do not engage students meaningfully 	<ul style="list-style-type: none"> <input type="checkbox"/> materials are not readily available <input type="checkbox"/> some materials support goals <input type="checkbox"/> some engage students meaningfully 	<ul style="list-style-type: none"> <input type="checkbox"/> available materials are effectively utilized <input type="checkbox"/> selected materials support instructional goals <input type="checkbox"/> selected materials engage students meaningfully 	<ul style="list-style-type: none"> <input type="checkbox"/> encourages student responsibility for efficient operations <input type="checkbox"/> when appropriate fosters students' choice, adaptation, or creation of materials to enhance their own learning
Classroom Rules and Procedures	<ul style="list-style-type: none"> <input type="checkbox"/> rules and procedures do not appear to have been established <input type="checkbox"/> students are confused about rules and procedures 	<ul style="list-style-type: none"> <input type="checkbox"/> rules and procedures have been established for most situations <input type="checkbox"/> majority of students understand the rules and procedures <input type="checkbox"/> clarification is provided after confusion 	<ul style="list-style-type: none"> <input type="checkbox"/> rules and procedures have been established <input type="checkbox"/> rules and procedures are clear to all students standards contain an appropriate level of detail 	<ul style="list-style-type: none"> <input type="checkbox"/> rules and procedures are clear <input type="checkbox"/> clarifications are made when rules and procedures are misunderstood. <input type="checkbox"/> ****
Monitoring and Response to Student Behavior	<ul style="list-style-type: none"> <input type="checkbox"/> is unaware of student actions <input type="checkbox"/> responds inappropriately 	<ul style="list-style-type: none"> <input type="checkbox"/> may miss the activities of some students <input type="checkbox"/> responds inconsistently 	<ul style="list-style-type: none"> <input type="checkbox"/> is alert to student behavior <input type="checkbox"/> response is respectful and generally appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> is proactive <input type="checkbox"/> response is highly effective and sensitive to individual needs

INSTRUCTION

Element/Proficiency	Ineffective	Minimally Effective	Effective	Highly Effective
Oral and Written Language	<ul style="list-style-type: none"> <input type="checkbox"/> spoken language is inaudible <input type="checkbox"/> written language is illegible <input type="checkbox"/> spoken or written language contains many grammar and syntax errors 	<ul style="list-style-type: none"> <input type="checkbox"/> spoken language is audible <input type="checkbox"/> written language is legible <input type="checkbox"/> errors may occur occasionally 	<ul style="list-style-type: none"> <input type="checkbox"/> spoken and written language is clear and correct 	<ul style="list-style-type: none"> <input type="checkbox"/> spoken and written language is articulate and expressive
Use of School and Community Resources	<ul style="list-style-type: none"> <input type="checkbox"/> is unaware of or doesn't utilize resources available through the school, district, or community for teaching and learning 	<ul style="list-style-type: none"> <input type="checkbox"/> displays awareness of resources available through the school, district, or community for teaching and learning 	<ul style="list-style-type: none"> <input type="checkbox"/> is aware of and resources available through the school, district, or community for teaching and learning 	<ul style="list-style-type: none"> <input type="checkbox"/> integrates resources available through the school, district, and other organizations
Student Participation	<ul style="list-style-type: none"> <input type="checkbox"/> questions are geared to lower level thinking <input type="checkbox"/> students participate in the discussion inappropriately. <input type="checkbox"/> response time is not provided adequately <input type="checkbox"/> limited number of students participating <input type="checkbox"/> does not recognize students who are not actively learning 	<ul style="list-style-type: none"> <input type="checkbox"/> questions indicate an attempt to engage students in discussion and some are geared toward higher-level thinking <input type="checkbox"/> students participate in the discussion when directed <input type="checkbox"/> response time is provided inconsistently 	<ul style="list-style-type: none"> <input type="checkbox"/> questions facilitate higher-level discussion <input type="checkbox"/> students are actively engaged in learning <input type="checkbox"/> response time is provided adequately for most students <input type="checkbox"/> system for engaging all students 	<ul style="list-style-type: none"> <input type="checkbox"/> questions facilitate higher-level discussion where students seek to engage entire class <input type="checkbox"/> students occasionally lead discussion, where appropriate <input type="checkbox"/> adequate opportunity is available for all students to respond
Activities and Assignments	<ul style="list-style-type: none"> <input type="checkbox"/> are not suitable to students or instructional goals <input type="checkbox"/> do not follow 	<ul style="list-style-type: none"> <input type="checkbox"/> are minimally suitable to students or instructional goals <input type="checkbox"/> follow a 	<ul style="list-style-type: none"> <input type="checkbox"/> are suitable to most students and instructional goals 	<ul style="list-style-type: none"> <input type="checkbox"/> are highly relevant to students and instructional goals <input type="checkbox"/> encourage student initiation or

	<p>an organized progression</p> <ul style="list-style-type: none"> <input type="checkbox"/> no variation of activities 	<p>roughly organized progression</p> <ul style="list-style-type: none"> <input type="checkbox"/> limited or misuse of activities 	<ul style="list-style-type: none"> <input type="checkbox"/> follow a thoroughly organized progression <input type="checkbox"/> introduces new information in small segments <input type="checkbox"/> appropriate variation of activities 	<p>adaptation of activities/projects to enhance their understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> highly engaging activities
Flexibility and Responsiveness	<ul style="list-style-type: none"> <input type="checkbox"/> adheres rigidly to lesson plan, even when feedback indicates changes are necessary <input type="checkbox"/> gives up or blames the student or the environment for student's lack of success 	<ul style="list-style-type: none"> <input type="checkbox"/> attempts to adjust lesson with mixed results <input type="checkbox"/> accepts responsibility for the success of all student <input type="checkbox"/> has a limited repertoire of instructional strategies to use 	<ul style="list-style-type: none"> <input type="checkbox"/> makes minor adjustments effectively <input type="checkbox"/> persists in seeking myriad approaches for students <input type="checkbox"/> possesses an adequate repertoire of instructional strategies 	<ul style="list-style-type: none"> <input type="checkbox"/> adapts instruction continually and spontaneously <input type="checkbox"/> persists in seeking effective approaches for students as individuals <input type="checkbox"/> employs strategies for increasing metacognition.
Feedback to Students	<ul style="list-style-type: none"> <input type="checkbox"/> is not provided <input type="checkbox"/> is in disarray 	<ul style="list-style-type: none"> <input type="checkbox"/> is of low quality <input type="checkbox"/> is rarely provided <input type="checkbox"/> is only partially effective 	<ul style="list-style-type: none"> <input type="checkbox"/> is of high quality <input type="checkbox"/> is provided in a timely manner <input type="checkbox"/> is effective 	<ul style="list-style-type: none"> <input type="checkbox"/> is consistently high quality <input type="checkbox"/> is timely with provisions for students' use <input type="checkbox"/> incorporates students' information and interpretation of their records

<p>Assessment of Student Learning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> is not established or unclear <input type="checkbox"/> lacks congruence with goals <input type="checkbox"/> is not used to inform planning <input type="checkbox"/> no information which shows assessments used <input type="checkbox"/> no evidence of student achievement and growth 	<ul style="list-style-type: none"> <input type="checkbox"/> may exist, but is not clearly communicated <input type="checkbox"/> assesses only some goals <input type="checkbox"/> uses results to plan for class as a whole. <input type="checkbox"/> incomplete sampling of information which shows assessments used, results obtained, and how this data was used <input type="checkbox"/> little evidence of student achievement and growth 	<ul style="list-style-type: none"> <input type="checkbox"/> is clearly communicated <input type="checkbox"/> assesses goals adequately <input type="checkbox"/> uses results to plan for individuals and groups <input type="checkbox"/> provides a sampling of information (or data portfolio) which shows the assessments used, results obtained, and how this data was used to make instructional decisions <input type="checkbox"/> provides evidence of student achievement and growth as measured by national, state and/or local assessments 	<ul style="list-style-type: none"> <input type="checkbox"/> is clearly communicated with evidence of student contribution <input type="checkbox"/> indicates complete congruence between goals and assessment <input type="checkbox"/> involves student participation in planning the next steps <input type="checkbox"/> analyzes student performance data in relation to his or her own classroom behaviors and teaching effectiveness & <p style="padding-left: 20px;">provides a sampling of information (or data portfolio) which shows the assessments used, results obtained, and how this data was used to make instructional decisions</p> <p style="text-align: center;">&</p> <p style="padding-left: 20px;">provides evidence of student achievement and growth as measured by national, state and/or local assessments</p>
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PROFESSIONAL RESPONSIBILITIES

Element/Proficiency	Ineffective	Minimally Effective	Effective	Highly Effective
Service to Students	<ul style="list-style-type: none"> <input type="checkbox"/> is not attentive to students' needs <input type="checkbox"/> makes decisions based on self-serving interests 	<ul style="list-style-type: none"> <input type="checkbox"/> attempts to serve students inconsistently <input type="checkbox"/> is limited in meeting students' needs 	<ul style="list-style-type: none"> <input type="checkbox"/> is active in serving students <input type="checkbox"/> works within a team to ensure that all students receive a fair opportunity to succeed 	<ul style="list-style-type: none"> <input type="checkbox"/> is highly proactive in serving students <input type="checkbox"/> makes effort to ensure that students are honored in the school <input type="checkbox"/> takes a leadership role in decision making
Service to Families	<ul style="list-style-type: none"> <input type="checkbox"/> provides little information about curriculum or students' progress to families <input type="checkbox"/> responds insensitively to parents <input type="checkbox"/> makes no attempt to engage families in instructional program 	<ul style="list-style-type: none"> <input type="checkbox"/> provides basic information to parents about curriculum and student progress only as needed <input type="checkbox"/> responds to parent concerns minimally <input type="checkbox"/> makes modest attempts to engage families 	<ul style="list-style-type: none"> <input type="checkbox"/> provides frequent information to parents about curriculum and student progress <input type="checkbox"/> is available to respond to parent concerns <input type="checkbox"/> makes frequent effort to engage families successfully 	<ul style="list-style-type: none"> <input type="checkbox"/> encourages students to be responsible for preparing materials and contributing ideas for projects that enhance family involvement <input type="checkbox"/> responds to parent concerns with sensitivity and confidentiality
Service to District	<ul style="list-style-type: none"> <input type="checkbox"/> time is lost in non-instructional duties <input type="checkbox"/> teacher avoids involvement with school activities <input type="checkbox"/> relationships with colleagues are negative or self-serving <input type="checkbox"/> volunteers and instructional support staff have no clearly defined duties or do nothing most 	<ul style="list-style-type: none"> <input type="checkbox"/> loss of time for non-instructional duties is minimal <input type="checkbox"/> participation in school events occurs only when requested <input type="checkbox"/> cordial relationships with colleagues are maintained <input type="checkbox"/> volunteers and instructional support staff 	<ul style="list-style-type: none"> <input type="checkbox"/> time for non-instructional duties is well spent <input type="checkbox"/> participation in school events and provides support and assistance for colleagues <input type="checkbox"/> volunteers and instructional support staff are productively and independently engaged during 	<ul style="list-style-type: none"> <input type="checkbox"/> students assume considerable responsibility for efficient operation <input type="checkbox"/> assumes a leadership role in school events and provides support and assistance for colleagues <input type="checkbox"/> volunteers and instructional support staff

	of the time	are productively engaged during portions of time, but require frequent supervision	the entire class	make a substantive contribution to the classroom environment
Service to Profession	<input type="checkbox"/> engages in no professional development <input type="checkbox"/> makes no effort to share knowledge with others	<input type="checkbox"/> participates in professional activities <input type="checkbox"/> finds limited ways to contribute to the profession	<input type="checkbox"/> seeks out professional development opportunities <input type="checkbox"/> assists other educators actively	<input type="checkbox"/> provides professional development opportunities for staff <input type="checkbox"/> initiates activities that contribute to the profession
Service to Self	<input type="checkbox"/> cannot gauge his/her effectiveness <input type="checkbox"/> misjudges success of instruction profoundly <input type="checkbox"/> has no suggestions for improvement	<input type="checkbox"/> can generally gauge his/her effectiveness <input type="checkbox"/> can make general suggestions for improving instruction	<input type="checkbox"/> makes accurate assessment of effectiveness <input type="checkbox"/> can cite general references for support <input type="checkbox"/> makes some specific suggestions	<input type="checkbox"/> makes thoughtful assessment of effectiveness, draws on extensive repertoire of skills, and offers specific suggestions for improvement.
Maintain confidentiality	<input type="checkbox"/> Does not or inconsistently practices Board policies or statutory guidelines related to confidentiality and privacy of verbal, written and electronic communication	<input type="checkbox"/> Learns laws, Board policy, and district practices regarding the confidentiality and privacy of verbal, written, and electronic communication	<input type="checkbox"/> Demonstrates the ability to determine when, where and with whom it is legal and appropriate to share information	<input type="checkbox"/> Promotes and shares with others how to maintain privacy and confidentiality
Work successfully and positively with others	<input type="checkbox"/> Inconsistently treats others with respect and shows a commitment to good internal and external customer service	<input type="checkbox"/> Treats others with respect and shows a commitment to good internal and external customer service	<input type="checkbox"/> Demonstrates an understanding and appreciation of the contributions of people with diverse backgrounds, abilities, and work styles	<input type="checkbox"/> Uses the unique contributions of others to effectively work on teams

Evaluator Comments:

(evidence/observation)

Employee Comments:

Employee Signature*	Date:
Evaluator Signature	Date:
Reviewer Signature	Date:

*Signature attests that the instructor has seen the document and not necessarily that he/she agrees with its contents.

Adapted from Danielson, C. (1996). *Enhancing professional practice: a framework for teaching*.
Alexandria, VA: Association for Supervision and Curriculum Development

Conducted in conjunction with the SVSU *Partnership Grant for Improving Teacher Quality*, Title II, United States Department of Education.

Individual Development Plan

Individual Development Plan and Professional Development Plan

For:

Mutually Developed By:

_____ *Date*

(Employee Signature)

_____ *Date*

(Administrator Signature)

Goal 1:

Purpose of Goal:

Employee Plan:

Activities

Timelines:

Indicators of Success:

Support Plan:

Activities

Support Person(s) Timelines

Indicators of Support

Goal 2:

Purpose of Goal:

Employee Plan:

Activities.

Timelines:

Indicators of Success:

Support Plan:

Activities.

Support Person(s) Timelines

Indicators of Support

Goal 3:

Purpose of Goal:

Employee Plan:

Activities.

Timelines:

Indicators of Success:

Support Plan:

Activities.

Support Person(s) Timelines

Indicators of Support

Review of IDP to be completed by _____

Teacher Assessment Record Designed to Meet the Requirements of SB 981, Section 1249

The purpose of this record is to gather a sampling of information regarding the “Assessment of Student Learning” portion of the instructor evaluation. The evaluator may ask for further clarification of this information. You may record information on these pages or reproduce them as they appear.

INSTRUCTION DOMAIN: Assessment of Student Learning

1. For each category below, provide information regarding the most effective assessment you have used, an example of the results obtained, and how this data was used to make instructional decisions.

Pre-Assessment (*How do you determine the students’ entry level prior to instruction?*)

Pre-Assessment Description (You may attach a copy of the pre-assessment)	What were the results?	How have you used the results?

Measuring Ongoing Progress (*How do you determine the students’ ongoing progress?*)

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Assessment Description (You may attach a copy of the assessment)	What were the results?	How have you used the results?

Evidence of Student Achievement/Growth *(How do you know the students have learned?)*

Name of Assessment Used: _____ (You may attach a copy of the assessment)

Pre-Instruction Data	Post-Instruction Data	Conclusions

Evaluation Committee and Time Line

Committee Members

Administrators: Andy Kowalczyk, John Sanford, Mike Vieau
Teaching Staff: Holly Coggins, Vickie Lapointe, Deb Smith

DATE	TIME	AGENDA
Monday, April 25, 2011	3:30-4:30 pm	Evaluation committee
Wednesday, May 11, 2011	3:00-4:00 pm	Evaluation committee
Tuesday, June 14, 2011	8:30-11:00 am	Evaluation meeting BAISD
Thursday, June 16, 2011	10:00-11:00 am	Teacher Evaluation
Thursday, October 20, 2011	3:00-4:00 pm	Evaluation Meeting PEA
Friday, October 28, 2011	9:00-10:30 am	SSC Evaluation

The committee met on the above dates to establish a new teacher evaluation system for the entire school district. All teaching staff will be evaluated using the new system starting in the Fall of 2011.

**Pinconning Middle School
Professional Development Calendar
2012-13**

PLA Planning Goals:

Goal #1 Increase Writing Proficiency

Goal #2 Increase Reading Comprehension Proficiency

Goal #3 Increase Math Proficiency grades 6-8

Goal	When	Activity	Who	Evidence	Grant Source
#1	August 2012	“Write for the Future”	6-8 Teachers	Agenda, Sign in sheets	NA
#1, 2 and 3	June 2012	Great Expectations	Teachers/Administration	Sign-ins	NA
#1, 2 and 3	November 2012	Quill/Common Core	Teachers, Administrators	Sign-ins	N/A
#3	August 2012	Math Coach	Teachers	Sign-ins	NA
#1, 2	March 2012	Supplemental “Thinking Maps” in-service	Staff new to district	Agenda, Sign-ins	NA

#1,#2	March 9-11, 2012	Reading Literacy Conference	Middle School Staff	Registrations Evaluations	NA
#1,2,3	March 8 and 9	MACUL	Select Staff and Administration	Registrations Evaluations	NA
#1,2,3	September 2012- April 2013	Guided School Improvement (ISD)	Staff, School Improvement Teams	Updated School Improvement Plans	NA
#3	March 9 and 10	MSTA Annual Conference	Staff	Lesson Development	NA
#3	July 31- August 2	2012 MCTM Conference	Select staff	Registration Evaluation	NA

All stakeholders- creation of environment for students (training/workshops?)

Appendix C-2

Pinconning Middle School Staff Professional Development

DATE	P.D.	Attendend
August 24, 2009	Curriculum Work	Teaching Staff
August 25, 2009	Curriculum Work	Teaching Staff
August 26, 2009	Curriculum Work	Teaching Staff
August 27, 2009	Curriculum Work	Teaching Staff
August 28, 2009	Curriculum Work	Teaching Staff
September 1, 2009	Curriculum Work	Teaching Staff
September 2, 2009	Curriculum Work	Teaching Staff
September 3, 2009	Curriculum Work	Teaching Staff
September 9, 2009	Study Island Training	Teaching Staff
September 9, 2009	Renaissance Learning	Teaching Staff
September 10, 2009	Collins Writing P.D.	Teaching Staff
September 10, 2009	Renaissance Learning	Teaching Staff
September 30, 2009	Leslie Fisher	Teaching Staff
October 19, 2009	Thinking Maps/ Writing Training	Teaching Staff
October 20, 2009	Thinking Maps/ Writing Training	Teaching Staff
October 21, 2009	Thinking Maps/ Writing Training	Teaching Staff
November 2, 2009	Quill P.D.	Teaching Staff
November 4, 2009	M.S. Reading P.D.	Teaching Staff
November 5, 2009	M.S. Reading P.D.	Teaching Staff
January 19, 2010	Write From the Beginning	Teaching

		Staff
January 20, 2010	Write From the Beginning	Teaching Staff
April 26, 2010	Write From the Beginning	Teaching Staff
April 27, 2010	Write From the Beginning	Teaching Staff
October 21, 2010	These Kids Can't Read	Teaching Staff
October 28, 2010	Write From the Beginning	Teaching Staff
November 3, 2010	Quill P.D.	Teaching Staff
December 1, 2010	Thinking Maps	Teaching Staff
December 2, 2010	Thinking Maps	Teaching Staff
December 3, 2010	Thinking Maps/Write From the Beginning	Teaching Staff
December 16, 2010	Write From the Beginning	Teaching Staff
February 17, 2011	Write From the Beginning	Teaching Staff
February 18, 2011	Thinking Maps	Teaching Staff
February 22, 2011	Thinking Maps	Teaching Staff
February 23, 2011	Write From the Beginning	Teaching Staff
March 11, 2011	MRA Conference	Teaching Staff
March 17, 2011	MACUL	Teaching Staff
March 21, 2011	NCA Conference	Teaching Staff
April 11, 2011	MLD Training	Teaching Staff
April 21, 2011	Ed Tech Lead (MACUL)	Teaching Staff
May 3, 2011	Write From the Beginning	Teaching Staff
May 4, 2011	Write From the Beginning	Teaching Staff
May 6, 2011	Write From the Beginning	Teaching Staff
June 7, 2011	Tech Prep P.D.	Teaching Staff

September 16, 2011	Write From the Beginning	Teaching Staff
September 19, 2011	Compare and Contrast Writing	Teaching Staff

Mentoring Log

Mentor/Mentee Monthly Checklist

Mentoring, when done effectively, creates a partnership between two individuals—the mentor and the mentee. The goal of the mentoring program is to provide support for the mentee- Teacher and allow them to have an opportunity to meet with their mentor and discuss/share successes and concerns, and pinpoint areas for improvement. As a mentor, we hope that you will experience enhanced leadership skills, renewed growth, and the satisfaction that you made a difference for a beginning teacher in your advice and support. The monthly checklist will provide a beginning dialogue on specific topics for your meetings.

Mentor Expectations

- Arrange for and log contact hours with the resident teacher each semester. The contact hours can be in observations, conferences, meetings in the hall between classes, etc.
- Assist the resident teacher in preparing for the 1st day of school.
- Assist resident teacher with classroom management and discipline.
- Share own knowledge about lesson planning, useful classroom materials, long-short term planning strategies, curriculum development, and teaching methods.
- Help resident teacher learn to meet the procedural demands of the school.
- Provide moral and emotional support and function as a sounding board for new ideas.
- Provide access to other classrooms so resident teachers can observe their colleagues and begin to know and understand the different models of teaching that can exist within a school.
- Help resident teachers understand the implications of student diversity for teaching and learning.
- Engage first-year teachers in self-assessment and reflection on their own practice.
- Provide support and professional feedback as novice teachers experiment with new ideas and strategies.

Mentee Expectations

- Use active listening skills during discussions with your mentor. Take notes when appropriate and ask questions.
- Receive feedback in a positive attitude. Your mentor will provide honest feedback to you and accept it as an opportunity to strengthen and improve your potential as a teacher.
- Let your mentor know that you have followed advice and/or suggestions, even if you have modified the suggestions. Pointing out that you used your mentor's help and sharing outcomes is very important in the mentor relationship. Appreciate the mentor's knowledge and expertise.
- Honor each others' time; be prepared to ask for specific guidance and advice. The more specific you can be, the easier it will be for your mentor to support you.

The mentor/mentee beginning of the school year exchange more than likely has already occurred, so for the month of August, check off the boxes that you have already done and/or discussed and complete any areas on the August list.

August

- ☐ Introduce yourself to the mentee and introduce your mentee to staff members in your building (nurse, counselor, department heads, team leaders, etc.)
- ☐ Take a tour of the building/area
- ☐ Show location of materials (stapler, construction paper, etc.)
- ☐ Share checkout procedures for books, materials, etc.
- ☐ Tour teacher workroom: supplies, copy machine procedures, etc.
- ☐ Debrief staff/team meetings
- ☐ Review assigned duties & responsibilities for each duty
- ☐ Share teacher dress code (Friday spirit day, etc.)
- ☐ Discuss/share grade level/content area daily class schedules
- ☐ Share lesson plan expectations & example of weekly plan
- ☐ Share first day/week activities—provide guidance on organizing the first day & first week
- ☐ Review testing dates, administration procedures, etc.
- ☐ Discuss/share opening announcement procedures & expectations
- ☐ Explain procedures (attendance, tardies)
- ☐ Discuss arrival/dismissal procedures
- ☐ Discuss student dress code & procedures when a infraction occurs
- ☐ Share building forms
- ☐ Review procedures for fire drills and escape route
- ☐ Discuss FYI issues regarding school culture and customs
- ☐ Set up a scheduled time to meet as mentor/mentee each month
- ☐ Contacting parents of struggling students
- ☐ List below any other items discussed in your meetings:

Comments:

Please give an estimate of how often you met during the month of August.

Mentor Signature _____

Date _____

Mentee Signature _____

Date _____

September

- ☐ Attend Building Orientation meeting for Principal, Mentor, Mentee
- ☐ Share how teaching is going.
- ☐ Discuss and/or assist in developing personal goal or professional development plan for first semester
- ☐ Review homework policy & share ideas regarding assignment submission by students.
- ☐ Go over student make-up work policies.
- ☐ Discuss upcoming or completed observations by administrative staff and/or TIRP field supervisor.
- ☐ Discuss understanding of how to write weekly lesson plans that focus on student learning & benchmarks/expectations.
- ☐ Discuss any beginning of the year assessments that need to be administered.
- ☐ Discuss concerns about students who might be struggling & identify possible interventions
- ☐ Clarify and discuss any points at faculty, team, grade/department level meetings
- ☐ Share grading guidelines, deficiency notices, quarterly grades
- ☐ Review grade book & record keeping system
- ☐ Discuss communicating with parents, tips for upcoming Parent/Teacher conferences
- ☐ Discuss Open House procedures & share agenda/presentation ideas
- ☐ Discuss Special Education referral process
- ☐ Review parent communications, open house, etc.
- ☐ Set up a scheduled time to meet as mentor/mentee in October.
- ☐ Contacting parents of struggling students
- ☐ List below any other items discussed in your meetings:

Comments:

Please give an estimate of how often you met during the month of September.

Mentor Signature _____

Date _____

Mentee Signature _____

Date _____

October

- Share & bring each other up-to-date what has been happening in your classroom
- Review monthly district/building activities
- Discuss formal observation(s) or upcoming observations
- Examine/discuss classroom management/discipline plan & maintaining class control
- Observe each others' classroom teaching sometime between October through December (one observation each during this time frame)

Mentor Observation on Mentee Date completed: _____

Mentee Observation on Mentor Date completed: _____

Provide feedback to each other what you observed in the classroom.

- Debrief department /Staff meetings. Answer questions about unknown terms or unclear processes. Be prepared to explain the rationale for or history behind comments/decisions.
- Start identifying students needing accommodations for state or district testing (if applicable).
- Discuss school holiday/function policies (parties, dances, food, activities) and best practice for these events
- Review grade reporting system & how grade reports will be distributed to parents
- Continue discussion on parent/teacher conferences & tips in how to conduct
- Discuss any potential difficult conferences & suggest support personnel that might attend the conference
- Set up a scheduled time to meet as mentor/mentee in November.
- Contacting parents of struggling students

List below any other items discussed in your meetings:

Comments:

Please give an estimate of how often you met during the month of October.

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

November

- Share & bring each other up-to-date what has been happening in your classroom
- Review monthly district/building activities
- Discuss & share how parent teacher conferences went
- Discuss upcoming observations and formal observations, walk-throughs, etc.
- Discuss how busy both professionally and personally it is between Thanksgiving and Christmas Break and how to keep the students engaged & productive
- Discuss concerns/successes of students
- Share e-mail & parent communications
- Discuss procedure for snow day/delayed starts
- Identify students needing accommodations for state and district testing (if applicable)
- Appraise instructional pacing
- Review holiday units & activities
- Share “tricks of the trade” to get through the upcoming weeks
- Contacting parents of struggling students

Observe each others’ classroom teaching sometime between October through December (one observation each during this time frame)

Mentor Observation on Mentee Date completed: _____

Mentee Observation on Mentor Date completed: _____

Provide feedback to each other what you observed in the classroom.

Set up a scheduled time to meet as mentor/mentee in December.

List below any other items discussed in your meetings:

Comments:

Please give an estimate of how often you met during the month of November.

Mentor Signature _____

Date _____

Mentee Signature _____

Date _____

December

- ☐ Document accommodations for state and district testing (90 days prior to testing)
- ☐ Brainstorm and share ideas in how to plan meaningful and engaging activities for the days prior to winter break
- ☐ Discuss upcoming observations and formal observations, walk-through, etc.
- ☐ Discuss the importance of rejuvenation activities during Winter Break
- ☐ ***Complete Observation: Observe each others' classroom teaching sometime between October through December (one observation each during this time frame)

Mentor Observation on Mentee Date completed: _____

Mentee Observation on Mentor Date completed: _____

Provide feedback to each other what you observed in the classroom.

- ☐ Submit signed Mentor Monthly Logs (August-December)
- ☐ Set up a scheduled time to meet as mentor/mentee in January
- ☐ Contacting parents of struggling students
- ☐ List below any other items discussed:

Comments:

Please give an estimate of how often you met during the month of December.

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

January

- Review and discuss first semester experience.
- Discuss and/or assist in developing personal goal or professional development plan for second semester.
- Document accommodations for state and district testing (90 days prior to testing)
- Review report cards/progress reports to send home.
- Contacting parents of struggling students
- Examine second semester classes/schedule.
- Discuss upcoming observations and formal observations, walk-throughs, etc.
- Discuss home communications & ideas to strengthen home/school connections—postcards home, e-mail communications, newsletters, tips to parents, etc.
- Discuss how to prepare students for upcoming testing
- Set up a scheduled time to meet as mentor/mentee in February.
- List below any other items discussed:

Comments:

Please give an estimate of how often you met during the month of January.

Mentor Signature _____

Date _____

Mentee Signature _____

Date _____

February

- Review monthly district/building activities
- Discuss upcoming testing (state or district testing, etc.) for requirements, procedures & documentation of accommodations has been done for designated students
- Discuss learning resources to suggest to parents when ask how they can help support their student's learning
- Review confidentiality policy of information
- Discuss upcoming observations and formal observations, walk-throughs, etc.
- Contacting parents of struggling students
- Observe mentee's classroom teaching--between February through May.

Date completed: _____

Provide feedback what you observed

- Have mentee observe another teacher's classroom—between February through May.

Have them provide feedback what they observed.

Date completed: _____

- Set up a scheduled time to meet as mentor/mentee in March.

- List below any other items discussed:

Comments:

Please give an estimate of how often you met during the month of February. _____

Mentor Signature _____

Date _____

Mentee Signature _____

Date _____

March

- ☐ Review testing schedule, testing procedures & suggestions for conducive testing environment
- ☐ Review accommodations for designated state and district testing students prior to testing dates.
- ☐ Become aware of professional organizations in your discipline or area of interest.
- ☐ Look for upcoming workshops, classes, professional development opportunities
- ☐ Contacting parents of struggling students
- ☐ Observe mentee's classroom teaching--between February through May.

Date completed: _____

Provide feedback what you observed

- ☐ Have mentee observe another teacher's classroom—between February through May.

Have them provide feedback what they observed. Date completed: _____

- ☐ Set up a scheduled time to meet as mentor/mentee in March.

- ☐ List below any other items discussed:

Comments:

Please give an estimate of how often you met during the month of March.

Mentor Signature _____

Date _____

Mentee Signature _____

Date _____

April

- ☐ Discuss procedures for end of year events, ordering, field trips, etc.
- ☐ Review information from meetings for clarification, etc.
- ☐ Observe mentee's classroom teaching--between February through May.

Date completed: _____

Provide feedback of what you observed:

- ☐ Have mentee observe another teacher's classroom—between February through May.

Have them provide feedback what they observed. Date completed: _____

- ☐ Time log and Monthly Mentor sheets need to be submitted by date indicated.
- ☐ Contacting parents of struggling students
- ☐ Set up a scheduled time to meet as mentor/mentee in May.
- ☐ List below any other items discussed:

Comments:

Please give an estimate of how often you met during the month of May.

Mentor Signature _____

Date _____

Mentee Signature _____

Date _____

May

- ☐ Discuss procedures for closing up the end of the school year—room preparation
- ☐ Ordering procedures for next school year
- ☐ Review information from meetings for clarification, etc.
- ☐ Observe mentee’s classroom teaching--between February through May.

Date completed: _____

Provide feedback what you observed

- ☐ Have mentee observe another teacher’s classroom—between February through May.

Have them provide feedback what they observed. Date completed: _____

- ☐ Time log and Monthly Mentor sheets need to be submitted by date indicated.
- ☐ Celebrate a successful school year!
- ☐ List below any other items discussed:

Comments:

Please give an estimate of how often you met during the month of May.

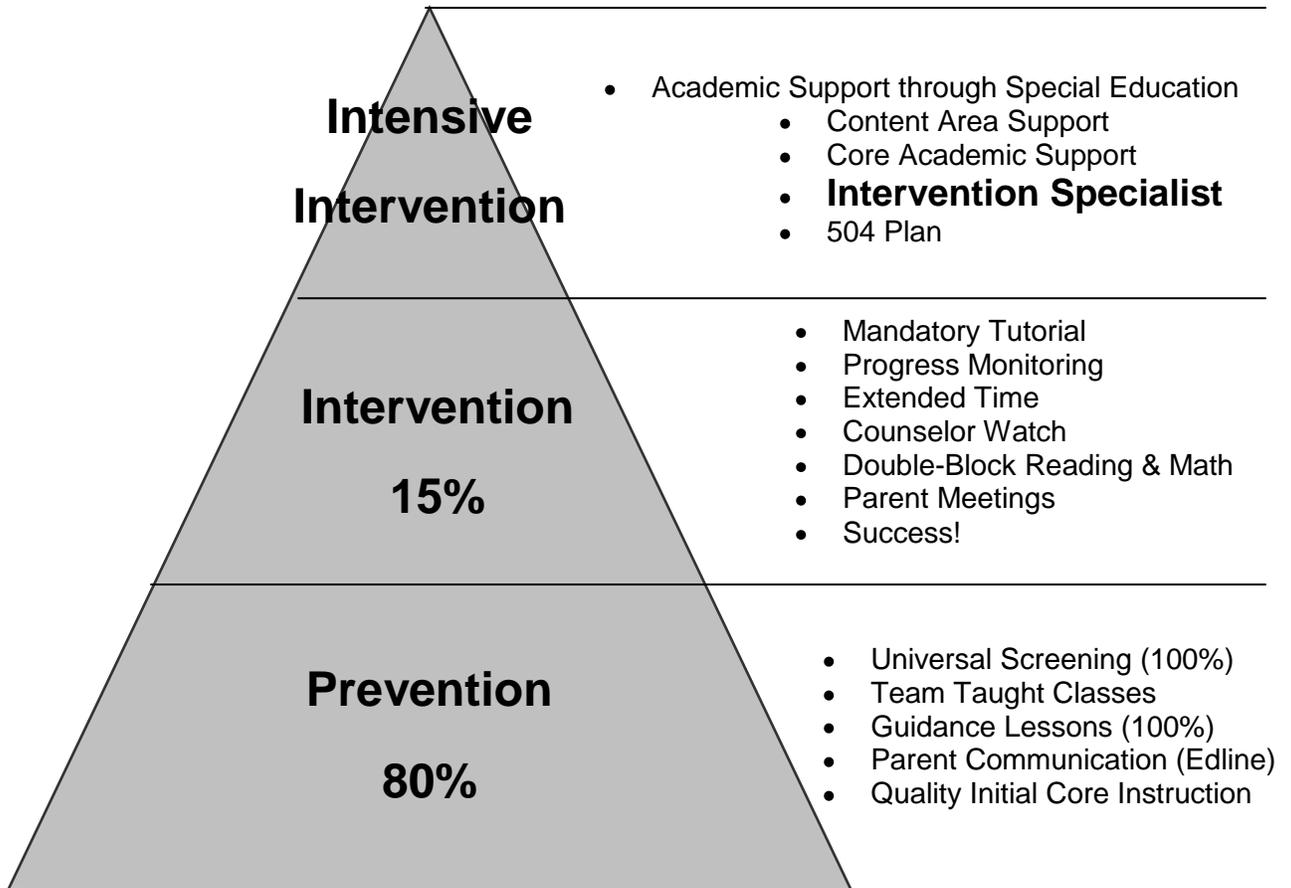
Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

**Turn in your Professional Development logs and Monthly Mentor forms

Intervention Model

Pinconning Middle School Pyramid of Intervention



Appendix F-1

Pinconning Middle School
2012-2013
Daily Schedule
(Tentative)

Schedule:

1 st Hour	7:55 – 8:52			
2 nd Hour	8:57 – 9:54			
3 rd Hour	9:59 – 10:56			
Lunch	10:56 – 11:26	4 th Hour	11:31 – 12:28	} Middle School/High School Lunch (shared)
Lunch	11:58 – 12:28	4 th Hour	11:01 – 11:58	
5 th Hour	12:33 – 1:30			
6 th Hour	1:35 – 2:32			
7 th Hour	2:37 – 3:34			

Adds 35 minutes a day total with 5 minutes to each class (57 minutes added to each class period)

5 minutes passing time

Collaboration Time: 4th/ 5th Hour for middle school staff (57 minutes of collaboration time- none scheduled in the past)

Possible 7th Hour Intervention/Advisory Class- all students work on strategies targeted by data teams.

Appendix F-2

**Sample Student Schedule
Pinconning Middle School
2011-2012 and 2012-2013**

2011-2012

1 st Hour	2 nd Hour	3 rd Hour	4 th Hour	Lunch	4 th Hour	5 th Hour	6 th Hour	7 th Hour
8:00-8:52	8:57-9:49	9:54-10:46	10:51-11:13	11:13-11:43	11:43-12:13	12:18-1:10	1:15-2:07	2:12-3:04
Exploratory	Core	Core	Core		Core	Exploratory	Exploratory	Core

Class Period: 52 minutes long

Core: Math, ELA, Science, Social Studies

Exploratory: Rocketry, Multimedia, Health, Physical Education, Core Based Enhancements, Art, Ceramics, Spanish, Band, Choir, Industrial Tech. (all exploratories not offered to all grades)

4th Hour Split by lunch period

2012-2013

A Lunch

1 st Hour	2 nd Hour	3 rd Hour	Lunch	4 th Hour	5 th Hour	6 th Hour	7 th Hour
7:55-8:52	8:57-9:54	9:59-10:56	10:56-11:26	11:31-12:28	12:33-1:30	1:35-2:32	2:37-3:34
Core	Core	Core		Core	Explore	Explore	Intervention/Advisory
					Teacher Collaboration Time		

B Lunch

1 st Hour	2 nd Hour	3 rd Hour	4 th Hour	Lunch	5 th Hour	6 th Hour	7 th Hour
7:55-8:52	8:57-9:54	9:59-10:56	11:01-11:58	11:58-12:28	12:33-1:30	1:35-2:32	2:37-3:34
Core	Core	Core	Core		Explore	Explore	Intervention/Advisory
					Teacher Collaboration		

Class Periods: 57 minutes long

Core: Math, ELA, Science, Social Studies

Exploratory: Rocketry, Multimedia/Computers, Ceramics, Art, Physical Education, Band, Choir, Core Based Enhancements, Spanish, Industrial Technology (all exploratories not offered to all grades)

4th Hour no longer split by lunch.

Appendix G

Contract Addendum

The Contract Addendum between the Pinconning Education Association and Pinconning Area Schools is currently under negotiation as of 11/28/2011.

Appendix H

School Reform Timeline

Date	Activity	Description
November 4, 2011	Writing PD	Professional Development for ELA- "Write for the Future" program
November 9 and 23, 2011	Data Team Meetings	Data Team meeting to discuss data, strategies, and assessments
December 7 and 21, 2011	Data Team Meetings	Data Team meeting to discuss data, strategies, and assessments
January 11 and 25, 2012	Data Team Meetings	Data Team meeting to discuss data, strategies, and assessments
January 16, 2012	Principal Replacement	Keith Wetters replaces Mark Fuhrman as the Middle School Principal
February 8 and 22, 2012	Data Team Meetings	Data Team meeting to discuss data, strategies, and assessments
March 7 and 21, 2012	Data Team Meetings/Review MEAP Data	Data Team meeting to discuss data, strategies, and assessments
March 2012	Professional Development	"Thinking Maps" supplemental in-service for new staff
March 2012	Professional Development	MACUL Annual Technology Conference- select teachers to bring back and share with staff
March 2012	Professional Development	MSTA Annual Conference- select teachers to bring back and share with staff
March 2012	Professional Development	MRA Annual Conference- select teachers to bring back and share with staff
March 28, 2012	QAR Visit	NCA Accreditation Visit
April 11 and 25, 2012	Data Team Meetings	Data Team meeting to discuss data, strategies, and assessments
May 2, 9, 15, 2012	Data Team Meetings	Data Team meeting to discuss data, strategies, and assessments. Prepare for Sept.

		2012
May 2012	Staff Evaluations	Meet with teacher's to discuss year-end evaluation and follow-up
June 2012	Professional Development	"Great Expectations" Training for all staff
August 2012	Professional Development	Math Coach/MCTM Annual Conf.- Math Teachers
August 2012	Professional Development	"Write for the Future" ELA Program- all staff
August 2012	Professional Development/Retreat	Staff Retreat- Focus on Data Teams
August 2012	Data Teams	Teams meet to begin data start up for new year
November 2012	Professional Development	"Quill/Common Core" Training for all teachers

School Improvement Plan

Goals Details

Pinconning Area Middle School

Pinconning, Michigan, United States

Date Created - 11/21/2011

Prepared for the Michigan Department of Education

Goals Details

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 - 1.1.1.1.1. Resource: Intervention Specialist
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 - 1.1.2.2. Activity: Vocabulary Review Games
 - 1.1.2.2.1. Resource: Vocabulary Review Games and Materials
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 - 1.2.4. Strategy: Written summary
 - 1.2.4.1. Activity: Exit Slip
 - 1.2.4.2. Activity: Intervention Specialist

- 1.2.4.2.1. Resource: Intervention Specialist
- 1.2.4.3. Activity: Written summary

2. Goal: Math Basic Skills 8

2.1. Objective: Division Computation Skills

2.1.1. Strategy: Division Skills

2.1.1.1. Activity: Math Tutorial

2.1.1.1.1. Resource: Classroom, supplies, tutorial teacher, bussing

2.1.1.2. Activity: Multimedia

2.1.1.3. Activity: On-line Resource

2.1.1.3.1. Resource: District website, time, district technology coordinator

2.1.1.4. Activity: Professional Development

2.1.1.4.1. Resource: Math Coach

2.1.1.4.2. Resource: Saginaw Valley Math/Science Center and Kagan Activities

2.1.1.5. Activity: Remedial Math Instruction

2.1.1.5.1. Resource: Scheduled class, supplies

2.1.1.6. Activity: Review Games/Kagan Activities

2.1.1.6.1. Resource: Supplies

2.1.1.7. Activity: Warm-up Review

2.1.1.7.1. Resource: Supplies

2.1.2. Strategy: Intervention Specialist

2.1.2.1. Activity: One-On-One Intervention

2.1.2.1.1. Resource: Intervention Specialist

2.2. Objective: Fraction Computation Skills

2.2.1. Strategy: Fraction Comprehension Skills

2.2.1.1. Activity: Math Tutorial

2.2.1.1.1. Resource: Classroom, tutorial teachers, bussing

2.2.1.2. Activity: Multimedia

2.2.1.3. Activity: On-line Resource

2.2.1.3.1. Resource: Computers, time, district technology coordinator

2.2.1.4. Activity: Remedial Math Instruction

2.2.1.4.1. Resource: Scheduled class period, supplies

2.2.1.5. Activity: Review Games

2.2.1.5.1. Resource: Supplies

2.2.1.6. Activity: Warm-up Review

2.2.1.6.1. Resource: Supplies

2.2.2. Strategy: Intervention Specialist

2.2.2.1. Activity: One-On-One Intervention

2.2.2.1.1. Resource: Intervention Specialist

2.3. Objective: Multiplication Computation Skills

2.3.1. Strategy: Intervention Specialist

2.3.1.1. Activity: One-On-One Intervention

2.3.1.1.1. Resource: Intervention Specialist

2.3.2. Strategy: Multiplication Skills

2.3.2.1. Activity: Math Tutorial

- 2.3.2.1.1. Resource: Teachers and classroom
- 2.3.2.2. Activity: Multimedia
- 2.3.2.3. Activity: On-line Resource
 - 2.3.2.3.1. Resource: Time and supplies
- 2.3.2.4. Activity: Professional Development/Kagan Activities
 - 2.3.2.4.1. Resource: Math Curriculum Workshop- SVSU Math/Science Center
- 2.3.2.5. Activity: Remedial Math Instruction
 - 2.3.2.5.1. Resource: Small class sizes.
- 2.3.2.6. Activity: Review Games
 - 2.3.2.6.1. Resource: supplies
- 2.3.2.7. Activity: Warm-Up Review

3. Goal: Writing Process

3.1. Objective: Grammar

- 3.1.1. Strategy: Grammar Strategy
 - 3.1.1.1. Activity: Daily Activities
 - 3.1.1.1.1. Resource: Daily Oral Language Materials
 - 3.1.1.1.2. Resource: Document Cameras/Projectors
 - 3.1.1.2. Activity: One-On-One Intervention
 - 3.1.1.2.1. Resource: Intervention Specialist
 - 3.1.1.3. Activity: Parts of Speech/Literary Devices Mini Lessons
 - 3.1.1.3.1. Resource: Computer/Projector
 - 3.1.1.4. Activity: Writing Expectations
 - 3.1.1.4.1. Resource: General Education
- 3.1.2. Strategy: Intervention Specialist
 - 3.1.2.1. Activity: One-On-One Intervention
 - 3.1.2.1.1. Resource: Intervention Specialist

3.2. Objective: Writing Process

- 3.2.1. Strategy: Writing Process
 - 3.2.1.1. Activity: Graphic Organizers
 - 3.2.1.1.1. Resource: Graphic Organizer Resources
 - 3.2.1.2. Activity: Intervention Specialist
 - 3.2.1.3. Activity: Writing Process
 - 3.2.1.3.1. Resource: Staff Collaboration Time
 - 3.2.1.3.2. Resource: Staff Development
 - 3.2.1.4. Activity: Writing Sample
 - 3.2.1.4.1. Resource: Nothing Needed

1. Goal: Informational Reading Comprehension

Content Area: English Language Arts

Student Goal Statement: Pinconning Middle School Students will improve summarizing skills in informational text.

Gap Statement: Based on two data sources, students are having difficulty with informational reading skills.

Cause for Gap: Students consistently cannot accurately extract correct information from text and other informational reading sources as based on MEAP scores and in class assessments.

Multiple measures/sources of data you used to identify this gap in student achievement: Measures used to determine the gap included MEAP tests, STAR tests, teacher chapter/unit tests, review questions, informal student-teacher discussions, and teacher surveys.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Criteria will include MEAP tests, STAR tests, surveys, student work, pre and post tests, and student-teacher informal discussions.

Contact Name: Jennifer Krengielski

1.1. Objective: Improve Student Vocabulary

Measurable Objective Statement to support Goal: Students will improve their vocabulary by increasing their score by 10% based on pre and post test s

1.1.1. Strategy: Intervention Specialist

Strategy Statement: Intervention Specialist will work with students one-on-one or in small groups to help students with vocabulary skills

Research: Mike Vieau

1.1.1.1. Activity: One-on-one Intervention

Activity Type: Other

Activity Description: Work with students in a one-on-one setting with teacher-guided strategies for vocabulary comprehension and understanding.

Planned staff responsible for implementing activity: Intervention Specialist, Language Arts Teacher

Actual staff responsible for implementing activity: Jay Schabel, Mike Vieau

Planned Timeline: Begin Date - 09/01/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/01/2011, End Date - 06/01/2013

1.1.1.1.1. Resource: Intervention Specialist

Funding Source: Section 31 a

Planned Amount: 40000.0

Actual Amount:

1.1.2. Strategy: Vocabulary Building

Strategy Statement: Extracting pertinent words and holding students accountable.

Research: Best Practices in Teaching Reading

1.1.2.1. Activity: Illustrate A Word

Activity Type: Other

Activity Description: Illustrate a word by making the letters into a picture.

Planned staff responsible for implementing activity: PMS Staff

Actual staff responsible for implementing activity: PMS Staff

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

1.1.2.2. Activity: Vocabulary Review Games

Activity Type: Other

Activity Description: Flashcards, Jeopardy, Scrabble type games etc.

Planned staff responsible for implementing activity: PMS Staff

Actual staff responsible for implementing activity: PMS Staff

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

1.1.2.2.1. Resource: Vocabulary Review Games and Materials

Funding Source: Title III

Planned Amount: 150.0

Actual Amount:

1.1.2.3. Activity: Word Wall

Activity Type: Other

Activity Description: Build a wall of vocabulary words as students learn them. Activity is designed to encourage and motivate students by allowing them to observe their progress

Planned staff responsible for implementing activity: PMS Staff

Actual staff responsible for implementing activity: PMS Staff

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

1.2. Objective: Summarizing skills

Measurable Objective Statement to support Goal: Students will be able to interpret stated and inferred main ideas, and identify important supporting facts and details when reading material appropriate to grade-level as determined by a pre and post test.

1.2.1. Strategy: Intervention Specialist

Strategy Statement: Intervention specialist will meet with students in a one-on-one or small group setting to work on strategies pertaining to weak areas in summarizing (both in written and oral expression.)

Research: Mike Vieau

1.2.1.1. Activity: One-on-one Intervention

Activity Type: Other

Activity Description: Intervention specialist will work with selected students to improve their summarizing capabilities in both written and oral expression.

Planned staff responsible for implementing activity: Intervention specialist, Language Arts Teacher

Actual staff responsible for implementing activity: Jay Schabel, Mike Vieau

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

1.2.1.1.1. Resource: Intervention Specialist

Funding Source: Section 31 a

Planned Amount: 40000.0

Actual Amount:

1.2.2. Strategy: Reciprocal Reading

Strategy Statement: Students will have active dialogue as they respond to portions of a reading selection on a consistent basis.

Research: Best Practices in Teaching Reading

1.2.2.1. Activity: Reciprocal Reading

Activity Type: Other

Activity Description: Student A reads one section aloud. Student A asks Student B for one or two good questions (i.e "Where did this take place?"). Student A answers the questions. Then the roles switch.

Planned staff responsible for implementing activity: PMS Staff

Actual staff responsible for implementing activity: ELA Staff

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

1.2.3. Strategy: Retell and peer share

Strategy Statement: During reading, note the main ideas or events and the details that support them. After reading, orally retell or summarize the text.

Research: Best Practices in Teaching Reading

1.2.3.1. Activity: Intervention Specialist

Activity Type: Other

Activity Description: Intervention Specialist to work with at-risk students in a one-on-one or small group basis to help improve in their retell and peer share skills.

Planned staff responsible for implementing activity: Intervention Specialist, Middle School Principle, and Curriculum Coordinator

Actual staff responsible for implementing activity: Jay Schabel, Mike Vieau

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

1.2.3.1.1. Resource: Intervention Specialist

Funding Source: Section 31 a

Planned Amount: 40000.0

Actual Amount:

1.2.3.2. Activity: Summarize an retell

Activity Type: Other

Activity Description: During reading, note the main ideas or events and the details that support them. After reading, orally retell or summarize the text.

Planned staff responsible for implementing activity: PMS Staff

Actual staff responsible for implementing activity: ELA Staff

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

1.2.3.2.1. Resource: Committee handouts

Funding Source: Other

Planned Amount: 100.0

Actual Amount:

1.2.4. Strategy: Written summary

Strategy Statement: Monthly summary of expository text within the content areas.

Research: Best Practices in Teaching Reading

1.2.4.1. Activity: Exit Slip

Activity Type: Other

Activity Description: Ticket out of class is your written summary of the reading passage.

Planned staff responsible for implementing activity: PMS Staff

Actual staff responsible for implementing activity: ELA Staff

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

1.2.4.2. Activity: Intervention Specialist

Activity Type: Other

Activity Description: Intervention Specialist will work with at-risk students on a one-to-one or small group basis to gain a better understanding in written summary.

Planned staff responsible for implementing activity: Intervention Specialist, Middle School Principle, Curriculum Coordinator

Actual staff responsible for implementing activity: Jay Schabel, Mike Vieau

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

1.2.4.2.1. Resource: Intervention Specialist

Funding Source: Section 31 a

Planned Amount: 40000.0

Actual Amount:

1.2.4.3. Activity: Written summary

Activity Description: Students will write a summary of an assigned expository reading selection once a month.

Planned staff responsible for implementing activity: PMS Staff

Actual staff responsible for implementing activity: ELA Staff

Planned Timeline: Begin Date - 01/01/2009, End Date - 01/01/2015

Actual Timeline: Begin Date - 01/01/2009, End Date - 01/01/2015

2. Goal: Math Basic Skills

Content Area: Math

Student Goal Statement: Pinconning Middle School students will improve basic mathematic computation skills.

Gap Statement: Based on a review of three different data sources, students scored lowest in areas of basic math computation.

Cause for Gap: Based on collected data, there is a 7-10 point proficiency gap in basic math skills in the economically disadvantaged sub group.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP Scores, Staff and Student Surveys, Pre- and Post-Tests, Weekly Classroom Assessments, End-of-Course Exams (Pearson), 8th Grade EXPLORE Assessment

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP scores, Pre- and Post-Tests, Weekly Assessments, 8th Grade EXPLORE Test

Contact Name: Kevin O'Laughlin

2.1. Objective: Division Computation Skills

Measurable Objective Statement to support Goal: Students will improve by 5% per year over the next three years on basic division skills (4 x 2, 3 x 1, and 2 x 1 number division).

2.1.1. Strategy: Division Skills

Strategy Statement: Teachers will research best practices around instruction of division skills that includes differentiated instruction for targeted groups, incorporating collaboration among middle school teachers, sharing strategies and results, and use technology.

Research: Best Practices in Teaching Mathematics

2.1.1.1. Activity: Math Tutorial

Activity Type: Other

Activity Description: Teachers will identify students to receive extra math assistance in a lunch/after school tutorial setting.

Planned staff responsible for implementing activity: Tutorial Teachers

Actual staff responsible for implementing activity: Mark Fuhrman, Kevin O'Laughlin, Math Dept. Staff

Planned Timeline: Begin Date - 09/23/2008, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/23/2008, End Date - 06/01/2013

2.1.1.1.1. Resource: Classroom, supplies, tutorial teacher, bussing

Funding Source: Title II Part A

Planned Amount: 3200.0

Actual Amount: 3200.0

2.1.1.2. Activity: Multimedia

Activity Type: Technology

Activity Description: The multimedia class will create short videos, stop frame animations, and presentations explaining basic division skills.

Planned staff responsible for implementing activity: Math department teachers, Tim Hoffman

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - , End Date -

2.1.1.3. Activity: On-line Resource

Activity Description: NCA Math Committee will develop and on-line resource page with math links for teachers, students, and parents.

Planned staff responsible for implementing activity: NCA Math Committee

Actual staff responsible for implementing activity: Chuck Robinson

Planned Timeline: Begin Date - 02/02/2009, End Date - 02/02/2012

Actual Timeline: Begin Date - 02/02/2009, End Date - 02/02/2012

2.1.1.3.1. Resource: District website, time, district technology coordinator

Funding Source: No Funds Required

Planned Amount:

Actual Amount:

2.1.1.4. Activity: Professional Development

Activity Type: Other

Activity Description: Professional development to help develop strategies in math. Use of a math coach will be included as part of this professional training with strategies for daily teaching/assessment.

Planned staff responsible for implementing activity: Middle School Math Staff/Data Coach-Math Coach

Actual staff responsible for implementing activity: Middle School Math Staff/Data Coach-Math Coach

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2012

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2012

2.1.1.4.1. Resource: Math Coach

Funding Source: Title III

Planned Amount: 1000.0

Actual Amount:

2.1.1.4.2. Resource: Saginaw Valley Math/Science Center and Kagan Activities

Funding Source: Title III

Planned Amount: 1000.0

Actual Amount: 1000.0

2.1.1.5. Activity: Remedial Math Instruction

Activity Type: Other

Activity Description: Teachers will identify students for extra mathematical assistance. Target students will be placed in an extra remedial level mathematics class. Students will get one-on-one instruction as well as work with Compass Learning software to increase math student achievement.

Planned staff responsible for implementing activity: Middle School Math Teachers

Actual staff responsible for implementing activity: Kevin O'Laughlin, Peri Rauschi

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

2.1.1.5.1. Resource: Scheduled class, supplies

Funding Source: No Funds Required

Planned Amount:

Actual Amount:

2.1.1.6. Activity: Review Games/Kagan Activities

Activity Type: Other

Activity Description: Teachers will use "I Have-Who Has" and other division related games as warm-up or review activities.

Planned staff responsible for implementing activity: Middle School Math Teachers

Actual staff responsible for implementing activity: Kevin O'Laughlin, Emily Ramsey

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2009, End Date - 06/01/2013

2.1.1.6.1. Resource: Supplies

Funding Source: No Funds Required

Planned Amount:

Actual Amount:

2.1.1.7. Activity: Warm-up Review

Activity Type: Other

Activity Description: Teachers will review basic division skills with students through the use of warm-ups 2 to 3 times a week.

Planned staff responsible for implementing activity: Middle School Math Teachers

Actual staff responsible for implementing activity: Middle School Math Teachers

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

2.1.1.7.1. Resource: Supplies

Funding Source: No Funds Required

Planned Amount:

Actual Amount:

2.1.2. Strategy: Intervention Specialist

Strategy Statement: Intervention specialist will work with students in a one-on-one or small group setting using strategies and manipulatives to increase comprehension and understanding of division computation skills.

Research: Mike Vieau

2.1.2.1. Activity: One-On-One Intervention

Activity Type: Other

Activity Description: Using manipulatives and strategies proposed by the teacher, the intervention specialist will work one-on-one with students who are struggling to understand basic division skills.

Planned staff responsible for implementing activity: Intervention Specialist, Math Teacher

Actual staff responsible for implementing activity: Jay Schabel, Intervention Specialist

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

2.1.2.1.1. Resource: Intervention Specialist

Funding Source: Section 31 a

Planned Amount: 40000.0

Actual Amount:

2.2. Objective: Fraction Computation Skills

Measurable Objective Statement to support Goal: Students will improve computation skills involving fractions by 5% per year over the next three years.

2.2.1. Strategy: Fraction Comprehension Skills

Strategy Statement: Teachers will research best practices around fraction instruction that focuses on differentiated instruction for targeted groups, incorporating collaboration among middle school teaching staff, sharing strategies, and the use of technology.

Research: Best Practices in Teaching Mathematics

2.2.1.1. Activity: Math Tutorial

Activity Type: Other

Activity Description: Teachers will identify students to receive extra math assistance in a lunch/after school tutorial setting.

Planned staff responsible for implementing activity: Middle School Math Teachers

Actual staff responsible for implementing activity: Mark Fuhrman, Kevin O'Laughlin, Middle School Math Teachers

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

2.2.1.1.1. Resource: Classroom, tutorial teachers, bussing

Funding Source: Title II Part A

Planned Amount: 3200.0

Actual Amount: 3200.0

2.2.1.2. Activity: Multimedia

Activity Type: Technology

Activity Description: The multimedia class will create videos, stop frame animations, and presentations explaining fraction skills (standards) that are considered weak in student achievement.

Planned staff responsible for implementing activity: Middle School Math Department Staff, Tim Hoffman

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - , End Date -

2.2.1.3. Activity: On-line Resource

Activity Type: Technology

Activity Description: NCA Math Committee will develop an on-line resource page with math links for teachers, students, and parents.

Planned staff responsible for implementing activity: NCA Math Committee

Actual staff responsible for implementing activity: Kevin O'Laughlin

Planned Timeline: Begin Date - 09/01/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/01/2011, End Date - 06/01/2013

2.2.1.3.1. Resource: Computers, time, district technology coordinator

Funding Source: No Funds Required

Planned Amount:

Actual Amount:

2.2.1.4. Activity: Remedial Math Instruction

Activity Type: Other

Activity Description: Teachers will identify students for extra math assistance. Target students will be placed in an extra remedial level mathematics class.

Planned staff responsible for implementing activity: Middle School Math Teachers (O'Laughlin, Rauschi, Ramsey)

Actual staff responsible for implementing activity: Kevin O'Laughlin

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

2.2.1.4.1. Resource: Scheduled class period, supplies

Funding Source: No Funds Required

Planned Amount:

Actual Amount:

2.2.1.5. Activity: Review Games

Activity Type: Other

Activity Description: Teachers will use "I Have-Who Has" and other fraction related games as warm-up activities or review activities.

Planned staff responsible for implementing activity: Middle School Math Teachers

Actual staff responsible for implementing activity: Kevin O'Laughlin

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

2.2.1.5.1. Resource: Supplies

Funding Source: No Funds Required

Planned Amount:

Actual Amount:

2.2.1.6. Activity: Warm-up Review

Activity Type: Other

Activity Description: Teachers will review fraction skills in all math classes 1 to 2 times per week as a warm-up.

Planned staff responsible for implementing activity: Middle School Math Teachers

Actual staff responsible for implementing activity: Middle School Math Teachers

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

2.2.1.6.1. Resource: Supplies

Funding Source: No Funds Required

Planned Amount:

Actual Amount:

2.2.2. Strategy: Intervention Specialist

Strategy Statement: Intervention Specialist will work with at-risk students in a one-on-one or small group setting to help increase comprehension of fractions and fraction computation skills.

Research: Mike Vieau

2.2.2.1. Activity: One-On-One Intervention

Activity Type: Other

Activity Description: Intervention Specialist will work with at-risk students on a one-on-one basis using manipulatives and other resources to help increase understanding and computation skills of fractions.

Planned staff responsible for implementing activity: Intervention Specialist, Math Teacher

Actual staff responsible for implementing activity: Jay Schabel, Intervention Specialist, Mike Vieau

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

2.2.2.1.1. Resource: Intervention Specialist

Funding Source: Section 31 a

Planned Amount: 40000.0

Actual Amount:

2.3. Objective: Multiplication Computation Skills

Measurable Objective Statement to support Goal: Students will improve by 5% per year over the next three years on basic multiplication skills.

2.3.1. Strategy: Intervention Specialist

Strategy Statement: Intervention Specialist will work with at-risk students in a one-on-one or small group setting to help increase comprehension and understanding of basic multiplication skills.

Research: Mike Vieau

2.3.1.1. Activity: One-On-One Intervention

Activity Type: Other

Activity Description: Intervention Specialist will work one-on-one with at-risk students using manipulatives and best research practices to help increase understanding of basic multiplication skills.

Planned staff responsible for implementing activity: Intervention Specialist, Math Teacher

Actual staff responsible for implementing activity: Jay Schabel, Mike Vieau

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

2.3.1.1.1. Resource: Intervention Specialist

Funding Source: Section 31 a

Planned Amount: 40000.0

Actual Amount:

2.3.2. Strategy: Multiplication Skills

Strategy Statement: Teachers will research best practices around the instruction of multiplication skills that focuses on the use

of differentiated instruction for targeted groups, incorporating collaboration among middle school teaching staff, sharing strategies, and using technology.

Research: Best Practices in Teaching Mathematics

2.3.2.1. Activity: Math Tutorial

Activity Type: Other

Activity Description: Teachers will identify students to receive extra math assistance in a lunch/after school tutorial setting.

Planned staff responsible for implementing activity: Mark Fuhrman, Kevin O'Laughlin

Actual staff responsible for implementing activity: Mark Fuhrman, Kevin O'Laughlin

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

2.3.2.1.1. Resource: Teachers and classroom

Funding Source: Title II Part A

Planned Amount: 3200.0

Actual Amount: 3200.0

2.3.2.2. Activity: Multimedia

Activity Type: Technology

Activity Description: The multimedia class will create multimedia projects (stop frame, videos, presentations) to assist in teaching multiplication skill concepts that students are struggling with daily.

Planned staff responsible for implementing activity: Middle School Math Department Staff, Tim Hoffman

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - , End Date -

2.3.2.3. Activity: On-line Resource

Activity Type: Technology

Activity Description: NCA Math Committee will develop an on-line resource page with math links for teachers, students, and parents.

Planned staff responsible for implementing activity: NCA Math Committee

Actual staff responsible for implementing activity: Kevin O'Laughlin

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

2.3.2.3.1. Resource: Time and supplies

Funding Source: No Funds Required

Planned Amount:

Actual Amount:

2.3.2.4. Activity: Professional Development/Kagan Activities

Activity Type: Professional Development

Activity Description: Provide professional development to math staff members that incorporates best practices with innovative ways to teach math/basic math skills and improve math proficiency.

Planned staff responsible for implementing activity: Middle School Math Staff

Actual staff responsible for implementing activity: Middle School Math Staff

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

2.3.2.4.1. Resource: Math Curriculum Workshop- SVSU Math/Science Center

Funding Source: Title III

Planned Amount: 1000.0

Actual Amount: 1000.0

2.3.2.5. Activity: Remedial Math Instruction

Activity Type: Other

Activity Description: Teachers will identify students for extra mathematical assistance. Target students will be placed in an extra remedial level mathematics class.

Planned staff responsible for implementing activity: Middle School Math Teachers

Actual staff responsible for implementing activity: Kevin O'Laughlin

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

2.3.2.5.1. Resource: Small class sizes.

Funding Source: No Funds Required

Planned Amount:

Actual Amount:

2.3.2.6. Activity: Review Games

Activity Type: Other

Activity Description: Teachers will use "I Have- Who Has" and other multiplication skills review games as warm-up activities or review activities.

Planned staff responsible for implementing activity: Middle School Math Teachers

Actual staff responsible for implementing activity: Kevin O'Laughlin

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

2.3.2.6.1. Resource: supplies

Funding Source: No Funds Required

Planned Amount:

Actual Amount:

2.3.2.7. Activity: Warm-Up Review

Activity Type: Other

Activity Description: Teachers will review multiplication math skills in all math classes 2 to 3 times per week as a warmup.

Planned staff responsible for implementing activity: Middle School Math Teachers

Actual staff responsible for implementing activity: Middle School Math Teachers

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

3. Goal: Writing Process

Content Area: English Language Arts

Student Goal Statement: Pinconning Middle School Students will improve basic writing skills across the curriculum to become proficient writers.

Gap Statement: Based on MEAP scores, end of course exams, and in-class assessments, a gap exists in basic writing skills including, but not limited to, grammar usage, spelling, punctuation, and sentence structure.

Cause for Gap: Lack of proficiency demonstrated on MEAP test, End-of-Course exams, and in-class assessments.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP scores

Semester Writing Prompts

Writing Rubrics

Pre/post Tests

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP scores, End-of-course exams, and in-class assessments.

Contact Name: Tammy Miller

3.1. Objective: Grammar

Measurable Objective Statement to support Goal: 65% of students overall will score in the proficient level in the grammar and usage portion as indicated on the MEAP test.

3.1.1. Strategy: Grammar Strategy

Strategy Statement: Students will be expected to use proper sentence structure (i.e. capitalization, punctuation, spelling, grammar) in all curricular areas.

Research: Write for the Future

3.1.1.1. Activity: Daily Activities

Activity Type: Technology

Activity Description: Teachers will model proper sentence structure through activities such as Daily Oral Language.

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity: ELA Teachers

Planned Timeline: Begin Date - 09/01/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - 09/06/2011, End Date -06/01/2013

3.1.1.1.1. Resource: Daily Oral Language Materials

Funding Source: General Funds

Planned Amount: 75.0

Actual Amount:

3.1.1.1.2. Resource: Document Cameras/Projectors

Funding Source: General Funds

Planned Amount: 300.0

Actual Amount:

3.1.1.2. Activity: One-On-One Intervention

Activity Type: Other

Activity Description: Intervention specialist will work with individual at-risk students on basic grammar concepts using strategies and manipulatives to help them improve their writing.

Planned staff responsible for implementing activity: Intervention Specialist, Language Arts Teacher

Actual staff responsible for implementing activity: Intervention Specialist, Language Arts Teacher

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - , End Date –

3.1.1.2.1. Resource: Intervention Specialist

Funding Source: Section 31 a

Planned Amount: 40000.0

Actual Amount:

3.1.1.3. Activity: Parts of Speech/Literary Devices Mini Lessons

Activity Type: Technology

Activity Description: The multimedia class will develop short videos to used as mini lessons in the ELA classrooms.

Planned staff responsible for implementing activity: ELA Teachers and Multimedia Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - , End Date –

3.1.1.3.1. Resource: Computer/Projector

Funding Source: General Funds

Planned Amount: 200.0

Actual Amount:

3.1.1.4. Activity: Writing Expectations

Activity Type: Other

Activity Description: Modeling proper sentence structure.

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity: All Staff

Planned Timeline: Begin Date - 09/01/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - , End Date –

3.1.1.4.1. Resource: General Education

Funding Source: General Funds

Planned Amount:

Actual Amount:

3.1.2. Strategy: Intervention Specialist

Strategy Statement: Intervention specialist will work with at-risk students in a one-on-one setting to increase grammar comprehension in writing.

Research: Mike Vieau

3.1.2.1. Activity: One-On-One Intervention

Activity Type: Other

Activity Description: Intervention Specialist will work with at-risk students in a one-on-one basis using strategies and manipulatives to improve grammar skills in writing.

Planned staff responsible for implementing activity: Intervention Specialist, Language Arts Teachers

Actual staff responsible for implementing activity: Mark Fuhrman, Keith Wetters, Jay Schabel, ELA Teachers

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - , End Date -

3.1.2.1.1. Resource: Intervention Specialist

Funding Source: Section 31 a

Planned Amount: 40000.0

Actual Amount:

3.2. Objective: Writing Process

Measurable Objective Statement to support Goal: 65% of students overall will score in the proficient level in the writing process as indicated by the MEAP test.

3.2.1. Strategy: Writing Process

Strategy Statement: Students will be expected to write well developed focused paragraphs that include relevant details, examples and facts.

Research: Thinking Maps and Write for the Future

3.2.1.1. Activity: Graphic Organizers

Activity Type: Other

Activity Description: Utilization of Thinking Maps and Write for the Future program.

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity: All Staff

Planned Timeline: Begin Date - 09/01/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - , End Date -

3.2.1.1.1. Resource: Graphic Organizer Resources

Funding Source: General Funds

Planned Amount: 300.0

Actual Amount:

3.2.1.2. Activity: Intervention Specialist

Activity Type: Other

Activity Description: Intervention Specialist will work with at-risk students in a one-on-one or small group basis using Write for the Future, Thinking Maps, and strategies.

Planned staff responsible for implementing activity: Intervention Specialist, Middle School Principal, Curriculum Coordinator, Language Arts Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - , End Date -

3.2.1.3. Activity: Writing Process

Activity Description: Continue district writing process and involve other curricular areas.

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity: ELA Teachers

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/01/2010

Actual Timeline: Begin Date - , End Date -

3.2.1.3.1. Resource: Staff Collaboration Time

Funding Source: General Funds

Planned Amount:

Actual Amount:

3.2.1.3.2. Resource: Staff Development

Funding Source: General Funds

Planned Amount:

Actual Amount:

3.2.1.4. Activity: Writing Sample

Activity Type: Other

Activity Description: 3 times a year, students will create a well developed writing sample in their ELA class. This sample will be scored by the District Writing Committee. Writing will be done in grades K-3 and 4-8.

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity: All Staff

Planned Timeline: Begin Date - 09/01/2011, End Date - 06/01/2013

Actual Timeline: Begin Date - , End Date -

3.2.1.4.1. Resource: Nothing Needed

Funding Source: No Funds Required

Planned Amount:

Actual Amount:

PLA Timeline 2011-2012

Stakeholders: students, parents, family/community members, teachers/staff, administrators, board members, BAISD staff

August 24	MDE called to inform Mike Vieau and Mark Fuhrman that the Middle School was placed on the 2011-2012 Persistently Lowest Achieving (PLA) list.
August 25	Mike Vieau and Mark Fuhrman attended the Webinar that explained the criteria for getting on PLA list and next steps for schools on the list.
Sept. 6	School staff is notified by the Superintendent that the school made the PLA list.
Sept. 8	Mike Vieau, Mark Fuhrman, and Chuck Robinson attended the 1 st Technical Assistance Meeting for the new PLA schools in Lansing.
Sept. 12	School Board (LEA) is notified of the implications of being on the PLA list.
Sept. 26	Mark Fuhrman makes a presentation to the School Board (LEA) to explain how school made the PLA list and what the course of action will be going forward.
Sept. 28	Reform/Redesign Committee meets to discuss Transformation Model. Subcommittees determined and meet to make recommendations for plan.
Oct. 4	2 nd Technical Assistance Meeting in Lansing attended by Mike Vieau, Mark Fuhrman, and Chuck Robinson with purpose to review plans and discuss further plan development.
Nov. 9	Begin Data Teams for grade level collaboration. Working with data coach (Chris Brown)- see data team schedule for other meetings.
Nov. 28	Final Reform/Redesign Plan due to MDE. Meeting with PEA leadership in regards to contract changes.
Jan. 16, 2012	New principal starts in Middle School today (Keith Wetters)
Jan. 2012	Acknowledgement of Reform Plan Acceptance or Revisions

Appendix K

Overview of Programs Already Implemented at Pinconning Middle School Since 2009-2010

- ✓ Middle School Summer School Program
- ✓ Data Coach
- ✓ 6 – 12 Mandatory Afterschool Tutorial
- ✓ Edline
- ✓ Academic Awards Days (A and B Honor Roll, Principal's Award)
- ✓ Parent Teacher Conferences
- ✓ 6 -12 Intervention Specialist
- ✓ Grade Level Mid Semester Progress Reports
- ✓ 9-Week Report Cards
- ✓ Training on Differentiated Instruction
- ✓ Positive Behavior Incentives for Students
- ✓ PD on Thinking Maps for all Curriculum Areas
- ✓ 6 – 12 Staff Meetings Focusing on Curriculum Alignment, Differentiated Instruction, and Data Driven Decision Making
- ✓ 6 – 12 Pearson Common Assessment Training
- ✓ K- 12 Data Warehouse Training
- ✓ K-12 Breakfast Program for all Students
- ✓ Solutions Committee
- ✓ K-12 Curriculum Alignment Meetings
- ✓ PD for Collins Writing for all Curriculum Areas
- ✓ Middle School Jr. Renaissance Program
- ✓ Success Classes for Low Achieving Students
- ✓ District Wide Ruby Payne PD

Scheduled Data Team Dates 2011-2012

Dates will be for working collaboratively along grade levels. Data Coach will be here working with each group. Groups will have about 2 hours out of class time to work on collaboration activities with data. Times will revolve so that time is that time is not always out of the same hours. All dates scheduled are Wednesdays.

November

9th
23rd

December

7th
21st

January

11th
25th

February

8th
22nd

March

7th
21st

April

11th
25th

May

2nd
9th
15th

} 3 times this month for wrap up and preparation for next year

Members of data team:

1. _____
2. _____
3. _____
4. _____
5. _____

Each group will be given an overview of meeting structure and guidelines to follow. Each team will be responsible for establishing norms for meeting times. An agenda and meeting minutes will need to be turned into the principal upon completion of each meeting.

Data Teams

Data Teams will be grouped by grade level.

- Every teacher in the grade will participate.
- Exploratory teachers will pick a grade level data team.
- Ideally we would meet once a week. (a common planning time)
- Target areas would be ELA and Math.

160 meetings per year (works out to roughly 23 cycles.)

Meeting Schedule:

Meeting 1: Look at data and analyze needs

Meeting 2: Review and revise needs.

Set goals.

HW- research strategies

Meeting 3: Select strategies for the goal(s)

Establish measurement tools (how do we know if we are successful)

Develop measurement calendar

Meeting 4: Develop assessment tools (formative)

Meeting 5: Monitoring meeting (how are strategies/formative assessments going)

Meeting 6: Review formative assessments

Meeting 7: Review goals (did we meet goals)

Strategies for re-teaching those students who still show standard weakness.

Another cycle will start after meeting 4 to identify other power standards in either Math or ELA. At that point two cycles will be running at the same time.



Redesign Plan Signature Page

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Pinconning Area Schools	Name: Mike Vieau
School Name: Pinconning Middle School	Position and Office: Superintendent
Address: 605 W. 5 th Street	Telephone: (989)879-7225
School Code: 06656	Fax:
	Email: vieaum@pasd.org
LEA SCHOOL SUPERINTENDENT/DIRECTOR	Telephone: (989)879-7225
Printed Name: Mike Vieau	Fax:
Signature: X <u><i>Michael J. Vieau</i></u>	Email: vieaum@pasd.org
Date: 11/28/2011	
LEA SCHOOL PRINCIPAL/DIRECTOR	Telephone: (989)879-7227
Printed Name: Mark Fuhrman	Fax:
Signature: X <u><i>Mark Fuhrman</i></u>	Email: fuhrmanm@pasd.org
Date: 11/28/2011	
LEA SCHOOL BOARD PRESIDENT	
Signature: X <u><i>Danny Janda</i></u>	Date: 11-28-11
LOCAL TEACHER BARGAINING UNIT	
Signature: X <u><i>Robert Buckley</i></u>	Date: 11-28-11
<p>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.</p>	