



RICK SNYDER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

December 28, 2011

Ms. Chellie Broesamle
Superintendent
Reading School District
301 Chestnut Street
Reading, MI 49274

Dear Ms. Broesamle:

The redesign plan submitted by your team for Reading High 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>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. (MCL 380.1249 Section 2 (e) (i) states 25% by 2013-2014.) <p>Leader and Teacher Evaluation tool is attached in Appendix A.</p>	<p>The plan describes a unique way to determine highly effective teachers.</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><input checked="" type="checkbox"/> YES No plan or minimal plans are indicated in either the reward or remove categories.</p>	<p><input type="checkbox"/> YES A partial plan is in place that identifies how staff members can be rewarded and/or removed. No mention is made of opportunities that staff will have to improve practice.</p>	<p><input type="checkbox"/> YES A plan has been completed to identify and reward school leaders, teachers, and staff that have increased student achievement. <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. <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> </p>	<p>There are limited details on how rewards will be distributed. The plan indicates ineffective teachers and leaders will be removed, yet no process or procedures are included. How will teachers that are struggling receive support? Need more details on the system to remove ineffective teachers and leaders.</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
			<ul style="list-style-type: none"> ✓ Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for employees receiving an unsatisfactory evaluation or warning. ✓ Reform seniority rights, and other job protections, to enable quick performance-based dismissals. 	
<p>REQUIREMENT 4</p> <p>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 type="checkbox"/> YES</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 checked="" type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> YES</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 5</p> <p>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 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>The plan must include details on how existing staff will be retained, recruited, promoted, etc.</p> <p><input type="checkbox"/> YES</p>
<p>PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES</p>				
<p>REQUIREMENT 6</p> <p>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 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 checked="" 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>The plan describes curriculum development and alignment.</p> <p>Describe how data is used to identify and implement research-based instructional programs. Include the research-based instructional program that will be utilized at Reading High School.</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><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><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 would be strengthened by adding details regarding all three components.</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> <ul 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	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
REQUIREMENT 9	Plan gives minimal information regarding how families and the community will be involved.	Plan gives some information about how families and/or the community will be engaged in the transformation efforts.	Plan contains detailed information about multiple strategies that will be used to integrate the family and the community into the improvement efforts.	The plan should include details on how the activities are connected to the improvement efforts and transformational activities.
PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT				
REQUIREMENT 10 Provide operational flexibility to the school (staffing, calendars, time, and budgeting) to implement a comprehensive approach to increase student achievement and graduation rate.	Plan gives minimal information about the flexibility the district will provide to the school.	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. <input checked="" type="checkbox"/> Align resource allocation (money, time, human resources) with the school's instructional priorities. <input checked="" type="checkbox"/> Negotiate union waivers if necessary. <input checked="" type="checkbox"/> Consider establishing a turnaround office or zone to also include transformation and other models. <input checked="" type="checkbox"/> Examination of current district policies and structures related to central control and make modifications to fully support transformation. <input checked="" type="checkbox"/> Re-orient district culture toward shared responsibility and accountability, and establish performance objectives for the school.	<input checked="" type="checkbox"/> YES
REQUIREMENT 11 The district will ensure that the school receives ongoing intensive technical assistance and related support from the district, the ISD, MDE, or other external partners.	Plan gives minimal details about how the district will support the school's efforts.	Plan describes how the district will support the school's efforts, but does not mention any assistance from other partners.	<input type="checkbox"/> YES Plan details how district will support the school's reform efforts. <input checked="" type="checkbox"/> YES 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: <ul style="list-style-type: none"> • ISD • MDE • External Provider 	<input checked="" type="checkbox"/> YES To come to complete compliance, please list how MDE is assisting, i.e. Principal Academy, Networking Workshops and Data Workshops.

PART E: RUBRIC REVIEW OF OVERALL PLAN

TRANSFORMATION REQUIREMENT 12	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>Plan is clear and cohesive.</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 align="center"><input 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 align="center"><input checked="" 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 align="center"><input type="checkbox"/> YES</p>	<p>See Requirements that are not complete.</p>

SCHOOL INFORMATION

District: Reading
 School Name: Reading High School
 Address: Chestnut Street, Reading, MI 49274
 School Code:

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.

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Reading School Name: Reading High School Address: Chestnut Street, Reading, MI School Code: 03159	Name: Chellie Broesamle Position and Office: Superintendent Telephone: 517-283-2166 Fax: 517-283-3519 Email: chellie.broesamle@readingrangers.org
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Chellie Broesamle Signature: X _____ Date: 11/16/2011	Telephone: 517-283-2166 Fax: 517-293-3519 Email: chellie.broesamle@readingrangers.org
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Rick Bailey Signature: X _____ Date: 11/16/2011	Telephone: 517-283-2142 Fax: 517-283-3758 Email: rick.bailey@readingrangers.org
LEA SCHOOL BOARD PRESIDENT	
Signature: X _____ Date: 11/16/2011	
LOCAL TEACHER BARGAINING UNIT	
Signature: X _____ Date: 11/17/2011	
<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>	

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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)
The capacity of school leadership was analyzed and a structure developed to take advantage of personal strengths within the administration. Chellie Broesamle has seven successful years as a building principal in the Jonesville School District. ACT scores have consistently been at or above the state level. She has experience with modifying scheduling to create the greatest benefit to the students. She is well versed in the school improvement process and has established professional learning communities dedicated to improving student achievement. Chellie will serve as the new high school principal and lead the transformation process beginning with the 2012-2013 school year.
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)
Several meetings took place with staff during the 2010-11 school year and over the summer of 2011 between the administration and the leadership of the bargaining unit along with the MEA uniserve director. With the impending changes to teacher evaluation, much time was spent in mutually developing a tool that would guide teacher growth and instruction. The evaluation tool is a modification of the Charlotte Danielson model with student growth added as a significant factor. The need for pre and post tests and relevant growth data was shared with teachers at professional development meetings on August 31, 2011 and the newly adopted evaluation tool was presented at staff meetings at the elementary and high school on November 7, 2011. A resolution was sent to the state on October 28, 2011 declaring exemption from future state tools for evaluation and the tool is available on our website: readingrangers.org and a copy has been included in appendix A.

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

3. Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes. (Maximum 3750 characters)

The school will identify school teachers and leaders who are highly effective using the agreed upon evaluation tools. They will be rewarded with opportunities for leadership in the district. Teachers will be given the opportunity to serve as core content leaders and team leaders based on their effectiveness in the classroom. They will also have the opportunity to serve as mentors or coaches to their peers. According to the new tenure law, a teacher and leaders who are evaluated as ineffective for three years will be removed.

4. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies. (Maximum 6250 characters)

The school improvement team makes plans for professional development based on the gap analysis completed on school data. The professional development for this year is focused on data director training so that the staff has a tool to analyze the growth of their students in a timely manner. They are also taking part in Evidence Based Literacy Instruction (EBLI) to improve the reading fluency of our students. Training in co-teaching and differentiated instruction has also taken place in order to assist all of our learners. Reading has a large special education population and we are working hard to make sure that we meet their needs. The final focus of the professional development plan is the acquisition of Curriculum Crafter and the training provided by Kent ISD. This will allow teachers to align their lessons to the new Common Core and make sure that we are meeting the state standards. Teachers will be working with the Red Cedar Reading Project through Michigan State University at a summer retreat as well as attending the Jackson ISD Middle School Math Initiative. All of this professional development is planned and designed in a collaborative way and is included in each building's and the district's improvement plans. The staff has sought out training that has proven results. They have researched different methods of instruction and tools that will help them to raise student achievement. The professional development calendar for the 2011-12 school year is attached.

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)

Teachers will progress in their step schedule if their students continue to show growth. They will be encouraged to take leadership roles in their content area departments which can add to their resume and potentially benefit them. Teachers

will be provided stipends for additional professional development. Reading will abandon the practice of hiring all new staff as close to first step as possible and will instead negotiate with teachers who have proven to be successful for starting at a wage that will encourage them to come to our school.

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)
Reading schools will be utilizing Curriculum Crafter from Kent ISD which is aligned to the state standards and benchmarks and will be updated as the Common Core is released. This tool will allow us to update, revise and align curriculum in a fraction of the time because it is all web-based and updated consistently. It provides instructional unit planning K-12 and provides an easy way to maintain vertical alignment. Teachers can easily see what is to be taught to students at each grade level within their content area. It will also assist with time management and the scope and sequence of courses. Individual student data from STAR, EXPLORE, PLAN and ACT tests will be used to schedule students into classes which fit their needs and help them progress in the best way possible.
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)
Reading Community Schools has invested in Data Director as a means to compile student data at a central point and analyze it to differentiate instruction based on student needs. Each teacher utilizes pre and post tests to determine if the students learned the material they have covered. Common assessments will be given at the beginning of courses, at the mid point and at the end to determine student growth. Data from STAR testing will be taken at the beginning and end of the school year to determine student growth in their reading level. Students will be placed in courses to assist them in reading if data shows that it is needed. Courses will be created to provide enrichment as well as skill building for students. Response to Intervention is in place at the elementary and high school and training is ongoing for those teams to make sure that at risk students are getting the necessary help to be successful.

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)
Reading High School adjusted their schedule to include 28 additional instructional minutes daily to address unsatisfactory academic performance in the past. Furthermore, we are currently in negotiations with the union to add additional minutes to the day, which in conjunction with the previous twenty-eight minutes, would provide a total of an extra 107 instructional hours. We are currently in

negotiations with the union to add days to the yearly calendar as well. Two new schedules have been developed that add classes that provide enrichment activities based around the core content. Common planning times have been designed into the trimester schedule and the seven period schedule to provide more collaboration time for teachers. Additional professional development opportunities will be added over the summer for teachers. They will be given stipends to encourage attendance and to reward those who work to better themselves. Advanced Placement(AP) classes have been explored and added to the schedule to increase rigor in the curriculum. Accounting has also been added as an option for the fourth year of math. We are currently meeting with teacher and leadership teams to determine which schedule best meets the needs of Reading High School.

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

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

The school will continue to work with the Parent Action Committee that currently exists to support the school and the students. This community is very dedicated to its schools. Every bond proposal that has ever come before them has passed and they have pledged to volunteer their time in the schools to work individually with our students. They have set up a Ranger Room to provide clothing and supplies to needy students and their families. The athletic boosters are extremely active and support many projects throughout the schools. We will continue to engage them in these activities, but will add curriculum nights for parents and community members to learn what is being taught and offer ways for them to assist their children. We will also expand our volunteer tutoring program for our struggling students in the 7th and 8th grade.

The community and schools have an excellent relationship and serve to meet the needs of each other. Rotarians, Kiwanians and other community members volunteer to assist students with their learning. They tutor, give incentives for reading, offer awards and support needy students. The Rotary Club sponsors Festival Days for the community and the students and staff help tremendously. Octoberfest is put on by the Chamber of Commerce as well as Old Fashioned Christmas and our high school art students work with community members and our elementary classrooms to decorate the downtown. The Reading Fire Department comes in to the schools to teach fire safety and helps with conducting fire drills. One other excellent community event that ties the school closely with the community is Reading Pride Day. All of the students go out into the community on this day to help residents and businesses with anything they have requested help with. They paint houses, rake leaves, beautify the cemetery and gardens and even paint cross walks. This helps students gain a love for service and their community and builds a bond with community members. The VFW is also active in the school and brings in speakers each year for a Veteran's Day assembly. It is a tremendous educational experience.

The positive relationship that exists with the parents and the community supports our students through tutoring, supplying them with the tools they need to be productive as well as creating an enjoyable environment in which to live and learn.

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)

Each building has site-based management over their budget. They are required to work within district funding allowances. The newly assigned principal is in complete control over the high school budget. The principal also has complete control over staffing and scheduling. The principal has the authority and the support to enact the changes that are included in this plan to raise student achievement. The graduation rate is consistently around 95% at Reading High School, but we still strive to get to 100%. We will continue with those efforts. We have added e2020 as an additional opportunity for students who are behind to recover credits throughout the school year so they may graduate on time.

- 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.)

Reading High School will receive ongoing technical assistance with Local Education Association resources to address the identified reform initiatives that have been proposed. Hillsdale Intermediate School District will be working with us as our external service provider. The Hillsdale ISD will provide ongoing training in Response to Intervention and use of Data Director as well as other technical support. They are partnering with Jackson ISD to assist all of the LEA's in Hillsdale County. Because our ISD is small and may not be able to meet all of our needs, we are also in contact with Calhoun ISD as the provider of Data Director and for additional professional development needs. We will also be working closely with Kent ISD and receiving professional development in Curriculum Crafter.

TRANSFORMATION SCHOOLS WILL STOP HERE.

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

THE TURNAROUND MODEL STARTS HERE:

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

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

II. TURNAROUND MODEL COMPONENTS

PART A: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's 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, teacher collaboration schedule and a sample student schedule which demonstrates the increased learning time in Appendix C

Or

Executed Addendum to Support the Implementation of the Extended Learning Time Model

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

TURNAROUND SCHOOLS WILL STOP HERE.

RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS PAGE NUMBERS AND MAKE SURE TO UPDATE APPENDIXES A, 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.
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS
PAGE NUMBERS.**

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.
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS
PAGE NUMBERS.**

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)

See Attachments 1 and 2

APPENDIX B
COPY AND PASTE YOUR:

Professional Development Calendar or Timeline

(unlimited characters)

See Attachment 3

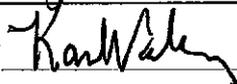
APPENDIX C
COPY AND PASTE YOUR:

Daily School Schedule, Sample Student Schedule and Teacher Collaboration Schedule
Or

Executed Addendum to Support the Implementation of the Reform Model

(Maximum 6250 characters)

See Attachments 4, 5 and 6

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Reading School Name: Reading High School Address: Chestnut Street, Reading, MI School Code: 03159	Name: Chellie Broesamle Position and Office: Superintendent Telephone: 517-283-2166 Fax: 517-283-3519 Email: chellie.broesamle@readingrangers.org
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Chellie Broesamle Signature:  Date: 11/16/2011	Telephone: 517-283-2166 Fax: 517-293-3519 Email: chellie.broesamle@readingrangers.org
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Rick Bailey Signature: X  Date: 11/16/2011	Telephone: 517-283-2142 Fax: 517-283-3758 Email: rick.bailey@readingrangers.org
LEA SCHOOL BOARD PRESIDENT Signature: X  Date: 11/16/2011	
Signature: X  LOCAL TEACHER BARGAINING UNIT Date: 11/17/2011	
<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>	

2011-2012 Professional Development Calendar

Reading Community Schools

August 30	Data Director Training- all staff will attend - training provided by Hillsdale ISD
August 31	Co-Teaching Training-all staff-training provided by school administration
September 1	Differentiated Instruction/RTI Training-all staff-training provided by Hillsdale ISD
September 26	School Improvement Workshop-all staff-training provided by school administration
October 24	Middle School Math Initiative-all middle school math teachers will attend-training provided by Hillsdale ISD and Jackson ISD
November 14	Evidence Based Literacy Instruction- training for all English teachers and special education teachers in 5-12 grades- held offsite at EBLI training center.
November 21	Evidence Based Literacy Instruction- Follow up training for all English teachers and special education teachers in grades 5-12- held offsite at EBLI training center.
November 28	Michigan Language Arts Conference- All English teachers in 6-12 grade will attend MLA conference
November 28	Middle School Math Initiative- All middle school math teachers will attend- training provided by math specialists through Hillsdale ISD and Jackson ISD.
December 6	Middle School Math Initiative- All middle school math teachers will attend- training provided by Hillsdale ISD and Jackson ISD.
February 24	Curriculum Crafter Training on use of software and alignment to the Common Core- all teachers will attend-training provided by Kent ISD.

June 6,7, 8

Summer Workshops

Red Cedar Reading Project – all interested teachers will attend with stipend provided, training will be provided by Red Cedar Reading project out of Michigan State University.

Jackson ISD Math- all interested teachers will attend with stipend provided- training will be provided by math specialists from Jackson ISD

For the 2012-13 school year, the district improvement team will determine the needs of the staff in the spring and will develop a professional development calendar for the following year. Long term professional development will be provided for Data Director, Curriculum Crafter and Evidenced Based Literacy Instruction.

READING COMMUNITY SCHOOLS

ADMINISTRATIVE PERSONNEL PERFORMANCE REVIEW

Name of administrator: _____

Position: _____

Date of Evaluation: _____

Proficiencies are rated from 1 (low) to 5 (high) based on the following:

1. The administrator's performance is unacceptable and must be improved.
2. The administrator's performance falls short of standard.
3. The administrator's performance meets basic expectations.
4. The administrator's performance clearly exceeds expectations.
5. The administrator's performance clearly exceeds expectations and is consistently at an outstanding level.

Planning/Organizing

Setting strategies and tasks that align with District Goals; work plans coincide with the continuous school improvement process and are completed on a monthly basis.

1 2 3 4 5

Demonstrates vision and provides leadership that appropriately involves the school community in the creation of shared beliefs.

1 2 3 4 5

Uses collaborative planning to help identify objectives that accomplish the school's mission and goals.

1 2 3 4 5

Develops and implements equitable and effective schedules.

1 2 3 4 5

Comments:

Situational Analysis/Decision Making

Demonstrates ability to obtain and evaluate pertinent information to determine source of and alternative solutions to problems; ability to identify key issues and their implications; looks at policies and guidelines before making final decisions. Makes decisions in a time appropriate, sequential manner.

1 2 3 4 5

Comments:

Employee Relations

Maintaining positive working relationship with staff.

1 2 3 4 5

Assigning work appropriately; following up to insure work is completed, goals and assignments are being fulfilled.

1 2 3 4 5

Evaluations are completes according to contract and law; IDP/PDP's are developed for all probationary teachers and all tenure teachers in need of an improvement plan.

1 2 3 4 5

Develops good employees morale and loyalty to the district; effectively gains staff support in achieving district goals and objectives; positive staff motivation.

1 2 3 4 5

Involves employees in the identification and solutions for work related problems, goals and objectives (i.e. project management team); makes effective use of personnel; encourages open communication.

1 2 3 4 5

Comments:

Student Leadership

Maintains positive interaction with students:

1 2 3 4 5

Student discipline is consistent and fair; code of conduct is updated to align with school policies, state law, and staff/ parent/ student/ community expectations.

1 2 3 4 5

Promotes student achievement, leadership, and supports student involvement in school activities:

1 2 3 4 5

Comments:

Personal and Professional Growth

Shows desire to excel on the job working steadily and actively toward district vision.

1 2 3 4 5

Shows initiative; is able to prioritize and work within schedules and deadlines; accepts change and challenges with a positive attitude.

1 2 3 4 5

Growth exhibited by continuing professional development; reads, attends conferences and continuing education.

1 2 3 4 5

Communicates openly and cooperates with other administrators; flexible, willing to ompromise and go beyond assigned duties to accomplish district goals.

1 2 3 4 5

Comments:

Written/Oral Communications

Writing is concise, organized and clear; communications meet appropriate objectives conveying ideas persuasively and clearly, when writing, speaking extemporaneously, or giving prepared presentation.

1 2 3 4 5

Comments:

Community/Parent Relations

Understands the local community; builds cooperative relationships between the staff, parents, community and school programs; communicates effectively with parents.

1 2 3 4 5

Demonstrated ability to lead staff, students, parents and community to become involved in creating and maintaining quality school programs. Demonstrates vision and provides leadership that appropriately involves the school community in the creation of shared beliefs.

1 2 3 4 5

Works with staff and community to create and maintain a safe and orderly learning environment.

1 2 3 4 5

Comments:

Innovation/Creativity

Develops and implements new solutions, new procedures, new concepts and designs to curriculum, scheduling, and school programs. Demonstrates imagination and originality.

1 2 3 4 5

Comments:

Curriculum and instruction

Works with staff and community representatives to identify a curriculum framework and common core of learning that support the mission and goals of the school.

1 2 3 4 5

Facilitates the allocation of financial resources within the school to best meet the needs of the instructional program.

1 2 3 4 5

Comments:

Student Growth

Works closely with staff to improve student achievement. Results are gathered for each teacher to indicate success with student growth. A ranking has been established below to correlate with the success rate of the teachers in meeting the district standard of effective student growth.

- 1 Fewer than 59% of the building's teachers meet the effective level for student growth
- 2 Fewer than 69% of the of the building's teachers meet the effective level for student growth
- 3 70-79% of the building's teachers meet the effective level for student growth
- 4 80-89% of the building's teachers meet the effective level for student growth
- 5 90-100% of the building's teachers meet the effective level for student growth

Summary comments:

Reading Community Schools Teacher Evaluation Form

Teacher: _____

Evaluator: _____

Tenured Probationary 1st yr. 2nd yr. 3rd yr. 4th yr.

Building: _____ Observation date(s): _____

Evaluation Dates: _____

Type of Report Annual ___ Periodic ___ Obser. ___ Progress ___

The process of evaluation indicates the evaluator's perception of the professional's performance, verifies this perception with written comments, and offers specific suggestions for improvement in the area(s) marked ineffective. Detailed descriptions of the components on this form can be found in *Enhancing Professional Performance: A Framework for Teaching*, by Charlotte Danielson (1996) ASCD.

Components of the Evaluation

Key: Ineffective (0) Minimally Effective (2) Effective (3) Highly Effective (4) Total Possible=20 points

1. Planning and Preparation:

	Ineffective (0)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
1a. Demonstrating Knowledge of Content and Pedagogy				
1b. Demonstrating Knowledge of Students				
1c. Selecting Instructional Goals				
1d. Demonstrating Knowledge of Resources/ Designing Coherent Instruction				
1f. Assessing Student Learning				

TOTALS

Comments:

2. The Classroom Environment:

	Ineffective (0)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
2a. Creating an Environment of Respect and Rapport				
2b. Establishing a Culture for Learning				
2c. Managing Classroom Procedures				
2d. Managing Student Behavior				
2e. Organizing Physical Space				

TOTALS

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Comments:

3. Instruction:

	Ineffective (0)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
3a. Communicating Clearly and Accurately				
3b. Using Questioning and Discussion Techniques				
3c. Demonstrating Flexibility and Responsiveness				
3d. Providing Feedback to Students				
3e. Engaging Students in Learning				

TOTALS

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Comments:

4. Professional Responsibilities:

	Ineffective (0)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
4a. Reflecting on Teaching				
4b. Maintaining Accurate Records				
4c. Communicating with Families				
4d. Contributing to the School and District/ Growing and Developing Professionally				
4e. Showing Professionalism				

TOTALS

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Comments:

5. Student Growth – defined as the increase or improved performance of students, as individuals and/or as a group, in relation to appropriate developmental and/or academic achievement measurement. Student growth data will be measured by growth/progress between the initial and final student assessment(s) for each classroom each year.

	0	5	10	15	20
	0%-59%	60%-69%	70%-79%	80%-89%	90%-100%
Percent of Students Showing Improvement					

TOTALS

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Comments:

EVALUATOR’S NARRATIVE REMARKS (Including IDP Progress Assessment-if applicable):

Where a teacher has received a rating on an evaluation criterion of “Minimally Effective” or “Ineffective” the rating shall be substantiated with specific examples. In addition, the teacher and principal shall consult regarding a goal statement.

Overall performance of the Teacher

	Scores
1.) <u>Planning and Preparation:</u>	
2.) <u>The Classroom Environment:</u>	
3.) <u>Instruction:</u>	
4.) <u>Professional Responsibilities:</u>	
5.) <u>Student Growth:</u>	
TOTAL	

90-100 Highly Effective

70-89 Effective

60-69 Minimally Effective

0-59 Ineffective

Signatures:

Teacher: _____ Date: _____

Evaluator: _____ Date: _____

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

Student Growth

Student growth is defined as the increase or improved performance of students, as individuals and/or as a group, in relation to appropriate developmental and/or academic achievement measurement.

Rationale: This rubric focuses on measuring student growth that accomplished three components:

- Collaborative practice between the educator and administrator
- Supports goals
- Supports the professional development of the educator

Data Sources/Assessments

Data may include, but is not limited to:

MEAP
MME
ACT
Explore
PLAN
MLPP
AP
End of Course/Unit Assessment
Dibels
NWEA
Woodcock Johnson
STAR
Other Assessments

First Trimester

First Trimester	7:45 - 9:06	9:10 - 10:31	10:35 - 11:56	12:32 - 1:53	1:57 - 3:18
	Hour 1	Hour 2	Hour 3	Hour 4	Hour 5
(Math)					
Affholter	Senior Math A	Algebra 8A	Pre-Calc A	Trig A	PREP
Johns	Algebra A	Algebra 2A	Math 7A	Algebra 2A	PREP
North	Math 7A	Math 8A	Geometry A	Math 8A	PREP
(Science)					
Clason	Env. Issues A	Science 7A	PREP	Science 7A	Chem A
Mueller	Science 8A	Physics A	PREP	Science 8A	Physics A
(Social Studies)					
Mulnix	PREP	Govt	Bio A	Bio A	Econ
Irelan	PREP	Geog 7A	Hist 8 A	Hist 8A	Geog 7A
Griffiths	PREP	US Hist A	Eng 7A	Eng 7A	US Hist A
(English)					
Poikey	Eng 12A	PREP	Yrbk/Ind Reading	Eng 11A	Eng 12A
Healy	AP Eng	PREP	Eng 9A	Eng 9A	Eng 10A
Spencer	Eng 10A	PREP	Reading Intensive 7/8	World Hist A	World Hist A
Caldwell	Latin	PREP	Technical Writing	Eng 8A	Eng 8A
Kerspilo	PE 7/8	PE 9/Health	PE 7/8	PREP	Physical Conditioning
Campbell	Elementary	Elementary	Elementary	Accounting A	PE 7/8
McDowell	Art 8	Art 1 A	Advanced Art A	Elementary	Elementary
Szekely	Jr. High Band	HS Band	Elementary	Elementary	Elementary
Stump	Spanish I A	PREP	Spanish III A	Spanish II A	Spanish I A
Price	PCD	Family Living	Nutrition	PREP	Careers 8
Johnson	Web Design	Multi Media	PREP	Industrial Tech 1	Tech 7
(Special Education)					
Falconi	CI	CI	CI	PREP	CI
Smith	LD	LD	LD	PREP	LD
Wiler	LD	LD	LD	PREP	LD
McNett	LD	LD	LD	PREP	LD

First Trimester

Second Trimester	7:45 - 9:06	9:10 - 10:31	10:35 - 11:56	12:32 - 1:53	1:57 - 3:18
	Hour 1	Hour 2	Hour 3	Hour 4	Hour 5
(Math)					
Affholter	Senior Math B	Trig A	PREP	Trig B	ACT Prep
Johns	Algebra B	Algebra 2B	PREP	Algebra 2A	Algebra A
North	Math 7B	Geometry A	PREP	Geometry B	Math 7A
(Science)					
Clason	Env. Issues B	Science 7B	Science 7A	Chem A	PREP
Mueller	Science 8B	Physics B	Bio 2 A	Science 8A	PREP
(Social Studies)					
Mulnix	PREP	Bio A	Bio B	Govt	Bio B
Irelan	PREP	Hist 8A	Hist 8B	Geog 7B	Geog 7A
Griffiths	PREP	US Hist B	Eng 7A	Eng 7B	US Hist A
(English)					
Pokey	Eng 12A	PREP	Yrbk/Creative Writing	Eng 11A	Eng 12B
Healy	AP English	PREP	Eng 10A	Eng 9A	ACT Prep
Spencer	Eng 10B	PREP	Modern History	World Hist A	World Hist B
Caldwell	Great Novels	PREP	Reading Intensive 7/8	Eng 8A	Eng 8B
Kerspilo	Health	PE 7/8	Health	PREP	Physical Conditioning
Campbell	Elementary	Elementary	Elementary	Accounting A	PE 7/8
McDowell	Art 7	Art 1 B	Advanced Art B	Elementary	Elementary
Szekely	Jr. High Band	H S Band	Elementary	Elementary	Elementary
Stump	Spanish 1 B	Spanish II A	Spanish III B	Spanish 1 A	PREP
Price	Personal Living	PCD	Char Ed 8	PREP	Clothing
Johnson	Ind Tech 8	PREP	Tech 7	Multi Media	Multi Media
(Special Education)					
Falconi	CI	CI	CI	PREP	CI
Smith	LD	LD	LD	PREP	LD
Wiler	LD	LD	LD	PREP	LD
McNett	LD	LD	LD	PREP	LD

First Trimester

Third Trimester	7:45 - 9:06	9:10 - 10:31	10:35 - 11:56	12:32 - 1:53	1:57 - 3:18
	Hour 1	Hour 2	Hour 3	Hour 4	Hour 5
(Math)					
Affholter	Trig B	Algebra 8B	Pre- Calc B	Statisitcs	PREP
Johns	Algebra 2B	Algebra B	Math 7B	Algebra 2B	PREP
North	Geometry B	Math 8B	Math 8B	Math 7B	PREP
(Science)					
Clason	Science 7B	Bio B	PREP	Science 7B	Chem B
Mueller	Science 8B	Bio 2 B	PREP	Science 8B	Physics B
(Social Studies)					
Mulnix	PREP	Econ	Bio B	World Hist B	Econ
Irelan	PREP	Geog 7B	Hist 8B	Hist 8B	Geog 7B
Griffiths	PREP	Eng 7B	US Hist B	Current Events	US Hist B
(English)					
Poikey	Eng 12B	PREP	Yrbk/Ind Reading	Eng 11B	Eng 12B
Healy	AP English	PREP	Eng 9B	Eng 9B	Eng 11B
Spencer	Eng 10B	PREP	Modern History	World Hist B	Eng 10B
Caldwell	Eng 7B	PREP	Technical Writing	Eng 8B	Eng 8B
Kerspilo	PE 9	PE 7/8	Success 7	PREP	Physical Conditioning
Campbell	Elementary	Elementary	Elementary	Accounting B	Accounting B
McDowell	Art 8	Advanced Art C	Art 7	Elementary	Elementary
Szekely	Jr. High Band	HS Band	Elementary	Elementary	Elementary
Stump	Spanish 1 B	Spanish II B	Spanish II B	Spanish 1 B	PREP
Price	Nutrition	Character Ed 8	Personal Living	Family Living	PREP
Johnson	Web Design	PREP	Adv. Wood Tech	Ind. Tech 1	Tech 7
(Special Educ.)					
Falconi	CI	CI	CI	PREP	CI
Smith	LD	LD	LD	PREP	LD
Wiler	LD	LD	LD	PREP	LD
McNett	LD	LD	LD	PREP	LD

First Trimester

	Trimester				
Sample Schedule	Hour 1	Hour 2	Hour 3	Hour 4	Hour 5
7th grade student	Jr. High Band	Sci 7A	Math 7A	Eng 7A	Tech 7
	Jr. High Band	Sci 7B	Reading 7/8	Eng 7B	Geog 7A
	Jr. High Band	PE 7/8	Success 7	Math 7B	Geog 7B
10th grade student	Eng 10A	Family Living	Technical Writing	Algebra 2A	Physical Cond.
	Eng 10B	Spanish 2A	Bio 2A	World History A	Multi Media
	Algebra 2B	Bio 2B	Spanish 2B	World History B	Physical Cond.

7 Period Day
With Extended Time

				MS 11:18 - 12:15			
	7:45 - 8:42	8:46 - 9:43	9:47 - 10:44	HS 10:48 - 11:45	12:19 - 1:16	1:20 - 2:17	2:21 - 3:18
	Hour 1	Hour 2	Hour 3	Hour 4	Hour 5	Hour 6	Hour 7
Affholter	Trig	Alg 8	Act Prep	Pre-Calc	Senior Math	Trig	PREP
Johns	Algebra	Alg 2	Math7	Alg 2	Algebra	Alg 2	PREP
North	Geometry	Math 7	Geometry	Math 8	Math 7	Math 8	PREP
Caldwell	PREP	Eng 8	Technical Writing	Eng 7	Eng 7	Eng 8	Eng 8
Griffiths	PREP	Eng 7	Reading 8	US History	US History	Eng 10	Reading 7
Pokey	PREP	Yrbk/Ind. Rdg	AP English	Eng 10	Eng 11	Eng 12	Eng 10
Healy	PREP	Eng 9	ACT Prep	Eng 9	Eng 11	Eng 12	Eng 9
Clason	Bio 2	Bio 2	Sci 7	Sci 7	Sci 7	PREP	Chemistry
Mueller	Physics	Sci 8	Chemistry	Sci 8	Physics	PREP	Sci 8
Irelan	Char. Ed 8	Geog 7	Geog 7	Geog 7	PREP	Hist 8	Hist 8
Spencer	Cur. Events 7	World Hist	Mod. Hist.	Hist 8	PREP	World Hist	World Hist
Mulnix	US History	Bio	Bio	Govt/Econ	PREP	Bio	Govt/Econ
Kerspilo	Phys. Cond.	PREP	PE 9/Health	PE 9/Health	PE 8	PE 7	Phys. Cond.
Campbell	Elementary	Elementary	Elementary	Elementary	PE 8	PE 7	Accounting
McDowell	Art 7	Art 1	Art 8	Advanced Art	Elementary	Elementary	Elementary
Price	Exp 7/8	Clothing	Careers 8	PREP	Pers. Liv/Nutr.	Fam Liv/PCD	Home Ec 7
Johnson	Ind Tech 8	Web Design	Multi Media	PREP	Ind Tech 2	Ind Tech 1	Tech 7
Stump	Spanish 2	PREP	Spanish 1	Spanish 2	Spanish 2	Spanish 1	Spanish 1
Szekely	Jr. High Band	HS Band	Elementary	Elementary	Elementary	Elementary	Elementary
Falconi	Study Skills 8	PREP	CI	CI	CI	CI	CI
Smith	Study Skills 7	PREP	Study Skills 8	LD	LD	LD	LD
McNett	LD	LD	PREP	LD	LD	LD	LD
Wiler	LD	LD	PREP	LD	LD	LD	LD

7 Period Day
With Extended Time

	Hour 1	Hour 2	Hour 3	Hour 4	Hour 5	Hour 6	Hour 7
7th grade							
Student A	Expl 7	Geog 7	Sci 7	Eng 7	Math 7	PE 7	Expl 7
Student B	Jr. High Band	Math 7	Geog 7	Sci 7	Eng 7	PE 7	Expl 7
8th grade							
Student A	Expl 8	Eng 8	Expl 8	Hist 8	PE 8	Math 8	Sci 8
Student B	Jr. High Band	Alg 8	Expl 8	Sci 8	PE 8	Eng 8	Hist 8
9th grade							
Student A	Algebra	Eng 9	Bio	PE 9/Health	US History	Ind Tech 1	Spanish 1
Student B	US History	HS Band	Geometry	PE 9/Health	Pers. Liv/Nutr.	Bio	Eng 9
10th grade							
Student A	Bio 2	World Hist	Multi Media	Alg 2	Spanish 2	Eng 10	Phys. Cond.
Student B	Bio 2	HS Band	Mod. Hist.	Spanish 2	Ind Tech 2	World Hist	Eng 10
11th grade							
Student A	Trig	HS Band	ACT Prep	Govt/Econ	Eng 11	Fam Liv/PCD	Chemistry
Student B	BACC	BACC	BACC	BACC	Eng 11	Alg 2	Govt/Econ
12th grade							
Student A	Physics	Web Design	Eng 12	Pre-Calc	Ind Tech 2	Fam Liv/PCD	Physical Cond
Student B	BACC	BACC	BACC	BACC	Physics	Eng 12	Accounting