



## **Redesign Plan**

EMAN Hamilton Academy

EMAN Hamilton Academy

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# Executive Summary

## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

In August 2012, EMAN Hamilton Academy (EHA) opened its doors to five hundred plus neighborhood children after being released from Detroit Public Schools (DPS) as their worst academic performing school in the DPS District servicing mainly three zip codes (48213, 48215 and 48224). Educational Management and Network (EMAN), Inc. took over management of the building and its academic program at that time. Since October 1, 2013, Educational Partnerships, Inc. is the new management company that is dedicated to serving the students with a high quality education, highly qualified staff, building upgrades technology resources, updated library, curriculum materials, transportation and an inviting environment for the learning community. With the management change, the school is now called Hamilton Academy. We have two main thrusts for moving our students forward--College Readiness and Green/Sustainability Awareness. Our goal is to develop every student's academic and personal growth. We are the home of the Eagles and our school colors are sky blue and white.

We now have an enrollment of 323 students ( 155 Girls and 168 Boys); 31 Special Needs Students--20 6th-8th & 11 K-5th (0 early childhood developmental disorder, 3 OHI, 19 LD, 2 CI, 6 SPL). We service grades K-8 (230 K-5th and 192 6th-8th) which represents 95% Free/Reduced Lunch. EHA employs 25 Staff (8 Elementary Self-Contained Teachers, 5 Middle School Teachers, 2 Special/Elective Teachers, 1 Special Education, 6 Tutors, 1 Assistant Principal, 1 Counselor, and 1 Reading/Writing Specialist. We offer a full day kindergarten program and summer school for all enrolled students that focuses on specific goals identified in the MAP testing process.

EHA's student population based on current data is ninety-nine percent African American and one percent Caucasian. The majority of the students reside within a two mile radius of the school in apartments and low-income housing surrounded by a multitude of vacant and abandoned homes. School is becoming more important to EHA's families as indicated by the increase in attendance this school year from having 19 days below seventy-five percent attendance rate during the 2011-2012 school year to the mid eighty percentile for the current school year and only one day below seventy-five percent which was a snow day in most cities and surrounding schools. EHA has a high transiency rate which has decreased a great deal since the 2011-2012 school year. Enrollment, too, has decreased a great deal from 520 students during the 2011-2012 school year to currently 400.

Our service area, mainly three zip codes including 48213, 48215 and 48224 and covering 16.2 square miles. There are approximately thirty-five K-8 public schools and no private schools (Local School Directory.com). According to the 2010 U.S. Census Bureau, includes an approximate total of 6200 children under 5 years of age; 6300 5 to 9 years old; and 6900 10 to14 years old. A total of 6900 school age children could be serviced by our building approximately twenty percent of our service area populations are two-parent homes. The community is mainly rental property housing 13,590 renter-occupied housing units. More than half the adults over 25 years of age are reported to have a high school diploma (or equivalent) and some have college experience, but no degree. The zip codes serviced show a mobility rate of approximately 13% of the residence changing their residence in 2010. The median household income is \$23,725 with approximately 3.5 persons per household. There are approximately 30,097 occupied homes and 9439 vacant homes. According to the most recent report from Neighborhood Scout (May, 2013), it was recently reported that our zip code of 48213 is the third most dangerous neighborhood in the United States as it relates to violent crimes against people.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Hamilton Academy is dedicated to serving the students with a high quality education, highly qualified staff, building upgrades technology resources, updated library, curriculum materials, transportation and an inviting environment for the learning community. We have two main thrusts for moving our students forward--College Readiness and Green/Sustainability Awareness. Our goal is to develop every student's academic and personal growth. There have been a multitude of improvements this year including common planning times for grade levels and the implementation of meeting times; mentor and mentee meetings; response to intervention meetings; a student advisory team; parent participation on the school improvement team; resources and materials to support learning; a plethora of professional development opportunities; after school academic enrichment; targeted title one tutoring; increase in field trips; academic specialists and behavior interventionist; peer mediation and reflection room; a functioning library; and after school staff activities. The most important achievements have been creating systems that will drive and sustain achievement efforts.

Technology is incorporated into our instructional objectives routinely. On site we have 1 computer lab, 3 laptop carts (total of 75), and three Ipad carts (total of 75). Our students utilize the online software Accelerated Reader, Study Island and Educational Development Plan in school and have 24-hour access to these learning tools outside of school and on vacation. EHA is expanding the technology available to make these online softwares more accessible. There will be two computers in each classroom to access online software to assist students in mastering the grade level requirements. Additionally, curriculum materials are being purchased to enhance the teaching and learning process.

We are data driven and focused on the student's individual needs through regular testing processes and data review sessions with students, parents, teachers and tutors. As a result of our data, we provide a variety of programs before, during and after school that address the standardized assessments areas of students that are not at grade level. We offer instructional interventions and tutoring in math, writing and reading. In focusing on the whole child and in battling the negative behaviors that plaque our learning community and create barriers to learning, we provide varied positive mentoring opportunities such as middle school students reading to elementary students; debates and mathematics competitions between grade level; and whole school projects that emphasize team building and cooperation. Each testing period, students review and sign for their data. They discuss the goals set for them and are reminded through teacher data walls and tutoring interventions.

Parent participation is a major thrust in our school improvement process. Our parents are provided many opportunities to continue their understanding of our education programs through quarterly Parent Academies that focus on core area curriculum and skill sets so parents are comfortable and able to model to their children at home. Parent participation is increasing at parent-teacher conferences though there's much room for improvement. Parents representation on the school improvement team has been consistent and an integral part of our planning.

EHA uses the Saginaw Valley State University curriculum which is aligned with the Michigan Curriculum Framework, Grade Level Content Expectations and Common Core State Standards. Additionally, we use the Olweus Anti-Bullying Curriculum through our K-8 instructional Program. We offer a myriad of assessments to determine academic goal setting and assist us in individualizing our instructional delivery. They include: ACT Explorer 8th Grade, MEAP, Measure of Academic Progress (MAP), Accelerated Reader and Study Island, as well as common assessments.

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We have a variety of instructional programs including Curriculum Family Fun Night, Parent Academy, tutoring, Career and College Fair, Gleaners Partnership, My Hopes Etiquette Partnership, Peer Mediation, rewards and recognition of students and parents, core competitions (math, science, spelling, and social studies debates), as well as field trips to assist students in connecting their learning to real life situations.

This year we proudly inducted our first 15 National Honors Society Members; of our elementary and secondary basketball teams, our Secondary Basketball Team made it to championship; we received Wayne County's highest certificate of achievement as an official Michigan Evergreen School, as well as a certificate for Environmental Excellence; and we have a school-wide effort to rehabilitate our greenhouse and school garden.

### Mission

The mission of EMAN Hamilton Academy in collaboration with its school community, parents, and stakeholders is to prepare students who can compete academically and socially in a democratic society.

### Vision

We envision EMAN Hamilton Academy as a school where learning is facilitated by a dedicated staff in a safe, collaborative and accommodating climate: inclusive of community stakeholders including professional and ancillary staff, parents, and business community.

We pledge to provide and/or maintain:

a safe and welcoming environment where all students and parents develop meaningful and collaborative connections within the learning community;

academic and social programs that reflect and support district- and statewide benchmarks and objectives;

learning opportunities that support academic and social expectations for our at-risk sub-groups;

improved performance on state- and district-wide standardized tests;

continued use of best practices, analysis of student achievement data, and further implementation of instructional differentiation;

substantive and research-based professional development based on student and staff needs;

a network of social and academic contacts and resources that promote understanding of and commitment to the school's Mission;

a means by which the ideas and efforts of the business community provide an active extension of the school community goals;

implementation of PBIS and RtI initiatives to improve time on task and academic achievement.

### Beliefs Statement

We believe:

-All children can learn.

-Teachers, administrators, families, and the community share the responsibility for advancing the school's mission through open effective communication.

-Student learning, career and character development, and self-sustaining and self-correction are the chief priorities for our school.

-Curriculum and instructional practices should incorporate regular review of assessment data and a variety of learning activities to accommodate differences in learning styles.

-Students learn best when they are actively engaged in the learning process in a safe and supportive environment.

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

This year we proudly inducted our first 15 National Honors Society Members; of our elementary and secondary basketball teams, our Secondary Basketball Team made it to championship; we received Wayne County's highest certificate of achievement as an official Michigan Evergreen School, as well as a certificate for Environmental Excellence; and we have a school-wide effort to rehabilitate our greenhouse and school garden.

We have decreased time off task through the quarterly response to intervention process; use of the CHAMPs Class Management System; beginning use of a semi-Restorative Justice Program; friendly internal academic competitions focused on collaboration and teamwork; social worker and counseling groups; peer mediation and conflict resolution; Glasser Reflection Room; and Positive Behavior Supports Program.

There have been very pointed staff systems in place that have been monitored regularly by administration to insure procedures are implemented with fidelity. Improvements are still in progress, but are being honed and practiced regularly. They include insuring classrooms are inviting and exude teaching and learning environments; adopting various instructional strategies school-wide (Marzano's Vocabulary Instruction & Nine Instructional Strategies for Effective Teaching & Learning, writing processes, reading strategies, 12 powerful testing words; an 8-week School Action Plan based on data); tracking individual and classroom student progress and data; maintaining accurate and timely record keeping & reporting; encouraging school-wide participation in various learning initiatives (such as monthly writing competitions and quarterly math competitions); and mentor/mentee observation opportunities.

Because these initiatives are new for our staff, students and learning community, we will continue to work on our school improvement plan and implementing these initiatives with fidelity; monitoring and measuring our progress. Establishing a routine; getting better at what we've put in place; and creating our learning culture is our objective.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

NA

# Priority School Assurances

## **Introduction**

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

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**Priority School Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		Teacher Evaluation Form

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Administrator Evaluation Form

# **Operational Flexibility Assurance**

## **Introduction**

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

### Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	No	NA-Hamilton Academy is a public school academy (charter school) and does not have a union.	

Label	Assurance	Response	Comment	Attachment
	Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c: Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School.  (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.  (b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.	No	NA-Hamilton Academy is a public school academy (charter school) and does not have a union.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	NA-Hamilton Academy is a public school academy (charter school) and does not have a union.	

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Label	Assurance	Response	Comment	Attachment
	<p>Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.</p>	Yes	The Assurance Signature page is attached.	Hamilton Academy Signature Page 2013-2014

# Transformation Redesign Diagnostic

## **Introduction**

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 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. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

**PART A: REFORM TEAM PERSONNEL**

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

Jeff Hamlin, Superintendent

Tammy Anderson, Principal

Bernice Ball, Counselor/Behavior Intervention Specialist

Kevin Hall, Assistant Principal

Nikale Syrkett, 2nd Grade Teacher

LaShawna Creagh, 5th Grade Teacher

Viona Miller, Middle School Math Teacher

Jennifer Sieracki, ELA Specialist

Kristin Smith, Middle School Science

Jerina Cleveland, Paraprofessional

Angela Billingslea, Paraprofessional

Celestine Maybene, Parent

LaShane Green, Parent

Pastor Gaddy

## **PART B: TEACHING AND LEARNING PRIORITIES**

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.**

1. Implement a school-wide comprehensive instructional program aligned to the Common Core that meets the needs of our students.
2. Use data to monitor and inform instruction.
3. Recruit and retain highly qualified teachers who meet the needs of all students.

**State what data were used to identify these ideas**

Staff completed a strengths, weaknesses, opportunities and threats (SWOT) analysis. Through various data dialogues, the staff were able to rank the needs of our students and narrow the needs to three big ideas. District and school data used: achievement, attendance, suspension, perception, demographic, formative and summative assessment, process, discipline, enrollment. Additionally, we met with the MSU Intervention Specialist and School Achievement Consultant several times for planning, technical assistance and data review sessions.

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**PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS**

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all four turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

The current principal, Dr. Tammy Anderson, was hired February 29, 2012 and chosen because she possesses the turnaround competencies needed to lead Hamilton Academy out of priority status. Her educational credentials include an Ed.D. in Educational Leadership with endorsements in K-12 School Administration and Central Office Administration. In addition, she holds 6-12 certifications in Social Sciences and English Language Arts. Additionally, she has demonstrated expertise in the analysis and use of data as well as working with at risk students in schools. She has eight years experience as a Detroit Police Officer, four years as a classroom teacher, and 17 years as a building administrator. Hamilton Academy was originally EMAN Hamilton Academy and was approved in August of 2011, and opened September 2011. Because of the quick turnaround time in application approval, planning had not been its best, leaving a myriad of crucial elements undone such as textbook identification, teacher manual, established procedures and identification of necessary instructional programs and assessments. There has been a recent transition of management companies as of October 1, 2013. The new management company is Educational Partnerships, Inc.

The principal has demonstrated competency in all five areas identified by the State of Michigan and began effecting positive changes upon her first day of hiring. The principal's initial action upon entering was to assess, recognize, and identify the areas of weakness such as implementing an instructional program, using data to monitor and inform instruction, and recruit and retain highly qualified teachers. On arrival, she quickly took action to rectify the cultural and climate challenges related to environmental safety. The above included the removal of gang violence, implementation of an emergency response plan, and reaching out to the parents for input and engagement through phone-outs, newsletters, and events related to academics and organizing a systems approach to expected processes and procedures. She enforced the attendance policy reversing the downward attendance spiral the result being 19 school days of attendance below 75% during the first semester. These actions were universally recognized as an early win and precursor to the identification of the big ideas. Having addressed the problems of safety and environment, the principal then outlined her vision in an effort to galvanize staff and parents around the big ideas of the need to recruit and retain highly qualified teachers, establish a curriculum, use data to inform and drive instruction.

She acted quickly in a fast cycle by researching best practices, reviewing student and demographic data, as well as reaching out to learning constituents (students, parents, staff and community members) to identify learning and instructional needs, monitoring teaching for learning, and working to continue to systemically identify processes and procedures needed to sustain a learning environment beyond her leadership. She led discussions regarding deep data digs with all parties prior to making collaborative and swift changes. Through her established building advisory team, she worked with staff to validate the school's mission, vision and beliefs, as well as galvanized efforts around creating a comprehensive school improvement plan. She organized the school improvement team, parent involvement committee, and the student advisory team around these deep data digs which resulted in identifying various instructional practices for immediate adoption at Hamilton. Some of the big ideas she galvanized staff around included practices which are still in effect and lending to positive growth in student achievement and behavior. They include the introduction of organizational expectations: common planning time; regular and ongoing professional development that is job embedded; regular formal and informal walk-throughs and observations; organization and alignment of

available instructional materials; balanced literacy, step up to writing model, guided reading groups and center-based model; Marzano's Nine Essential Instructional Strategies and Six Steps to Vocabulary Instruction; response to intervention model; grade level teaming model; mentor-mentee program; and regular staff and parent newsletters.

Dr. Anderson was able to come into a school setting that was chaotic and organize her staff around common best practice themes and ideals. She is now concentrating and refocusing her staff's energy in a more laser-like way to accommodate the rapid growth needed to address the transformational redesign plan's three big ideas and create organizational systems that operate with fidelity.

The district commits to providing leadership support to both the building administrative team as well as other building level leaders such as teachers and specialists. Support will be provided by the central office through professional development training in data analysis (via collaborative learning cycle), team building, professional learning communities, the use of instructional learning cycles, leadership, academic improvement techniques, curriculum and mentoring. Professional Development will occur 14 days annually with 20 additional hours for professional learning communities within grade level cohorts. Support will be provided through workshops, mentoring from central office, an intervention specialist from Michigan State University, and support from Wayne County RESA. Additionally school leaders will be empowered to make decisions at the building level that affect instruction and achievement. This will allow the building to implement rapid turnaround changes to instruction based on the buildings assessment of student data. The district will work with the building leadership to ensure that the school has the necessary resources in place to improve student academic achievement. Additionally the superintendent will serve as a member of the school reform team to expedite changes the school leadership needs to happen in instruction. Resource allocation decisions will be determined by learner needs as identified from the student data.

Human resources will provide support to ensure that the school leadership has a highly qualified teaching and support staff and the finance department will work to ensure that the building leadership is able to perform the job it needs to within its budget. The chief academic officer will provide support and training on curriculum, instructional and data analysis methodologies.

### **Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

The current evaluation tool was designed collaboratively by K-12 administrators. The document was introduced for the 2012-2013 school year to staff through a professional development training session prior to the start of school and revisited to individually during the first pre-conference observation meeting, during one of the mentor-mentee meetings, and individually as new teachers are hired. The evaluation system is set up for teachers & administrators to work together and is a valuable tool to use for continual learning. The evaluation rubrics are organized in five domains covering all aspects of a teacher's job performance:

I. Accountability for Student Growth (I.A - I.C)

II. Establishing and Maintaining Quality Classroom Management (II.A - II.C)

III. Establishing and Maintaining Quality Relationships & Communications (III.A - III.C)

IV. Commitment and Support of District, School & Student Goals (IV.A)

V. Demonstration of Student Growth through Student Achievement Data

VI. Demonstration of Student Growth through Assessment Data

Parts I through V constitute 75% of the final evaluation score. Part VI is 25% of your score and will only appear on the final evaluation. The rating scale included four rankings and related scoring system: 3.26-4.0 Highly Effective; 2.51-3.25 Effective; 1.76-2.50 Minimally Effective; and 1.0-1.75 Ineffective.

The rubrics are a guide to see where the teacher is working currently and where he/she can improve on and is completed by both the teacher and administrator, followed by dialogue. The administrator makes all final decisions on evaluation tool after the dialogue takes place.

- Highly Effective is reserved for truly outstanding teaching that consistently meets a high standard, demanding criteria.

- Effective level describes solid, expected professional performance; teachers should feel good about scoring at this level.

- Minimally Effective level indicates that the performance has real deficiencies and no teacher should be content to remain at this level.

Specific goals need to be made to move forward and an Employee Improvement Plan may also be completed at this level

- Ineffective level is clearly unacceptable and immediate action must be taken to make improvements. There will need to be an Employee Improvement Plan completed at this level.

Because the current evaluation system does not address the comprehensive needs of teachers which are required to make rapid changes in the delivery of instruction. To address this deficit, we will implement the Charlotte Danielson Framework for Effective Teaching beginning August 2014 as our new rubric and evaluation system. This model is also connected to the Teachscape platform which is a software tool used for collecting data on administrative walkthroughs that gives staff specific data related to the strategies used in their classrooms. After careful deliberations between teachers and administrators, we decided that this system addressed the changes in instruction and delivery that we needed. The Danielson model focuses on 22 essential components of teaching in 4 domains (Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities). A fifth domain has been added to account for the student growth requirement. Student growth will be based on MAP growth data and will account for 40% of the total evaluation during the 2014-2015 school year and 50% during the 2015-2016 school year.

Upon completion of the current evaluation year, we will begin to roll out the new evaluation model by having administrators trained prior to August of 2014 on the Danielson Framework for Effective Teaching. As part of our professional learning during the 2014-2015 school year staff will be introduced to the evaluation model through a series of professional development trainings. The trainings will focus on the 5 domains and administrative walkthroughs, staff presentations of the domains, and the completion of the self-assessment in June of 2014.

In August 2014, staff will be trained on the use of the Charlotte Danielson's Framework for Effective Teaching. Each staff member will receive a handbook and workbook that assist teachers in better understanding goal setting and applying the expectations of the evaluation model. Future professional development opportunities will occur during professional learning communities' time throughout the 2014-2015 school year that will encourage staff to read, discuss, and apply the framework to their practice. Focus areas will be identified by the principal to assist staff in a systemic approach to their professional learning.

The current administrative evaluation tool was district designed collaboratively by K-12 administrators. The document was introduced for the 2011-2012 school year to staff through a professional development training session prior to the start of school and revisited to individual administrators during their evaluation meetings. There are six standards addressed: Strategic Leadership, Instructional Leadership, Administrative Leadership, Communications, Facilities, and Human Resources. This document will be revised to account for the required student growth component of 40% based on NWEA MAP assessments during the 2014-2015 school year and 50% during the 2015-2016

school year.

Both the teacher and administrative evaluation tools currently align with legislation requiring teachers and administrators to be rated using a scale of Highly Effective, Effective, Minimally Effective, and Ineffective. Both teachers and administrators are evaluated twice yearly and in accordance with House Bill 4627. The superintendent is responsible for district level compliance as it relates to administrator evaluations and related documentation, as well as for conducting administrative evaluations. The building administrator is responsible for conducting teacher evaluations and insuring building level compliance as it relates to teacher evaluations and related documentation.

The district leadership team will monitor recommendations made by the Michigan Council for Educator Effectiveness and will take steps to ensure that the teacher and administrator evaluation tools are revised to reflect legislative mandates once they occur.

**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).**

**Indicator 3B: In your response, 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, and who have not met criteria based on the teacher evaluation system.**

To reward and retain highly qualified instructional staff, a teacher bonus pay incentive program will be implemented during the 2014-2015 school year using Title IIA and general funds based on a two tiered model. Tier one of the reward system is based on a minimum student achievement of 1.2 years growth or higher per academic year (see attached rubric) as reflected on the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) testing which began during the 2013-2014 school year. Tests will be administered three times a year to measure student's academic achievement and growth beginning in September, 2014.

The second tier of the award system is based on the teacher evaluation and measures various components such as record keeping and attendance; however the key focus of the teacher evaluation is based on student achievement and the teacher implementing the instructional program. Effectiveness will be measured by reviewing the student data from the MAP test throughout the year as well as classroom formative and summative testing. District will also support ongoing building rewards program throughout the year as identified by the building.

Additionally each teacher will be evaluated by a minimum of two administrators. Each administrator will perform a minimum of 2 formal evaluations and 5 informal evaluations beginning with the 2014-2015 school year. Evaluations will be compared and a composite score awarded to the teacher (see Rubric). Teachers cannot receive the incentive bonus if they do not meet the criteria in Tier one. A final score for each teacher will be assigned based on combining scores from tier one and tier two. That final score will be applied to the incentive rubric to determine the amount of incentive pay the teacher will receive.

Beginning with the 2014-2015 school year, teacher bonuses will be awarded once an academic year before teachers leave for the summer.

Building Level Rewards for Staff Recognition:

Qualifying Staff Criteria:

- One staff member are selected monthly for their contributions to improving student achievement based on a pre-determined assessment.

Recognition:

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- Each month a staff member is chosen who meets the qualities of a positive attitude morale booster: Serves as an exemplary role model, takes initiative, is a team player, has a positive attitude, demonstrates excellence in their work ethic, is resourceful and helps to honor and celebrate the mission and vision of the school.
- Gift certificate.
- Staff photo on recognition bulletin board.

Based on the teacher evaluation system (see indicator #2), teachers will be evaluated throughout the year to measure their effectiveness in the classroom. This effectiveness will be measured by analyzing the MEAP scores the teacher had from the previous year as well as analyzing data from student MAP test scores administered three times a year. Additionally teachers will be evaluated by a minimum of two administrators throughout the year. Teachers identified early in the year as ineffective will be monitored closely by the administrative team and provided a mentor to help improve their instruction. Teachers will be placed on an improvement plan which specifically identifies areas of weakness and specific strategies for improvement with short range and long range goals and objectives. Teachers will receive additional training utilizing outside resources such as instructional coaching in core content areas from the intermediate school district and specialists from the district. The improvement team will also provide support and work with the teacher to improve their deficiencies throughout the school year. If at the end of the school year the student data does not meet the standards of improvement required in the reform plan and the administrative team determines that the teacher is not improving sufficiently to raise student achievement scores then that teacher will be replaced. In the event that the administrative team determines that a teacher is ineffective during the school year and all opportunities listed above have been exhausted and the team determines there is no chance of improvement or that the students are suffering academically then the teacher will be replaced during the school year. The same will hold true for the administrative team if after multiple opportunities and interventions listed above it is determined that they are unable to meet the requirements of the reform plan and lead the staff in improving student performance. To ensure rapid turnaround, support will be provided for teachers struggling to increase student proficiency.

Beginning with the 2013-2014 school year, a mid-year progress report will be used for any teacher rated minimally effective or ineffective on their most recent year end evaluation. Appropriate and specific performance goals will be developed and recommended training will be identified. Observations will be included in these reviews and teachers will receive feedback to improve performance.

Section 1249(2)(h) clearly defines procedures for removal of a teacher: "If a teacher is rated as ineffective for 3 consecutive annual year-end evaluations, the school district shall dismiss the teacher from his or her employment." To remove ineffective teachers, the staff evaluation process will be followed pursuant to 380.1249 under the new Teacher Tenure Act, School Code and PERA.

**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of PD on instructional practices.**

### Goal 1:

All students will demonstrate improvement in their mathematics skills across the curriculum

## Redesign Plan

EMAN Hamilton Academy

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### Measurable Objective 1:

A total of 400 All Students will demonstrate a proficiency of 20.54% on the MEAP Test in Mathematics by 06/13/2014 as measured by MEAP scores in 2013-2014 .

### Strategy1:

Increase High Quality Mathematics Instruction - The school will provide coaching and professional development for mathematics teachers to improve their practice and ensure high quality instruction occurs in all mathematics classrooms.

Research Cited: Franke, M. Webb, N., Chan, A. Ing, M. Freund, D. Batty, D. (2011). Teacher questioning to elicit students' mathematical thinking in elementary school classrooms. Journal of Teacher Education. 62, 260-272.

Doi;10.1177/0022487109339906/Siebers, Carolyn A., "Making mathematics matter: professional development improving outcomes in high-poverty environments" (2012). Wayne State University Dissertations. Paper 476.

[http://digitalcommons.wayne.edu/oa\\_dissertations/476/](http://digitalcommons.wayne.edu/oa_dissertations/476/) Hill, H.C. Rowan, B., Ball, K.L. (2005). Effects of teachers' mathematical knowledge for teaching on student achievement. American Educational Research Journal, 42(2), 371-406.

We selected coaching/professional development for mathematics because the research shows that improving the teachers capacity for teaching mathematics can result in increased student achievement.

Activity - Math Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of the year and throughout the year, K-5 teachers will co-plan their math blocks with the Math Specialist. This is meant to ensure the 90 minutes blocks are used in the most effective manner for ensuring all students progress in achieving their mathematics targets. Planning will denote best practices are being used. Observations/coaching to occur to follow up in the planning. One planning meeting with follow up observation will occur per month. Per RTI process/MAP Test results Math Specialist with work with small groups of students on improving their math skills. Quarterly, the Math Specialist will hold fast facts competitions Grade K-5 and Vocabulary/Problem Solving competition Grades 6-8. Winners will be provided with rewards and recognition.	Other	08/26/2013	06/12/2014	\$52000 - Title I Part A	Math Specialist Math Teachers Paraprofessionals

### Strategy2:

Tutoring Program - Students identified based off MEAP/MAP data and teacher input will receive in-school tutoring and support from paraprofessionals.

Research Cited: Daniels, H. Hyde, A. Zeleman, S. (1998) Best Practice: New Standards for Teaching and Learning in America's Schools, Second Edition [Paperback] / State Education Resource Center (SERC) Website: Best Practice in Education Section (2013)

We selected the tutoring program because students score below the state average and small group instruction has shown to be effective in helping students to increase student achievement.

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Activity - In School Tutoring-Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Paraprofessionals will be used as Math tutors, in class and pulling for small group instruction during the school day. Paraprofessionals will meet with a groups of students at least 2 times a week to work with small groups on developing skills students are lacking (identified by assessment data). MAP and MEAP data will be used to assess which students paraprofessionals will be working with.	Tutoring	09/03/2013	06/16/2014	\$96000 - Title I Part A	Principal Paraprofessionals Teachers Math Specialist

### Goal 2:

Improve the Climate and Culture

#### Measurable Objective 1:

collaborate to decrease the rates of suspension and expulsion and increase attendance rates by 06/20/2014 as measured by a decrease in the rate of suspension and expulsion compared to the 2012-2013 school year and an increase in attendance rates..

#### Strategy1:

Postive Behavior Intervention Support - The PBIS system will be used to improve student behaviors and continue to move the school towards a positive behavior choices.

Research Cited: Hall, J. Scheuerman, B. (2011) Positive Behavioral Supports for the Classroom (2nd Edition) Pearson

We chose PBIS because student behavior at EHA needs improvement, and research has shown that using positive behavior intervention will help to move students towards displaying more positive behavior.

Activity - PBIS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue implementing and evaluating the PBIS system of school wide, policies, procedures, and reward systems.	Professional Learning	08/19/2013	06/20/2014	\$6600 - Section 31a	Administration Teaching Staff Support Staff Paraprofessionals

#### Measurable Objective 2:

collaborate to increase parental and community involvement by 06/20/2014 as measured by increase in parental turnout at school held events.

#### Strategy1:

Joyce Epstein Framework:6 Types of Parental Involvement - The Joyce Epstein framework will be used to help increase the six types of parental involvement.

Research Cited: Epstein, J. et al (2002), Taken from School, Family and Community Partnerships: Your Handbook for Action (second edition) Thousand Oaks

## Redesign Plan

EMAN Hamilton Academy

We selected Joyce Epstein's framework because parental involvement at EHA is very low, and research has shown if parents are involved in their child's education students will be more successful.

Activity - Joyce Epstein Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the Joyce Epstein model for the 6 types of parental involvement	Professional Learning	08/19/2013	12/27/2013	\$15600 - Title II Part A	Administration Teaching Staff Social Worker Behavior Interventionist

### Goal 3:

All students will demonstrate improvement in their reading skills across the curriculum

### Measurable Objective 1:

A total of 400 All Students will demonstrate a proficiency of 32.54% on the MEAP Test in English Language Arts by 06/13/2014 as measured by MEAP scores comparing 2013-2014 to levels of proficiency in 2012-2013.

### Strategy1:

Implementation of Reading Strategies Across K-8 - All staff members will use one reading strategy per month to build student capacity for utilizing highly effective reading strategies across all subjects. Strategies selected will be based upon the on-going professional development provided by the Michigan Coalition of Essential Schools on variety of reading strategies. The same strategies will be used across grade levels, scaffolded appropriately and across all subjects, whenever possible.

Research Cited: Reading Strategies Notebook Michigan Coalition of Essential Schools: Research cited: Rocha E.(2008) Extended learning Time in Action Initiatives in high poverty and high minority schools & districts. Center for American Progress: Farbman.D. (n.d.) Boston, MA National Center on Time and Learning Retrieved on May 8,2012 from [http:// www.time & learning.org/files case for more pdf.](http://www.time & learning.org/files case for more pdf.); Boushey.G.. and Moser.J. Stenhouse Publishers, THE DAILY FIVE: FOSTERING LITERACY INDEPENDENCE IN THE ELEMENTARY GRADES, 2006.

We selected implementing reading strategies because EHA students scored below level for reading and research has shown that using best practices for reading can help to improve students reading skills.

Activity - Michigan Coalition Essential Schools Reading Strategies Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in Grades K-8 will attend professional development on implementating reading strategies across all subjects and improving their teaching.	Professional Learning	08/21/2013	06/13/2014	\$1200 - Title II Part A	Administration Teaching Staff Paraprofessionals Specialists

## Redesign Plan

EMAN Hamilton Academy

Activity - Guided Reading with the Daily Five Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend professional development on how to conduct guided reading centers and the Daily Five format in all grades K-8 using Fountas and Pinnell Methodology. Cost below indicates professional development and materials for the Daily 5.	Professional Learning	10/18/2013	10/18/2013	\$8600 - Title II Part A	Administration Teaching Staff Paraprofessionals Specialists

### Goal 4:

All students will demonstrate improvement in their writing skills across the curriculum

### Measurable Objective 1:

A total of 400 All Students will demonstrate a proficiency of 19.93% on the 2013-2014 MEAP Test in English Language Arts by 06/13/2014 as measured by MEAP scores comparing 2013-2014 to levels of proficiency in 2012-2013.

### Strategy1:

Using Common Language - Data review of MEAP/MAP results will be conducted with staff to determine students writing needs in grades K-8.

Research Cited: Armstrong, J., & Anthes, K. (2001). Identifying the factors, conditions, and policies that support schools' use of data for decision making and school improvement:

Summary of Findings. Denver, CO: Education Commission of the States.

We selected reviewing data because the students at EHA scored well below level for writing and research has shown that reviewing data to analyze students needs can help to improve their writing skills.

Activity - Step Up to Writing Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff in grades K-8 will receive a one day professional development on the Step Up to Writing Process focusing on incorporating writing across the curriculum.	Professional Learning	08/19/2013	08/20/2013	\$5000 - Title II Part A	Reading Specialists Principal Teachers Paraprofessionals

### Narrative:

The school's professional learning program is primarily reflective of our big idea of using data to monitor and inform instruction/curriculum. We will utilize and incorporate formative and summative assessments (Curriculum Crafter, Measures of Academic Progress DesCartes Testing - MAP, MEAP, Dibels, Woodcock Johnson, ongoing teacher designed assessments and classroom checks for understanding) to analyze students strengths and weaknesses. Hamilton will also use Compass Odyssey, a web-based credit recovery software program during the 2013-2014 school year. Staff will participate in professional development on Compass Odyssey so they can use the data to improve student learning. Compass will give us regular progress monitoring to identify appropriate instructional approaches based on MAP data.

Marzano's Nine High Yield Instructional Strategies based on Dr. Robert Marzano's research adapted from the book Classroom Instruction That Works will be implemented by all teachers. One strategy will be assigned a month as the focus intervention. Evidence of these strategies will be documented in the teacher's lesson plans. The principal and assistant principal will monitor implementation when conducting walkthroughs, regular classroom visits and observations. The data from these areas will provide the focus for Professional

Learning.

Teachers are expected to participate in a myriad of activities to support Professional Learning. This will be reflected by the school's Professional Learning Program which will drive the implementation of new instructional programs to be identified in each core content area, as well as through developing a system which reflects consistent progress monitoring using multiple data sources that meet the individual needs of all students. The Professional Learning Program will provide support for teachers to better utilize data to monitor and inform instruction. We are streamlining our current process for efficiency. Prior to March of the 2011-2012 school year, a structure did not exist whereby teachers could collaborate during the school day. With the implementation of common planning time, staff is able to use PLC time to analyze students learning, find solutions and discuss day to day practices that improve student achievement.

The school's mechanisms for supporting individual teachers includes high quality professional activities that focus on teaching for learning and are aligned to the instructional program which include: common planning time; daily principal walkthroughs; weekly staff notes; monthly PLC job embedded professional learning activity supported by data dialogues; bi-monthly whole staff professional development activities; quarterly mentor-mentee focused sessions and bi-annual peer learning opportunities. Currently, during Professional Learning Communities, teachers meet twice a week to review authentic student work product, behavior and academic tier process. In 2012-2013, PLC time was 60 minutes, and during 2013-2014, PLC time is now 120 minutes twice a week. During the 2013-2014 school year, the principal will guide the work of the teachers, providing an agenda and model how a PLC is conducted. During the 2014-2015 school year, teachers will then become the leaders of the group and will be held accountable for student work and discussing student data. Administrators will be cycling through every three weeks in order to help improve the quality of the data dialogue, improve the effectiveness of the meeting time and provide more specificity of the system. The basis for assessing the instructional impact of professional learning include: formative assessments, weekly PLC's, principal walkthroughs and formal observations, and data obtained from Instructional Learning Cycles (ILC). Professional learning surrounding the ILC process will be provided prior to piloting it during the 2013-2014 school year.

**Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.**

**Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.**

**Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.**

The process for recruiting teachers is based on student needs which always focuses on increasing student achievement. Meeting state highly qualified certification and proper degree requirements is our first filter as we search for the candidate who can identify with and address the needs of the students as indicated by multiple data sources. First begins with the principal identifying a specific subject or grade area vacancy in her building, she then looks at the needs of the students based on data acquired from previous test scores, teacher reports, meeting with teacher teams and principal observations. These needs are identified by data obtained from student test scores; learning gaps; school demographics; school-wide patterns; previous report card grades; reading levels based on accelerated reader, MAP and MEAP; math levels based on MAP and MEAP; and classroom summative assessments if applicable. This allows the principal to develop a picture of what skill sets the teacher will need to be effective with students in the position identified. The district works with the principal to develop a candidate pool. The district process for recruiting and assigning teachers entails advertising at colleges with teacher education programs and utilizing the Appli-Trac system utilized by Wayne and Oakland RESA's to find qualified candidates for interviews. These databases post jobs on various web sites besides their own and allows applicant from across the state to review the job posting and apply. Appli-Trac also allows the district to review thousands of applications by certification, experience and area of interest.

Once a qualified pool of applicants has been identified having the desired certifications and experience, interviews are set up with the principal and a teacher representative. The process requires teachers to demonstrate a passion for continuing their professional development within the school setting, as well as outside of normal school hours. They need to show they are comfortable with the culture and climate of our community and high poverty students we service. The teacher must have an enthusiasm for working collaboratively with their instructional team, the staff and the parents. Prior to posting the job, prior test data indicating the academic needs of the students, as well as the classroom social needs is taken into consideration. Those needs then drive the employment posting. During the interview, the academic and social needs are addressed for these proficiencies. For example, during the sit down interview process, the candidate is asked a series of questions to determine proficiency in the following: technology use and familiarity; assessment and testing--administration and data use; parent engagement; special education and at-risk strategies and interventions; initiation of writing across the curriculum; addressing learning styles within their lesson plan design and classroom process; and positive behavior supports class management strategies. The second part of the interview entails a walking tour and introduction to the classroom and the students the teacher will serve. The walking tour of the building is during the high peak of the day-to-day operations of class exchange, cafeteria visit, and other activities whereby the teacher's response, comfort level and body language is noted.

Once a candidate has been identified who matches student needs, an offer is extended and the candidate is assigned to the class based on the aforementioned criteria and process. Because we are one school district, when reassignments are required, the same process is followed to ensure the needs of the students are met. In addition to this process, staffing assignments are reviewed yearly based on student achievement and teacher evaluation performance and changes made if necessary to best meet the needs of students.

Teacher retention is one of our big ideas and a key component necessary to insure continuity of instruction and student achievement. Consistency in instruction is a key component of student achievement. When the district loses a teacher it loses both the knowledge and training that has been invested in that teacher, additionally the school must train a new teacher in the instructional techniques and models used by the school. All of this affects student achievement. The district's main strategy is to offer financial incentives to effect teacher retention. These include salary increases for returning teachers, paid vacations and performance bonus incentives supported from Title II, 31a and general funds. Additionally there are professional and leadership development opportunities, as well as non-monetary recognition.

The teacher and administrative financial incentive structure is based on a two tiered model. Tier one is based on a minimum student achievement of 1.2 years growth or higher per academic year as reflected on MAP testing. The MAP test will be administered three times a year to measure each student's level and growth throughout the year. First assessment will be given during September. Second assessment will be given in January and final summative assessment will be given in early May. The second tier is based on the teacher evaluation and measures various components such as record keeping and attendance. The key focus of the teacher evaluation is the 40% based on student achievement and 30% based on the effectiveness of the teacher implementing the instructional program. Effectiveness will be measured by reviewing the student data from the MAP test throughout the year as well as classroom formative and summative testing. Teachers cannot receive the incentive bonus if they do not meet the criteria in Tier one. A final score for each teacher will be assigned based on combining scores from tier one and tier two. That final score will be applied to the incentive rubric to determine the amount of incentive pay the teacher will receive. Teacher bonuses will be awarded at the end of the academic year before teachers leave for the summer.

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #6:** Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

**Indicator 6A:** In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

**Indicator 6B:** In your response, describe your instructional program. The school's instructional program must: (a) reflect the “Big Ideas”, (b) include specific teaching and learning strategies for building-wide implementation, (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research, and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program.

**Goal 1:**

All students will demonstrate improvement in their reading skills across the curriculum

**Measurable Objective 1:**

A total of 400 All Students will demonstrate a proficiency of 32.54% on the MEAP Test in English Language Arts by 06/13/2014 as measured by MEAP scores comparing 2013-2014 to levels of proficiency in 2012-2013.

**Strategy1:**

Increase Instructional Reading Time - The Master Schedule will be created to give students in Grades 6-8 a core solutions course for ELA one quarter at least once during the school year. Additionally, per the master schedule Grades K-5 will have a 90 minute block for ELA as opposed to a more traditional 60 minute block of time.

Research Cited: Rocha, E. (2008 )Expanded Learning Time in Action Initiatives in High-Poverty and High-Minority Schools and Districts Center for American Progress:Farbman, D. (n.d.) The case for improving and expanding time in school: A review of key research and practice. Boston, MA: National Center on Time and Learning. Retrieved on May 8, 2012, from <http://www.timeandlearning.org/files/CaseforMoreTime.pdf>

We selected extended instructional time because the students scores in mathematics are well below the state average and increased instructional time has been shown, per the research cited above, to improve students reading skills.

Activity - Extended Day-ELA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The School Day will be extended by 20 minutes allowing for 20 minutes of increased English Language Arts instructional time.	Direct Instruction	09/02/2013	06/13/2014	\$30000 - Section 31a	Principal Leadership Team Reading Specialists Teaching Staff

**Strategy2:**

Reading Tutoring Program - Highly Qualified paraprofessionals will be used as ELA tutors, in class and pulling out for small group instruction. Paraprofessionals will meet with their groups at least 2 times per week on skills identified via NWEA MAP and MEAP assessments. MAP data will be used to monitor students progress and program effectiveness. In grade K-2 the program will primarily be a push in program, grades 3-5 mixed and grade 6-8 pull-out/supplementary instruction.

Research Cited: Research Cited: Steven Zemelman, Harvey Daniels, and Arthur Hyde; Best Practices: New Standards for Teaching and Learning in America's Schools (1998) Second Edition paperback, SERC-State Education Resource Center 2013.

We selected the reading tutoring program because EHA students scored below level for reading and research has shown that small group teaching can help to provide intervention to improve students reading skills.

Activity - In School Tutoring Program-Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Paraprofessionals and specialists push in and pull out students to aid in mastery of grade level expectations.	Academic Support Program	09/03/2013	06/12/2014	\$96000 - Title I Part A	The paraprofessionals and reading specialists

**Strategy3:**

Implementation of Reading Strategies Across K-8 - All staff members will use one reading strategy per month to build student capacity for utilizing highly effective reading strategies across all subjects. Strategies selected will be based upon the on-going professional development provided by the Michigan Coalition of Essential Schools on variety of reading strategies. The same strategies will be used across grade levels, scaffolded appropriately and across all subjects, whenever possible.

Research Cited: Reading Strategies Notebook Michigan Coalition of Essential Schools: Research cited: Rocha E.(2008) Extended learning Time in Action Initiatives in high poverty and high minority schools & districts. Center for American Progress: Farbman.D. (n.d.) Boston, MA National Center on Time and Learning Retrieved on May 8,2012 from [http:// www.time & learning.org/files case for more pdf.](http://www.time & learning.org/files case for more pdf.;); Boushey.G.. and Moser.J. Stenhouse Publishers, THE DAILY FIVE: FOSTERING LITERACY INDEPENDENCE IN THE ELEMENTARY GRADES, 2006.

We selected implementing reading strategies because EHA students scored below level for reading and research has shown that using best practices for reading can help to improve students reading skills.

Activity - Guided Reading with the Daily Five Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend professional development on how to conduct guided reading centers and the Daily Five format in all grades K-8 using Fountas and Pinnell Methodology. Cost below indicates professional development and materials for the Daily 5.	Professional Learning	10/18/2013	10/18/2013	\$8600 - Title II Part A	Administration Teaching Staff Paraprofessionals Specialists

## Redesign Plan

EMAN Hamilton Academy

Activity - ELA Specialists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The two full-time ELA Specialists will work with the K-8 teachers to help role model lessons, implement and monitor programs, and work with RTI students as requested by the teacher.	Other	11/26/2012	06/13/2014	\$104000 - Title I Part A	2 Reading Specialists Administration

Activity - Increase Parental Capacity to Assist their Child in Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>One day per year, with two time options, just after drop off and just before dismissal, a parent academy will be held for parents. The English/Language Arts parent academy will focus on what students are expected to master at each grade level, so parents understand what the expectations for their child's grade level. Additionally, the reading specialists will provide examples appropriate for the grade level of the students whose parents attend on current reading strategy of the month (ie model the SQ3R process for appropriate for grade level of parents who have attended) Reading specialist will also provide a brief overview of other reading strategies used at EMAN Hamilton so parents are familiar with what each strategy entails. The objective of the parent academy is to provide parents with the skill set necessary to assist their child with their ELA homework and provide parents with activities for their child to practice their essential reading/writing skills. Staff will remind parents in advance of the event to increase parental attendance. In addition to the ELA Parent Academy, the Reading Specialists are available to assist parents in understanding their individual student's reading/writing needs and provide individual guidance to equip parents with the ability to assist their child. Once a year, parents are invited to attend the ELA/Social Studies Curriculum night. Parents will be educated on what students are expected to learn, have a chance to see some activities their students use in ELA centers/ELA lesson and discuss with their child's teachers any questions about their child's reading needs. Parents will also be provided with an opportunity to read a book with their child and take an Accelerated Reader test to encourage parents to read at home with their child and showcase the importance of reading comprehension. Parents will be provided with information about using accelerated reader at home. Food and other incentives will be provided at these events to encourage parent turn out. The Reading Specialists will also maintain a website with a section focused providing parents with resources and activities to help their child master the common core state standards expectations. Finally, with each newsletter sent home will contain a page focused on improving student's reading ability, the reading strategy of the month, and how parents can help their students continue to learn at home.</p>	Parent Involvement	08/19/2013	06/19/2014	\$2000 - Title I Part A	Administration Reading Specialists Teaching Staff Paraprofessionals

## Redesign Plan

EMAN Hamilton Academy

Activity - Marzano's Six Steps to Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporating the Marzano's Six Steps to Vocabulary in all subjects and grades K-8 scaffolded appropriately to meet the developmental needs.	Academic Support Program	09/03/2013	06/12/2014	\$500 - Title I Part A	All Staff

### Goal 2:

Improve the Climate and Culture

### Measurable Objective 1:

collaborate to increase parental and community involvement by 06/20/2014 as measured by increase in parental turnout at school held events.

### Strategy1:

Joyce Epstein Framework:6 Types of Parental Involvement - The Joyce Epstein framework will be used to help increase the six types of parental involvement.

Research Cited: Epstein, J. et al (2002), Taken from School, Family and Community Partnerships: Your Handbook for Action (second edition) Thousand Oaks

We selected Joyce Epstein's framework because parental involvement at EHA is very low, and research has shown if parents are involved in their child's education students will be more successful.

Activity - Joyce Epstein Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the Joyce Epstein model for the 6 types of parental involvement	Professional Learning	08/19/2013	12/27/2013	\$15600 - Title II Part A	Administration Teaching Staff Social Worker Behavior Interventionist

### Goal 3:

All students will demonstrate improvement in their writing skills across the curriculum

### Measurable Objective 1:

A total of 400 All Students will demonstrate a proficiency of 19.93% on the 2013-2014 MEAP Test in English Language Arts by 06/13/2014 as measured by MEAP scores comparing 2013-2014 to levels of proficiency in 2012-2013.

### Strategy1:

Using Common Language - Data review of MEAP/MAP results will be conducted with staff to determine students writing needs in grades K-8.

Research Cited: Armstrong, J., & Anthes, K. (2001). Identifying the factors, conditions, and policies that support schools' use of data for decision making and school improvement:

## Redesign Plan

EMAN Hamilton Academy

Summary of Findings. Denver, CO: Education Commission of the States.

We selected reviewing data because the students at EHA scored well below level for writing and research has shown that reviewing data to analyze students needs can help to improve their writing skills.

Activity - Increase Parental Capacity to Assist their Child in Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>One day per year, with two time options, just after drop off and just before dismissal, a parent academy will be held for parents. The English/Language Arts parent academy will focus on what students are expected to master at each grade level, so parents understand what the expectations for their child's grade level. Additionally, the reading specialists will provide examples appropriate for the grade level of the students whose parents attend on the Step Up To Writing Process and provide parents with resources on the different types of writing their child is expected to complete. The objective of the parent academy is to provide parents with the skill set necessary to assist their child with their ELA homework and provide parents with activities for their child to practice their essential writing skills. Staff will remind parents in advance of the event to increase parental attendance. In addition to the ELA Parent Academy, the Reading Specialists are available to assist parents in understanding their individual student's writing needs and provide individual guidance to equip parents with the ability to assist their child. Once a year, parents are invited to attend the ELA/Social Studies Curriculum night. Parents will be educated on what students are expected to learn, have a chance to see some activities their students use in ELA centers/ELA lesson and discuss with their child's teachers any questions about their child's writing needs. Parents will also be provided with an opportunity to review their child's writing with an example of the monthly writing in the hallways. Parents will be provided with information on how to improve their child's writing at home. Food and other incentives will be provided at these events to encourage parent turn out. The Reading Specialists will also maintain a website with a section focused providing parents with resources and activities to help their child master the common core state standards expectations. Finally, with each newsletter sent home will contain a page focused on improving student's writing ability and how parents can help their students continue to learn at home.</p>	Parent Involvement	08/20/2013	06/19/2014	\$1500 - Title I Part A	Reading Specialists Teachers Paraprofessionals Administration

## Redesign Plan

EMAN Hamilton Academy

Activity - Monitor Implementation of Writing Rubric	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA Specialist will monitor the implementation of the writing rubric once a month when students writing is evaluated with the whole school writing rubric. Teachers are given a copy to review and go over with their students. Feedback is given on the rubric. Teachers in grades K,1,2 will use the Saginaw Valley State University Pacing Guide Writing Rubric to evaluate their students writing in class. Teachers in grades 3,4,6,7 will use the MEAP writing rubric for class writing. Teachers in grade 8 will use the MME Writing Rubric to evaluate students writing.	Monitor	03/01/2013	06/13/2014	\$800 - Title I Part A	Reading Specialists

### Strategy2:

Writing Across the Curriculum - All teaching staff will have all students in grades K-8 writing in all subject areas throughout the school year.

Once a month students will be writing about charts, graphs, or math problems in math, they will be writing about charts or graphs in science, Grade Level Content Expectations in English Language Arts, and Core Democratic Values or the Bullying Curriculum in Social Studies.

Research Cited: Strengthening Programs for Writing Across the Curriculum, ed. Susan McLeod (Jossey-Bass, 1988).

We selected writing across the entire curriculum for grades K-8 because the students at EHA scored well below level and research has shown that incorporating writing into each subject area can help to increase students writing skills.

Activity - Monthly Writing Themes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be writing across the curriculum in their classes. Focus areas are: Math/Science: Writing about a chart, graph, or problem. English Language Arts: Writing about a Grade Level Content Expectation, and Social Studies: Writing about the Bullying Curriculum or Core Democratic Values.	Implementation	09/04/2012	06/13/2014	\$2000 - Title I Part A	All Teachers Reading Specialists

Activity - English Language Arts Common Core State Standards Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive Common Core State Standards Professional Development in order to be ready for the changing curriculum.	Getting Ready	03/27/2013	06/13/2014	\$5000 - Title I Part A	Teachers in Grades 2-8 Reading Specialists Principal

### Goal 4:

All students will demonstrate improvement in key concepts of Social Studies across the curriculum.

### Measurable Objective 1:

A total of 400 All Students will demonstrate a proficiency of 19.55% on the MEAP Test in Social Studies by 06/13/2014 as measured by MEAP scores 2013-2014 .

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### Strategy1:

Enrich core values in Social Studies - All teachers, K-8 along with specialists and paraprofessionals will enrich the core values using reading, writing, and speaking.

Research Cited: Research cited: Daniels, H. Hyde, A. Zeleman, S. (1998) Best Practice : New Standards for Teaching and Learning in America's Schools, Second Edition (paperback) State Education Resource Center (SERC) Website: Best practice in Education Section 2013

We selected enriching core values in Social Studies because EHA students scored well below level for Social Studies. Research has shown that best practices include reading, writing, and speaking can help improve skills.

Activity - Increase Parental Capacity to Assist their Child in Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One day per year, with two time options, just after drop off and just before dismissal, a parent academy will be held for parents. The Social Studies parent academy will focus on what students are expected to master at each grade level, so parents understand what the expectations for their child's grade level. Additionally, the specialists will provide examples, appropriate for the grade level of the students whose parents attend, on the Core Democratic Values and how to assist their child in understanding and using these values in their daily life (e.g. Books that focus on different values, projects related to core democratic values). In addition to the Social Studies Parent Academy, the Specialists are available to assist parents in understanding their individual student's needs and provide individual guidance to equip parents with the ability to assist their child in understanding and utilizing the core democratic values. Once a year, parents are invited to attend the ELA/Social Studies Curriculum night. Parents will be educated on what students are expected to learn, have a chance to see some activities their students use in social studies classes and discuss with their child's teachers any questions about their child's social studies needs. Parents will be provided with information on how to improve their child's social studies knowledge at home. Food and other incentives will be provided at these events to encourage parent turn out. The Social Studies teachers will also maintain a website with a section focused providing parents with resources and activities to help their child master the Social Studies GLEC's. Finally, each social studies teacher grade 6-8 will send home a newsletter focused on further developing student's social studies knowledge and how parents can help their students continue to learn at home.	Parent Involvement	08/19/2013	06/20/2014	\$1500 - Title I Part A	Specialists Administration Teaching Staff Paraprofessionals

Activity - Core Democratic Values	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will write monthly on either the core democratic values or the topic of bullying	Academic Support Program	09/03/2013	06/12/2014	\$500 - Title I Part A	Teaching Staff Reading Specialists Paraprofessionals

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Activity - Debates on Social Studies Topics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students in grades 3-8 will hold quarterly debates within the classroom led by the Social Studies teachers. The focus will be on Core Democratic Values and the 5 themes of Geography with an emphasis on formulating a position, supporting with research/details to improve on speaking and writing skills.	Academic Support Program	10/04/2013	06/12/2014	\$500 - Title I Part A	3-8th. Grade Teachers Reading Specialists

### Goal 5:

All students will demonstrate improvement in Science concepts across the curriculum.

### Measurable Objective 1:

A total of 400 All Students will demonstrate a proficiency of 17.9% on the MEAP Test in Science by 06/12/2014 as measured by MEAP scores 2013-2014 .

### Strategy1:

Inquiry based science - All teaching staff will implement science concepts that are inquiry based

Research Cited: Main Article: Inquiry- Based Science featured in US National Science Educational Standards of 1996, supported by the US National Science Education Standards in 2000. Committee on Highly Successful Schools or Programs in K-12 STEM Education: National Research Council, 2011, Successful K-12 STEM Education: identifying effective approaches in Science, Technology, Engineering and Mathematics. [http://www.blacdetroit.com/BLAC\\_DETROIT-Blogs/Grapevine/March-2013/STEM -Genius and Sea Perch -Michigan Regional-underwater -robotics- tournament](http://www.blacdetroit.com/BLAC_DETROIT-Blogs/Grapevine/March-2013/STEM-Genius%20and%20Sea%20Perch-Michigan%20Regional-underwater-robotics-tournament)

We selected inquiry based science because our students score below level and research has shown that implementing inquiry based science classes can increase effective teaching and learning.

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Activity - Increase Parental Capacity to Assist their Child in Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>One day per year, with two time options, just after drop off and just before dismissal, a parent academy will be held for parents. The Science parent academy will focus on what students are expected to master at each grade level (Science GLCE's), so parents understand what the expectations for their child's grade level. Additionally, the specialists will provide examples appropriate for the grade level of the students whose parents attend and/or new methods for problem solving (e.g. sample science activities for grade levels/ Sample Science Fair projects). The objective of the parent academy is to provide parents with the skill set necessary to assist their child with their science homework and provide parents with activities for their child to practice the scientific method and inquiry skills. Parents will also be educated about the EMAN Hamilton science fair and how to assist their student, plus requirements for the citywide science fair held in March. All staff will remind parents in advance of the event to increase parental attendance. In addition to the Science Parent Academy, the Specialists/Science Teachers are available to assist parents in understanding their individual student's science learning needs and provide individual guidance to equip parents with the ability to assist their child. Once a year, parents are invited to attend the Math/Science Curriculum night. Parents will be educated on what students are expected to learn, have a chance to see the science fair projects completed by students. Food and other incentives will be provided at these events to encourage parent turn out. The Science teachers will also maintain a website with a section focused providing parents with resources and activities to help their child master the Science GLCE's. Finally, each science teacher grade 6-8 will send home a newsletter focused on further developing student's science knowledge and how parents can help their students continue to learn at home.</p>	Parent Involvement	08/19/2013	06/16/2014	\$1500 - Title I Part A	Science Teachers Specialists Administration Paraprofessionals

**Narrative:**

The school selected an instructional program through a diagnostic process that included a deep data dig which was supported by the use of multiple data sources including perception, process, demographic, and achievement. The team analyzed all available data which was disaggregated by subject area, grade and all subgroups to identify the cause of low student performance. The team found the causes of low student performance to be student transiency, teacher/staff turnover, poor attendance, new students enrolling with skills far below grade level, high at-risk student and parent social/behavioral, lack of parental involvement (8% participation at parent teacher conferences), lack of cohesively aligned curriculum, lack of instructional fidelity, student apathy towards learning, inconsistent use of data and poor performance as a Detroit Public School. In addition, the staff conducted a diagnostic process (SWOT Analysis), to identify the strengths, weaknesses, opportunities, and threats of the overall school program.

The diagnostic process included the school improvement team and all stakeholders inclusive of parents, students, and community members. Through the analysis of all available data the team identified three big ideas for improving student achievement at the school. These include the development of a cohesive and aligned curriculum, developing systems and processes for using data effectively to monitor and direct instruction and recruiting and retaining high quality teaching staff who meet the needs of all students.

Both perception data from the staff and student academic achievement reflect that the current curriculum is not an effective means for

improving achievement at Hamilton. A high ranking was received in the weakness section of the SWOT completed in September indicating a lack of cohesive and aligned curriculum and resources. As teachers leave Hamilton Academy for other positions, they often state that a lack of curriculum or resources to aid instruction was a reason for leaving.

The curriculum lacks adequate resources and assessments. As part of our discussion around improving curriculum, a decision has been made to purchase Curriculum Crafter (KC4), an online curriculum and assessment tool developed by the Kent County ISD. The Kc4 curriculum is aligned to the common core and will provide linear alignment for grades K-8 in all subject areas. In addition, curriculum crafter provides assessments and other resources for teachers to use that help monitor and direct their instruction. Curriculum Crafter will be purchased during the 2013-2014 school year. Initial professional development will be arranged prior to the start of the 2014-2015 school year. Additional professional development and full implementation will begin 2014-2015.

As part of our analysis of the overall school program, the team took an in depth look at the overall instructional program and resources. The analysis revealed a lack of consistent resources from grade to grade and outdated textbooks and resources which were not aligned to the common core standards. A decision was made to prioritize instructional needs and to research and select new instructional materials in each content area. The team made a decision to invest resources in the areas of reading, writing and mathematics in the first year (2014-2015) of implementation with science and social studies to follow in years two (2015-2016) and three (2016-2017), respectively. Efforts to improve the reading instructional program have already begun with recent purchase of an elaborate Accelerated Reader library of leveled reader books covering grades K-8. During the 2014-2015 school year, the STAR Reader program will be purchased to assess students reading levels and assist in improving reading achievement. Teachers will utilize instructional reading levels gained from this assessment to provide differentiated instruction in reading and promote the data driven accelerated reader program. Final decisions are being made regarding the purchase and implementation of the Direct Instruction reading program for providing tiered reading intervention to students (Reading Mastery, K-2 and Corrective Reading, 3-8). In the area of writing, staff was recently trained on Step Up to Writing in November 2013 and is utilizing this process in the four core areas.

The Hamilton math curriculum has been void of an identified math program. Our research of best practices incorporated the need to address the reading levels of our students K-5 and 6-8, as well as alignment with the common core in the selection of our math program. The team made a decision to select enVision Math for grades K-5 and Pearson Investigations Math for grades 6-8 for implementation planned for the 2014-2015 school year.

During the 2013-2014 identification and planning phase, Hamilton staff will identify instructional practices that support the gateway subjects in the areas of Reading, Writing, Mathematics, with an emphasis on literacy based instruction employed across the curriculum. In 2016-2017, we will be adding Science and Social Studies. Textbooks will be purchased to support implementation of the science and social studies curriculum. In addition, Discovery Education online and the Michigan Citizenship Collaborative Curriculum (MC3) will be used in the interim to support instructional efforts and implementation of the science and social studies curriculum. The addition of the Compass Odyssey program in 2013-2014 will provide credit recovery and additional supplemental instruction in all four core areas K-8. It incorporates online curriculum, aligned to the common core which is immersed in a data driven program that assess student progress and informs instruction.

A major component of our big ideas is providing staff with curriculum and required resources, accompanied by professional development. Our previous instructional program was structured around Saginaw Valley State University's K-12 Curriculum. The program provided pacing guides but not a full array of instructional and assessment components. Based upon our collaborative discussions, the academy chose the Kent County Collaborative Curriculum Crafter (KC4) which is now referred to as Curriculum Crafter. Curriculum Crafter tool is an online embedded K-12 curriculum which is aligned with the Michigan Grade Level Content Expectations (GLCE), the Michigan Curriculum Framework, and the research that supports the GLCE.

MEAP and NWEA MAP Assessment data will be analyzed to determine gap areas. A guided reading program will be established to provide differentiated reading instruction at a student's level during the 2014-2015 school year. The Accelerated Reader program, which has already begun, will be used to support the guided reading program.

During the 2013 school year, professional development was provided to all staff from the Michigan Coalition of Essential Schools for reading strategies. Three identified reading strategies (SQ3R, Get the GIST/5 W's, Skimming/Scanning) were focused on as a whole school. The use of the Star Reader Program will be implemented in 2014-2015 to assess students reading levels in order to better group students according to their appropriate level and better utilize the Accelerated Reader program.

The schools new instructional program (i.e. guided reading, Direct Instruction, enVision Math, Pearson Investigations Math, Michigan Citizenship Collaborative Curriculum, Discovery Education, Compass Odyssey, Accelerated Reader) is researched-based and aligns with career and college readiness standards. In addition to these programs, staff will be trained to implement Marzano's Nine High Yield Instructional Strategies and Marzano's Six Steps to Vocabulary Instruction through ongoing job embedded professional development beginning in the 2014-2015 school year. Teachers will commit to improving instructional practices and demonstrate inclusion of the Marzano strategies in their lesson plans. The principal and assistant principal will monitor the use and implementation of these strategies when conducting informal and formal classroom visits.

The management company has committed to the purchase of the appropriate resources and instructional materials as they have been identified. Programs from grade to grade will be vertically aligned to ensure all pre-requisite skills have been taught before the preceding grade level and that consistency of instruction across all grades is monitored through the Professional Learning Communities, Instructional Learning Cycles and Collaborative Learning Cycle processes.

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) explain how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used to increase achievement and close achievement gaps.**

**Goal 1:**

All students will demonstrate improvement in their reading skills across the curriculum

**Measurable Objective 1:**

A total of 400 All Students will demonstrate a proficiency of 32.54% on the MEAP Test in English Language Arts by 06/13/2014 as measured by MEAP scores comparing 2013-2014 to levels of proficiency in 2012-2013.

**Strategy1:**

Reading Tutoring Program - Highly Qualified paraprofessionals will be used as ELA tutors, in class and pulling out for small group instruction. Paraprofessionals will meet with their groups at least 2 times per week on skills identified via NWEA MAP and MEAP assessments. MAP data will be used to monitor students progress and program effectiveness. In grade K-2 the program will primarily be a push in program,

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grades 3-5 mixed and grade 6-8 pull-out/supplementary instruction.

Research Cited: Research Cited: Steven Zemelman, Harvey Daniels, and Arthur Hyde; Best Practices: New Standards for Teaching and Learning in America's Schools (1998) Second Edition paperback, SERC-State Education Resource Center 2013.

We selected the reading tutoring program because EHA students scored below level for reading and research has shown that small group teaching can help to provide intervention to improve students reading skills.

Activity - In School Tutoring Program-Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Paraprofessionals and specialists push in and pull out students to aid in mastery of grade level expectations.	Academic Support Program	09/03/2013	06/12/2014	\$96000 - Title I Part A	The paraprofessionals and reading specialists

### Strategy2:

Implementation of Reading Strategies Across K-8 - All staff members will use one reading strategy per month to build student capacity for utilizing highly effective reading strategies across all subjects. Strategies selected will be based upon the on-going professional development provided by the Michigan Coalition of Essential Schools on variety of reading strategies. The same strategies will be used across grade levels, scaffolded appropriately and across all subjects, whenever possible.

Research Cited: Reading Strategies Notebook Michigan Coalition of Essential Schools: Research cited: Rocha E.(2008) Extended learning Time in Action Initiatives in high poverty and high minority schools & districts. Center for American Progress: Farbman.D. (n.d.) Boston, MA National Center on Time and Learning Retrieved on May 8,2012 from [http:// www.time & learning.org/files case for more pdf.](http://www.time & learning.org/files case for more pdf.;); Boushey.G.. and Moser.J. Stenhouse Publishers, THE DAILY FIVE: FOSTERING LITERACY INDEPENDENCE IN THE ELEMENTARY GRADES, 2006.

We selected implementing reading strategies because EHA students scored below level for reading and research has shown that using best practices for reading can help to improve students reading skills.

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read an Accelerated Reader book at their appropriate book level and then take a 5-10 question comprehension test on the computer. Teachers will receive a monthly report of the tests students have taken and data for their class.	Academic Support Program	09/03/2013	06/13/2014	\$24455 - Title I Part A	Teaching Staff Reading Specialists Paraprofessionals

Activity - Guided Reading with the Daily Five Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend professional development on how to conduct guided reading centers and the Daily Five format in all grades K-8 using Fountas and Pinnell Methodology. Cost below indicates professional development and materials for the Daily 5.	Professional Learning	10/18/2013	10/18/2013	\$8600 - Title II Part A	Administration Teaching Staff Paraprofessionals Specialists

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Activity - Marzano's Six Steps to Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporating the Marzano's Six Steps to Vocabulary in all subjects and grades K-8 scaffolded appropriately to meet the developmental needs.	Academic Support Program	09/03/2013	06/12/2014	\$500 - Title I Part A	All Staff

### Goal 2:

All students will demonstrate improvement in their writing skills across the curriculum

### Measurable Objective 1:

A total of 400 All Students will demonstrate a proficiency of 19.93% on the 2013-2014 MEAP Test in English Language Arts by 06/13/2014 as measured by MEAP scores comparing 2013-2014 to levels of proficiency in 2012-2013.

### Strategy1:

Using Common Language - Data review of MEAP/MAP results will be conducted with staff to determine students writing needs in grades K-8.

Research Cited: Armstrong, J., & Anthes, K. (2001). Identifying the factors, conditions, and policies that support schools' use of data for decision making and school improvement:

Summary of Findings. Denver, CO: Education Commission of the States.

We selected reviewing data because the students at EHA scored well below level for writing and research has shown that reviewing data to analyze students needs can help to improve their writing skills.

Activity - Step Up to Writing Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff in grades K-8 will receive a one day professional development on the Step Up to Writing Process focusing on incorporating writing across the curriculum.	Professional Learning	08/19/2013	08/20/2013	\$5000 - Title II Part A	Reading Specialists Principal Teachers Paraprofessionals

### Narrative:

Hamilton provides for regular and ongoing building wide use of data. The process involves the following. The Educational staff are expected to review and progress monitor instructional decisions on the basis of the formative and summative data regularly during their Professional Learning Community (PLC) meeting times where the Instructional Learning Cycle (ILC) is the focus. On a quarterly basis, data dialogues will be conducted to support the development of the Collaborative Learning Cycle (CLC) and analyzing multiple data sources to inform instructional decisions. The Educational staff is also expected to review and analyze formative data on a weekly basis within their PLC. Staff is responsible for conducting their twice weekly PLC meetings, however, an administrator will cycle through every three weeks to insure fidelity of the process and of input as to strategies and interventions, assist in reviewing data for next steps within the Multi-Tiered System of Support (MTSS) or Response to Intervention (RTI) model as it is referred to at Hamilton, as well as monitor the effectiveness of the instructional practices. . The Plan Do Study Act (PDSA) cycle will be revisited to support continuous observation and review of data to insure fidelity and support adjustments in accordance with the multi-tiered system of support and/or the application of new intervention strategies.

The ongoing data analysis will provide for the differentiation of instruction through the analysis of individual student data that will inform and drive the Instructional Learning Cycle. Methods of differentiation can include the Multi-Tiered System of Support (MTSS), scaffolding,

reciprocal teaching, balanced literacy, push-in pull-out tutoring support, and Measure of Academic Progress (MAP). The data analysis process is a scripted dialogue tool by Eric Buchovecky and is a guide for teacher groups to discover how and what students, educators and the public are thinking about the data set before them and is an excellent tool for staff new to the process of reviewing data. Another valuable resource tool used is the Pre-Referral Intervention Manual (PRIM) through Hawthorne Educational Services. The ILC and CLC process is a cycle, thus, teachers working on closing the achievement gap for students may find that a student's learning issues are not resolved through one or two cycles. It may be necessary to revisit the RTI process continually to resolve learning issues, sometimes one issue at a time. Each cycle may determine a success (or multiple successes) and move the teacher team closer to removing barriers for learning, and, in turn, see success in closing the achievement gap.

Additionally, further discussion will take place between educator peers and mentor mentees regarding the achievement data, focus areas and the efficacy of instructional practices. The ongoing data analysis will provide for the differentiation of instruction by the analysis of individual student data that will inform and drive the Instructional Learning Cycle. Methods of differentiation can include the Multi-Tiered System of Support (MTSS), scaffolding, reciprocal teaching, balanced literacy, push-in pull-out tutoring support, and Measure of Academic Progress (MAP).

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional learning that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

The district's plan for increasing time for core academic subjects lies in the addition of 20 minutes to our daily school day dedicated to enrichment activities and laserlike efforts related to helping students master grade level curriculum and decrease areas of deficiency. Last year Hamilton had 179 days of school and 1161 hours of instructional time. This year for the 2013-2014 school year, Hamilton is in session for 177 school days but has increased the instructional hours to 1250.16. This is a total increase of 89.16 instructional hours or the equivalent of 11.9 additional instructional days. Our school day in past years was 8am-3:15pm. This year, 2013-2014, we added an additional 20 minutes, changing the school day to 7:55am-3:30pm. Breakfast continues to be served at 7:30am daily prior to the start of school. Our rationale is based upon extending the school years instructional days has not proven effective as evidenced in our summer school program where we recognized poor attendance and low enrollment daily. Therefore, extending the school day was a more viable option for our learning community and is yielding increased focused learning and teaching time.

The district's plan for increasing time for enrichment activities will occur through the redesigning the use of the current schedule. The same time used for intervention, referred to as Extended Core, has already been in effect and will now be used for enrichment. The rationale is to keep students engaged and maintain continuity in learning. Each student will participate in computer aided online instruction (Compass Odyssey Software) designed to specifically pin point individual student deficiencies at the middle school level, and when appropriate, at the elementary level. Students who have mastered the core objectives are able to move beyond their grade level expectations and receive personalized learning opportunities. This extra core enrichment time, which was not offered in prior years, is one hour each day and results in students receiving a minimum of 45 hours each quarter of a needed core subject area they have not shown mastery in. There is value of gaining information and insight among staff members to examine students work and discuss issues that arise. In 2012-2013, the paraprofessional's caseloads were designed to specified groups of students in their general education classrooms. The same process is being used during the 2013-2014 school year, until we are notified by the state if we are an all Title I school. Then all children can be serviced. The continued use of online programs such as Accelerated Reader and Study Island, provide opportunities for students to receive additional, supplemental practice. Student conferences will be used again this year to provide students with specific feedback that will encourage ownership of their assessment results. Teachers will review with their students their MAP Test results, areas of strength and weakness, along with individual goals that the student will be working to master. Students, parents, and the teacher will sign the MAP Test Results and Goal Sheet document as a way to being informed and committed to providing instruction for that student.

Beginning the latter part of November, 2013, elementary students will engage daily in an extended core hour whereby specific grade level deficiencies identified through our school-wide assessments (MEAP, NWEA/MAP, & Dibels) will be addressed in multiage classes organized by PLC grade level cohorts. Our student population is mainly walkers, thus consideration to extending the school day and year had to incorporate safety and transportation and other community needs and cultural norms. Extending the school year may not have had the same positive results in that our student population has not shown to attend school into the summer hours, thus extending the school days may not be effective, nor attended. This change has been successful thus far. 3) The use of our reading and mathematics specialists is critical in increasing the achievement of our lowest achieving students in reading, writing and mathematics. 4) The use of the computer aided online instruction (Compass Odyssey Software), will address and specifically pin point individual student deficiencies at the middle school level, and when appropriate, at the elementary level. Using the data from our summative and formative assessments, students who have not mastered the grade level requirements will work daily online using Compass Odyssey to meet their grade level requirements. 5) The emphasis of a college preparatory model where helping students identify with a post-secondary career and college/training location is critical to their educational development plan. Students should expect culminating thematic assessments that may require more cooperating team/group work. Teachers may also use projects, essays, tests and presentations to assess students at the end of the semester. Coursework and homework are emphasized for classroom completion so that students may receive guidance. Zeros are not permitted on assignments, or tests. All homework is required to be completed. 6) Identification and purchase of a clear curriculum model (Curriculum Crafter) that aligns with the state Michigan Curriculum Framework and can be customized to grow with our academic needs and population such as the incorporation of assessment tools and differentiation of lessons/units.

In addition to our bi-weekly job embedded professional development staff meetings, and the 14 days of regular and ongoing professional development at the start of the school year and throughout the school year, we have redesigned and increased the professional development learning time from professional learning communities meeting weekly to focused data dialogue sessions twice weekly and with a specific scripted focus. Teachers meet in their PLC cohort during their planning period which is on average approximately 60-65 minutes.

In prior years, professional development time included 14 days total with 4 days offered during the school year. Beginning 2012-2013 professional development increased during staff meetings weekly. A further increase occurred during the 2013-2014 school year whereby teachers meet twice weekly, once quarterly and bi weekly as a whole staff for professional development on topics directly related to improving student achievement.

The increased professional development, through our professional learning communities, will lead to increased student achievement because through our PLC, teachers are engaged in data dialogues that allow for a better understanding of student instructional needs, assessment and goal setting. To prepare for the efficient use of our extended day, all staff has invested a significant amount of time developing their skill set relative to professional learning communities, engaging in deep data dialogues through the Collaborative Learning Cycles, and response to intervention protocols and Multi-Tiered Systems of Support.

**Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**

Hamilton Academy has researched and outlined multiple strategies to engage families with reform efforts to support student achievement. During the 2012-2013 school year, the majority of students missed at least 10 days of instruction, mostly due to absences and in some cases suspension. Particularly in the lower elementary grades, students missed more than fifty days. Attendance and parental commitment to

instructional time continues to be an area of concern. Parental involvement rates were low; turn-out for school events such as back to school night and academic nights were typically less than 20. Conferences reflected a similarly low rate of attendance with no more than 40 families attending. Although Parent Academies were held to inform parents about the academic requirements and how they can assist their child with core subjects, at most one family showed up to the events even though communicated through multiple sources used by our parents. The quarterly parent academies were held twice in a day (after drop off and before dismissal), to accommodate parent's schedules.

Other school-wide events were held during the hours of 4 to 6 p.m., and have had extremely low turnouts as well. Parent teacher conferences only saw participation from 40 families in semester one of 2011-2012, and 60 families thereafter. Although parent teacher conference participation is growing, to reform this process and increase parent and student engagement, we would like to professionally develop all staff in student-led parent teacher conferences during the 2013-2014 school year. We began training students in discussing their personal assessment data and goal sheets from the NWEA MAP testing process in the 2012-2013 school year. As we continue that training of our student population, we were excited to see 75 families at this 2013-2014 first semester parent teacher conferences. Best practices show that the more you engage the students in activities, the more parents will be involved because they are always more excited and feel connected to activities when their child is involved.

Another area Hamilton needs to improve during the 2013-2013 school year is in providing continuity in instruction and curriculum pacing. Because we have a high staff turnover that is being addressed in our teacher retention big idea, we want to assure parents that learning will be thorough, effective and based on grade level outcomes. We will educate our parents on the adopted curriculum crafter (KC4) upon its receipt at all of our parent academies and any parent activities and through our quarterly newsletters and school-wide communication venues.

In 2012-2013, Hamilton began to identify new strategies to engage families in their children's learning. To remediate the lack of family engagement, the school will adopt the following initiatives to assist in reform efforts. Currently, our parent engagement activities include: quarterly parent academies, technology classes monthly, family events, and upcoming meetings, encourage volunteers in the school and classroom; provide resource and support agencies at every parent event, regular meetings related to behavior intervention, monthly parent involvement committee (PIC) meetings, curriculum night on core subject areas, school sponsored a book fair to promote a culture of readers as well as a Family Literacy Night, Science Fair, and Math Games evening phone outs and personal phone calls to invite parents to events, quarterly newsletters, open house, parent-student orientation in August, and perception surveys quarterly.

Another focal point of our reform efforts lies in our focus for the 2013-2014 school year to guarantee a smooth transition into full day schooling for our youngest learners, Kindergarteners. Orientation has been held in the spring every year to orientate parents with the expectations of Kindergarten and welcome our new families. Beginning in March of the 2011-2012 school year, Hamilton began sending literature to surrounding pre-school programs on education within the family structure, as well as invites to curriculum events held at Hamilton. In 2012-2013 we participated in headstart kindergarten roundup activities and will expand that effort this year by partnering with them to provide professional development to the staff and parents of those programs. A quarterly school newsletter continues to be sent out to all families to keep everyone informed of school activities specific to their child's grade level. Teachers also make phone calls to parents and send out individual classroom newsletters monthly to help maintain communication with families.

During the 2013-2014 school year, and beyond, we will continue the activities noted thus far as well as maintaining our parent information board at the school's entrance. Further, we will continue our parent recognition program whereby teachers provide input to the main office regarding any parents who may have volunteered or contributed in a special way to our school. The parent with the most effective and substantial volunteering hours and efforts over a semester is awarded a gift bag and recognized at our recognition assembly. Due to a change in management companies, we currently do not have a school website, but one is scheduled to be developed to allow parents to keep up to date on school information once the management company hires an IT person. Some teachers have their own personal

classroom websites to keep the lines of communication open with families, and these will be connected to the school's website.

Beginning with the 2013-2014 school year, every second Tuesday of the month, the computer lab is open and available for parents to come in to access the Internet, print documents, and learn how to use other computer functions. Our technology teacher is available in the lab at this time to provide answers to questions that parents have regarding technology and how they can use technology with their child at home. The technology teacher will be planning weekly themes to invite parents into the school. Some topics being covered this year are resume writing, job searches, interview skills, technology, and computer programs are just to name a few.

A high priority for changing the academic culture at Hamilton for the 2013-2014 school year, will be implementing a Social Worker to address individualized education plans written by special education at Hamilton Academy. During the 2012-2013 school year, Hamilton's Social Worker was present in the building part-time, but due to a change in management, that service has been suspended.

In addition to what we currently do to engage parents and include them on all committees, during the 2014-15 school year, we will incorporate a parent as mediator program based on mediated learning experience (MLE) model developed by Reuven Feurstien; identify a parent facilitator for the board of director team; and reach out to encourage participation and leadership on the parent involvement committee. At each parent event, parent perception surveys are provided, however, we have to engage in a song and dance to get them returned and we never get more than 10% of our school enrollment returned. The information is invaluable and needed in order for us to meet the needs of our families and learning community, therefore we will reform this process and include it in the students' homework packets and offer incentives to insure the timely return of these documents. We are also looking to have the survey loaded to our Ipads so the data can be tabulated in real time and communicated to parents and staff with more immediacy. Each of these programs helps to foster parent engagement along with how to support student learning.

During the 2015-2016 school year we will initiate a clothing closet program where parents can exchange/donate used school clothes in exchange. Moreover, we will invite support and resource services from the community into Hamilton to engage discussions regarding our students' and family's needs in preparation for the 2016-2017 partnerships we look to fully be involved in. Furthermore, a Facebook page will be implemented to give parents a way to access school information and act as a forum for conversation with other families via their cell phones or computer. Also, Hamilton will request parents allow us to personally present at least one report card or progress report to each child at their home during the course of the school year to allow us a better understanding of the family, their needs and to build a relationship around academic achievement. In addition, professional development training in the Joyce Epstein Model of Parent Engagement continues will be a priority.

During the 2016-2017 school year, the school will initiate a partnership with Northeast Guidance Center or Diversified Services, Inc for in-house counseling for parents and students regarding various social challenges in our learning community that impede student achievement. We will also work together for staff professional development as well.

9B: Hamilton currently partners with multiple organizations during the 2013-2014 school year and thereafter to engage the community in reform efforts and improve student achievement by connecting each student and family to a positive resource and family engagement activities.

The Peer Mediation program; MYHOPES afterschool program hosts activities for students to promote wellness; Gleaners Food Bank will continue to provide Friday Food Bags; The Yes! Foundation provides a story reader to the Kindergarten class weekly for approximately 15 sessions. The guest reader brings in a story to read to the class and then donates the book to the class. He/she also donates a brand new book to each child in Kindergarten and First Grade to take home; Partnership with Teach for America for a two year duration providing a middle school math teacher; Building Healthy Communities partnership with Wayne State University which provides a health and wellness

curriculum for teachers to implement including a collection of healthy eating/exercise books for the school library and new gym equipment for physical education class, recess, and after-school programs; the Detroit Public Library Bookmobile services Hamilton once a month allowing children the opportunity to check out a library book; Book It Pizza Hut Program which rewards students with a personal pan pizza when they reach their reading goals every month; and the Mobile Dentist is available every year to families who qualify to have their children's teeth examined and treated during the school day, at no cost.

During the 2014-2015 school year, the school will develop a partnership with the Samaritan Center in Detroit to recruit incoming Kindergarten students from local pre-schools and head start programs and provide professional development to staff to assist in preparing students for kindergarten; generate a parent survey asking parents what types of programs they would like to see at Hamilton Academy.

During the 2015-2016 school year, the school will work to establish a Junior Achievement program; and create a Boy Scout and Girl Scout program.

In addition to community agencies, we look to continue to grow our volunteer roster. Hamilton currently has various volunteers who work directly with the student population. Shawn Blanchard, as well as approximately 35 others, speaks to the students at Hamilton Academy during Career Week. Shawn motivates students to push through their challenges and to persevere to be successful. Justin Ford, a motivation speaker from provides a powerful message encouraging each individual to be the best they can be and to not engage in bullying behaviors.

**PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT**

**Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.**

**Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvacEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.**

The district is committed to the success of Hamilton Academy and its reform plan. The district has already demonstrated its commitment by giving the Academy the operational flexibility to determine its Title I expenditures through the use of site based management. The district will continue to provide the academy leader and school improvement team the operational flexibility to make decisions regarding Title I funds, curriculum, hiring of staff, calendar decisions, teacher development and professional development. This flexibility will allow the school to make rapid changes in the Title 1 budget to address a comprehensive approach curriculum and instruction decisions that increase student achievement quickly. The district will provide operational flexibility in allowing the principal to develop a school schedule and calendar which meets the needs of the students while supporting the schools transformation. The district superintendent is committed to ensuring that the building leader and the improvement team have the operational flexibility to ensure that student achievement increases substantially.

**Requirement #11: The school and 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.**

**Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.**

**Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.**

To support the implementation and success of the reform plan, an intervention specialist position was established in the 2013-2014 school year to work as part of the reform team and to assist with analyzing and distributing school data to drive instruction. In addition the district will provide 14 days of professional development on areas of concern as noted by the school reform team. These will include use of new curriculum, use of curricular tools and materials, leadership, school finance, budgets and the use of data to affect student achievement. All of these are designed to improve student achievement and support the schools reform plan and mission. The school reform team as part of its site based management will determine further professional development needs based on their analysis data and the school reform plan. Further support will be provided by the ISD on curriculum, teacher evaluations, technology and the use of data in the building decision making process.

Beginning with the 2014 school year the ISD will also provide administrative support and professional development. In addition support will be provided from the state wide system of support including specialists from MSU, ISD support, School Reform Office and various curriculum specialists. The district superintendent will monitor the school and work as a member of the school reform team in order to facilitate rapid changes in the school.



# Administrator Evaluation Form:

This form is to be used to for mid-year and summary evaluation conferences. It may also be used as a record of walkthrough findings.

<b>Standard 1: Strategic Leadership</b>		Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
Name:		Date:				

School: \_\_\_\_\_ District: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_

<b>School Vision, Mission and Strategic Goals:</b> Vision and mission matches those of the district and has specific written goals to accomplish that mission.					
<b>School Improvement Plan: Works on throughout the year.</b>					
<b>Leads by Example:</b>					
<b>Exhibits Professionalism:</b>					
<b>Delegates Responsibilities to Staff:</b>					
<b>Shares Vision, Goals and Expectations with Staff.</b>					
<b>Asks for assistance and feedback when unsure of an assignment or duty:</b>					
<b>Has written short term and long term goals that is shared with staff and district.</b>					
<b>Supports Staff and Empowers them to be effective.</b>					

<b>Standard 2: Instructional Leadership</b>	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<b>Collects and Provides Timely Feedback on Lesson Plans:</b>					
<b>Acts as Instructional Leader in the Building:</b>					
<b>Guides staff in curriculum development according to district plan.</b>					
<b>Exhibits Professionalism:</b>					
<b>Delegates Responsibilities to Staff: Has staff design curriculum.</b>					
<b>Assessment and Data: Knows how to interpret data and shows staff how to read data and uses it to improve instruction:</b>					
<b>Has identified deficient staff and provided support to improve performance:</b>					
<b>Has a vision for curriculum and avoids duplication of services and resources:</b>					
<b>Professional development pertinent and in line with district and school goals and vision.</b>					
<b>Knowledge of state curriculum and graduation requirements:</b>					
<b>Empowers staff and listens to new and divergent ideas:</b>					

<b>Standard 3: Administrative Leadership</b>	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<b>Reports and Administrative Requests Accurate and Completed on time.</b>					
<b>School Improvement Plan:</b>					

<b>Leads by Example:</b>					
<b>Exhibits Professionalism:</b>					
<b>Delegates Responsibilities to Staff:</b>					
<b>Student Discipline is fair and consistent and in line with district policies:</b>					
<b>Staff Supervision Fair and Consistent and aligned with District Policies.</b>					
<b>Manages time to accomplish required duties:</b>					
<b>Manages budgets appropriately:</b>					
<b>Scheduling of classes and staffing needs:</b>					
<b>Attendance and other records are accurate and adequately maintained.</b>					
<b>Works with staff to make them more effective and develops specific written goals for improvement.</b>					
<b>Supports district directives and requests.</b>					

<b>Standard 4: Communications</b>	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<b>School Vision, Mission and Strategic Goals:</b> Vision and mission matches those of the district and has specific goals to accomplish that mission.					
<b>School Improvement Plan: Communicates expectations to staff.</b>					
<b>Leads by Example:</b>					
<b>Communications are professional:</b>					
<b>Delegates Responsibilities to Staff:</b>					
<b>Communicates with Staff using both written and verbal methods. Follows up verbal communications with written backup.</b>					
<b>Communicates with parents regularly and using a variety of methods:</b>					
<b>Keeps district informed of changes or situations involving the school or programs.</b>					
<b>Listens to staff concerns and works with staff to develop solutions.</b>					
<b>Staff critiques are professional and always present the teacher with a solution and are never done in front of students, parents or other staff.</b>					

<b>Standard 5: Facilities</b>	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<b>Building Clean:</b>					
<b>Hallways and Doorway Clear of Obstruction in Case of Emergency:</b>					
<b>Students in Class and not in Hallways unattended:</b>					
<b>School Displays Examples of School Pride, Student work, awards etc.</b>					
<b>Building is secure from outside intruders.</b>					
<b>Building internal controls are followed on daily basis.</b>					
<b>Building assets are secured and monitored.</b>					
<b>Building is well ordered.</b>					

<b>Standard 6: Human Resources</b>	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
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Evaluates staff in a timely manner and per District Policies:					
Performs both Formative and Summative evaluations of staff:					
Leads by Example:					
Exhibits Professionalism:					
Has teacher mentoring program per state law:					
Met with deficient staff and provided a written plan of improvement:					
Exhibits evidence of professional growth and training:					
Follows District directives for utilizing staff:					
Strives to retain and improve staff performance.					

**Observed Strengths:**

1. Training staff on software relevant to academics.
2. Knowledge of and use of technology.
3. Staff supervision is fair and consistent with district polices.
4. Listens to staff concerns and works with staff to develop solutions.
5. Exhibits evidence of personal growth and training.

**Observed Areas of Development Needed:**

1. Follow-up and follow through on internal controls, tasks, reflection room data, inspections, and assigned committees, bringing them full circle and to completion on time.
2. Documenting meetings with staff monthly, as well as needed, as it directly relates to responsibilities.
3. No administrative training on MI Star/MSDS
4. Secure from internal damage/theft/loss of property.

**Goals:**

1. Attend Wayne RESA Administrative training for Mi Star/MSDS.
2. Keep a log to monitor every staff member on a regular basis as it relates to responsibilities.
3. Secure and maintain a log to monitor internal controls related to equipment, materials and resources.
4. Monitor attendance and consistently send letters to parents on a monthly basis.
5. Insure documents/reports/logs/referrals are completed timely and accurately and are maintained and labeled in an organized fashion.
6. Maintain regular RtI meetings and documentation.

**Notes:** Overall, Mr. Hall oversees technology, textbooks, operations, discipline, and the security and safety of the grounds and resources/materials. He does a good job maintaining visibility, supporting classroom teachers, equitably addressing code of conduct violations, and communicating with parents.

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Evaluator's Signature/Date

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Administrator's Signature/Date

**EMAN HAMILTON ACADEMY**  
 DETROIT, MI 48211  
 Teacher Evaluation Form



<b>TEACHER NAME:</b>	<small>LAST:</small>	<small>FIRST:</small>		
<b>STATUS:</b>	AT-WILL	<b>YEARS AT EHA: (CIRCLE ONE)</b>	1 <sup>ST</sup> YEAR	2 <sup>ND</sup> YEAR
			3 <sup>RD</sup> YEAR	4 <sup>TH</sup> YEAR
			5 <sup>TH</sup> YEAR +	
<b>BUILDING:</b>			<b>POSITION:</b>	
<b>PRE-OBSERVANCE CONFERENCE DATE:</b>			<b>OBSERVATION DATE(S):</b>	
<b>POST-OBSERVATION CONFERENCE DATE:</b>			<b>EVALUATION DATE:</b>	

The evaluation system is set up for teachers & administrators to work together and is a valuable tool to use for continual learning. The evaluation rubrics are organized in five domains covering all aspects of a teacher's job performance:

- |  |  |
|--|--|
| I. Accountability for Student Growth ( <i>I.A – I.C</i> )<br>II. Establishing and Maintaining Quality Classroom Management ( <i>II.A – II.C</i> )<br>III. Establishing and Maintaining Quality Relationships & Communications ( <i>III.A – III.C</i> ) | IV. Commitment and Support of District, School & Student Goals ( <i>IV.A</i> )<br>V. Demonstration of Student Growth through Student Achievement Data<br>VI. Demonstration of Student Growth through Assessment Data |
|--|--|

Parts I through V constitute 75% of the final evaluation score. Part VI is 25% of your score and will only appear on the final evaluation. Below is the rating scale for your total score:

3.26-4.0 Highly Effective 2.51-3.25 Effective	1.76-2.50 Minimally Effective 1.0-1.75 Ineffective
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The rubrics are a guide to see where the teacher is working currently and where he/she can improve on. The evaluation tool is best when both the teacher and administrator complete the rubrics individually and then meet to have professional dialogue on the tool. The administrator makes all final decisions on evaluation tool after the dialogue takes place.

- **Highly Effective** is reserved for truly outstanding teaching that consistently meets a high standard, demanding criteria.
- **Effective** level describes solid, expected professional performance; teachers should feel good about scoring at this level.
- **Minimally Effective** level indicates that the performance has real deficiencies and no teacher should be content to remain at this level. Specific goals need to be made to move forward and an Employee Improvement Plan may also be completed at this level
- **Ineffective** level is clearly unacceptable and immediate action must be taken to make improvements. There will need to be an Employee Improvement Plan completed at this level.

In addition to the rubrics there are three attachments necessary to provide evidence of teacher attendance, discipline reports if any and evidence of accomplishments, contributions and relevant special training.

**I. ACCOUNTABILITY FOR STUDENT GROWTH  
A. KNOWLEDGE OF CONTENT AREA**

	<b>4.0 Highly Effective</b>	<b>3.0 Effective</b>	<b>2.0 Minimally Effective</b>	<b>1.0 Ineffective</b>
<b>1. Knowledge</b>	<input type="checkbox"/> Is expert in the subject area and demonstrates a cutting edge grasp of how all students learn.	<input type="checkbox"/> Knows the subject matter well and demonstrates a good grasp of how most students learn.	<input type="checkbox"/> Is somewhat familiar with the subject area and demonstrates some understanding of ways students develop and learn.	<input type="checkbox"/> Has little familiarity with the subject matter and does not demonstrate ideas an understanding of how students learn.
<b>2. Self-Improvement</b>	<input type="checkbox"/> Explores, shares, and uses best practices and current theory in his/her field from fellow professionals, workshops, reading, study groups, the Internet and other sources.	<input type="checkbox"/> Seeks out effective teaching ideas from supervisors, colleagues, workshops, reading and the Internet.	<input type="checkbox"/> Keeps an eye out for new ideas for improving teaching and learning.	<input type="checkbox"/> Is not open to ideas for improving teaching and learning.
<b>3. Materials</b>	<input type="checkbox"/> Designs lessons involving an appropriate mix of sound practices, diverse materials and knowledge of brain development Technology is embedded almost daily into instruction.	<input type="checkbox"/> Designs lessons that target diverse learning needs, styles and interest. Lessons often include the use of technology as part of instruction.	<input type="checkbox"/> Plans lessons that involve a mixture of good and adequate learning materials. In each observation, students are using the same modality to learn. Technology is sometimes used as an instructional tool.	<input type="checkbox"/> Plans lessons that rely mainly on low quality workbooks, worksheets, and textbooks. Technology is rarely used as an instructional tool.
<b>4. Engagement</b>	<input type="checkbox"/> Designs highly relevant lessons that motivate all students and empower them to participate in learning.	<input type="checkbox"/> Designs lessons that are relevant, motivating and likely to engage students in active learning.	<input type="checkbox"/> Plans lessons that will catch some students' interest and some of the class is engaged in discussion/activity.	<input type="checkbox"/> Plans lessons with little thought of how to empower and engage student learning. Lessons look similar year to year, week to week or class to class.
<b>Column Totals:</b>				
<b>GRAND TOTAL OF - A. KOWLEDGE OF CONTENT AREA:</b>				Total points/4 =

Comments:

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**I. ACCOUNTABILITY FOR STUDENT GROWTH  
B. METHODOLOGY**

	<b>4.0 Highly Effective</b>	<b>3.0 Effective</b>	<b>2.0 Minimally Effective</b>	<b>1.0 Ineffective</b>
1. Repertoire	<input type="checkbox"/> Orchestrates highly effective strategies and uses materials and groupings to involve and motivate all students.	<input type="checkbox"/> Orchestrates effective strategies and uses materials and classroom groupings to foster student learning.	<input type="checkbox"/> Uses a limited range of classroom strategies, materials, and groupings with mixed success in terms of student learning.	<input type="checkbox"/> Uses only one or two teaching strategies and types of materials and has a difficulty reaching most students.
2. Clarity	<input type="checkbox"/> Always presents material clearly and explicitly, with well-chosen examples and vivid, appropriate language.	<input type="checkbox"/> Uses clear explanations, appropriate language, and good examples to present material.	<input type="checkbox"/> Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate..	<input type="checkbox"/> Often presents material in a confusing way and may use language that is inappropriate.
3. Differentiation	<input type="checkbox"/> Designs lessons that break down complex tasks and address the learning needs, styles and interests of all students.	<input type="checkbox"/> Designs lessons that target diverse learning needs, styles, and interests.	<input type="checkbox"/> Plans lessons with some thought as to how to accommodate students with special needs.	<input type="checkbox"/> Often does not break down complex tasks or provide scaffolding. Plans lessons aimed at the middle of the class.
4. SIOP	Directly involves students in the language outcomes and includes them throughout the lesson as a self-assessment and as part of the lesson review and closure procedures.	<input type="checkbox"/> Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals and language outcomes as an integral part of the lesson.	<input type="checkbox"/> Posts essential language outcomes.	<input type="checkbox"/> Begins lessons without giving students a sense of where instruction is headed. No clear sense of purpose for lesson/activity. No apparent language outcome.
<b>Column Totals:</b>				
<b>GRAND TOTAL OF - B. METHODOLOGY:</b>				Total points/4 =

Comments:

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**I. ACCOUNTABILITY FOR STUDENT GROWTH  
C. EVALUATION**

	<b>4.0 Highly Effective</b>	<b>3.0 Effective</b>	<b>2.0 Minimally Effective</b>	<b>1.0 Ineffective</b>
<b>1. Differentiation</b>	<input type="checkbox"/> Skillfully meets the learning needs and styles of all students by differentiating and scaffolding.	<input type="checkbox"/> Differentiates and scaffolds instruction to accommodate most students' learning needs.	<input type="checkbox"/> Attempts to accommodate for a diverse student population with mixed success.	<input type="checkbox"/> Is to provide for differentiated instruction for diverse student population.
<b>2. Self-Assessment</b>	<input type="checkbox"/> Has students set ambitious goals, continuously self-assess, and takes responsibility for improving student performance using a variety of tools such as data folders, etc. Students can share this information at any time.	<input type="checkbox"/> Has students set goals, self-assess, and know where they stand academically at all times.	<input type="checkbox"/> Urges students to look over their work, see where they had trouble, and aim to improve those areas.	<input type="checkbox"/> Allows students to move on without assessing and improving problems with their work. Student work is not systematically looked at to use for improvement or to inform instruction.
<b>3. Interim Assessments</b>	<input type="checkbox"/> Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students.	<input type="checkbox"/> Uses data from interim assessments to adjust teaching, re-teach and follow up with students.	<input type="checkbox"/> Looks over students' assessments to see if there is anything that needs to be re-taught.	<input type="checkbox"/> Gives assessment and moves on without analyzing data and following up with students.
<b>4. On-The-Spot</b>	<input type="checkbox"/> Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	<input type="checkbox"/> Frequently checks for understanding and gives students helpful information if they are unclear.	<input type="checkbox"/> Uses moderately effective methods (e.g., thumbs up/thumbs down) to check for understanding during instruction.	<input type="checkbox"/> Uses ineffective methods to check for understanding. (e.g., Is everyone with me?)
<b>Column Totals:</b>				
<b>GRAND TOTAL OF - C. EVALUATION:</b>				Total points/4 =

Comments:

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**II. ESTABLISHING AND MAINTAINING  
QUALITY CLASSROOM MANAGEMENT  
A. ORGANIZATION AND DIRECTION**

	<b>4.0 Highly Effective</b>	<b>3.0 Effective</b>	<b>2.0 Minimally Effective</b>	<b>1.0 Ineffective</b>
<b>1. Routines</b>	<input type="checkbox"/> Successfully establishes class routines so that students maintain them throughout the year. Class agreements are evident and include student input.	<input type="checkbox"/> Teaches routines and has students maintain them all year. Routines are in place to create more time for instruction.	<input type="checkbox"/> Tries to train students in class routines, but many of the routines are not maintained.	<input type="checkbox"/> Does not teach routines and is constantly threatening and punishing students. No evidence of clear rules and agreements mutually made.
<b>2. Respect</b>	<input type="checkbox"/> Wins all students' respect and creates a climate in which disruption of learning does not occur.	<input type="checkbox"/> Commands respect and refuses to tolerate disruption. Knows the power of empowering students to want to learn.	<input type="checkbox"/> Wins the respect of some students, but there are regular disruptions in the classroom.	<input type="checkbox"/> Is not respected by students and the classroom environment is frequently chaotic and sometimes unsafe.
<b>3. Safety</b>	<input type="checkbox"/> Maintains a safe and orderly environment so that the teacher's time is devoted to teaching and learning activities.	<input type="checkbox"/> Maintains a safe and generally orderly environment to aid in student learning.	<input type="checkbox"/> Classroom environment is safe but at times is disorderly and impacts student learning.	<input type="checkbox"/> Classroom environment is sometimes unsafe and often disorderly and negatively impacts student learning.
<b>4. Environment</b>	<input type="checkbox"/> Skillfully uses room arrangement, materials and student displays to maximize student learning of all material. Provides novelty every few weeks.	<input type="checkbox"/> Organizes classroom furniture, materials, and displays to support unit and lesson goals.	<input type="checkbox"/> Organizes furniture and materials to support the lesson, with only a few student displays. The room is not as welcoming as it could be, but some disorganization is present.	<input type="checkbox"/> Has a conventional furniture arrangement, hard to access or unlabeled materials and few wall displays that stay the same all year. The room is unwelcoming, cluttered, disorganized and not focused for instruction.
<b>Column Totals</b>				
<b>GRAND TOTAL OF - A. ORGANIZATION AND DIRECTION:</b>				Total points/4 =

Comments:

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**II. ESTABLISHING AND MAINTAINING  
QUALITY CLASSROOM MANAGEMENT  
B. LEARNING ENVIRONMENT**

	<b>4.0 Highly Effective</b>	<b>3.0 Effective</b>	<b>2.0 Minimally Effective</b>	<b>1.0 Ineffective</b>
<b>1. Expectations</b>	<input type="checkbox"/> Expectations are direct, specific, and consistent. Teacher is tenacious in communicating and enforcing very high expectations for all students.	<input type="checkbox"/> Clearly communicates and consistently enforces high standards for student behavior.	<input type="checkbox"/> Announces and posts classroom rules, expectations and consequences.	<input type="checkbox"/> Comes up with ad hoc rules and consequences as events unfold throughout the year. No systematic plan.
<b>2. Efficiency</b>	<input type="checkbox"/> Uses coherence, lesson momentum and intentional transitions to get the most teaching and learning time out of each day.	<input type="checkbox"/> Maximizes academic learning through coherence, lesson planning and smooth transitions.	<input type="checkbox"/> Teaching time is sometimes lost due to lack of clarity, interruptions and inefficient transition techniques.	<input type="checkbox"/> Loses a great deal of instructional time due to confusion, interruptions and unplanned transitions.
<b>3. Student Engagement</b>	<input type="checkbox"/> All students are actively engaged in learning.	<input type="checkbox"/> Most students are actively engaged in learning.	<input type="checkbox"/> Less than half of the students are actively engaged in learning.	<input type="checkbox"/> Relatively few students are actively engaged in learning.
<b>Column Totals:</b>				
<b>GRAND TOTAL OF - B. LEARNING ENVIRONMENT:</b>				Total points/4 =

Comments:

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**II. ESTABLISHING AND MAINTAINING  
QUALITY CLASSROOM MANAGEMENT  
C. DISCIPLINE**

	<b>4.0 Highly Effective</b>	<b>3.0 Effective</b>	<b>2.0 Minimally Effective</b>	<b>1.0 Ineffective</b>
<b>1. Relationships</b>	<input type="checkbox"/> Shows warmth, caring, respect and fairness for all students and builds strong relationships. Acts on the importance of social-emotional and academic success.	<input type="checkbox"/> Is fair and respectful toward all students and builds positive relationships.	<input type="checkbox"/> Is fair and respectful toward most students and builds positive relationships with some.	<input type="checkbox"/> Is sometimes unfair and disrespectful to the class; shows favoritism.
<b>2. Responsibility</b>	<input type="checkbox"/> Successfully develops students' self-discipline, self confidence and a sense of responsibility.	<input type="checkbox"/> Develops students' self discipline and teaches them to take responsibility for their own actions. Teacher has positive intent.	<input type="checkbox"/> Tries to get students to be responsible for their actions, but has difficulty maintaining command and respect.	<input type="checkbox"/> Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
<b>3. Social-Emotional</b>	<input type="checkbox"/> Implements a program that successfully develops positive interactions and social emotional skills in accordance to district and school plan.	<input type="checkbox"/> Fosters positive interactions among students and teaches useful social skills in accordance to district and school plan.	<input type="checkbox"/> Lectures students on the need for good behavior and makes an example out of difficult students. No evident process of problem-solving.	<input type="checkbox"/> Publicly berates 'bad' students, blaming them for their poor behavior and ignores development of social-emotional skills.
<b>4. Repertoire</b>	<input type="checkbox"/> Has a highly effective discipline repertoire that takes into account each individual student and can capture and hold students' attention at any time.	<input type="checkbox"/> Has a repertoire of effective discipline techniques that takes into account student differences and captures/maintains student attention.	<input type="checkbox"/> Has a limited disciplinary repertoire and students are frequently off task and not fully engaged in learning.	<input type="checkbox"/> Has a few discipline tools, constantly struggles to get students' attention, and may use loud voice or threat to try to capture attention.
<b>Column Totals:</b>				
<b>GRAND TOTAL OF - C. DISCIPLINE:</b>				Total points/4 =

Comments:

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**III. ESTABLISHING AND MAINTAINING  
QUALITY RELATIONSHIPS & COMMUNICATIONS  
A. PERSONAL ATTRIBUTES**

	<b>4.0 Highly Effective</b>	<b>3.0 Effective</b>	<b>2.0 Minimally Effective</b>	<b>1.0 Ineffective</b>
1. Openness	<input type="checkbox"/> Exhibits a positive attitude that encourages students, staff and families. Actively seeks out feedback and suggestions and uses them to improve teacher effectiveness.	<input type="checkbox"/> Listens thoughtfully to other view points and responds constructively to suggestions and criticism.	<input type="checkbox"/> Is somewhat defensive but does listen to feedback and suggestions.	<input type="checkbox"/> Is very defensive about criticism and resistant to changing classroom practices to reflect a willingness/openness to improve teacher effectiveness.
2. Teamwork	<input type="checkbox"/> Exercises initiative by seeking out new ideas, trying new strategies and being an active team member.	<input type="checkbox"/> Shares responsibility for grade level and school wide activities and volunteers to serve on committees and help out when needed.	<input type="checkbox"/> When asked, will serve on a committee, attend and after school activity or help out if necessary.	<input type="checkbox"/> Declines invitations to serve on committees and attend after school activities.
3. Professionalism	<input type="checkbox"/> Presents as a consummate professional and always observes appropriate boundaries.	<input type="checkbox"/> Demonstrates professional demeanor and maintains appropriate boundaries.	<input type="checkbox"/> Occasionally acts in an unprofessional manner and violates boundaries. Involved with gossip and controversy.	<input type="checkbox"/> Frequently acts in an unprofessional manner and violates boundaries
<b>Column Totals:</b>				
<b>GRAND TOTAL OF - A. PERSONAL ATTRIBUTES:</b>				Total points/4 =

Comments:

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**III. ESTABLISHING AND MAINTAINING  
QUALITY RELATIONSHIPS & COMMUNICATIONS  
B. INTERPERSONAL RELATIONSHIPS**

	<b>4.0 Highly Effective</b>	<b>3.0 Effective</b>	<b>2.0 Minimally Effective</b>	<b>1.0 Ineffective</b>
<b>1. Respect</b>	<input type="checkbox"/> Shows great sensitivity and respect for staff, families and community culture, values and beliefs.	<input type="checkbox"/> Communicates respectfully with colleagues, families and students and is sensitive to different family values and cultures.	<input type="checkbox"/> Tries to be sensitive to the culture and beliefs of others, but sometimes makes inappropriate comments to colleagues, parents or students.	<input type="checkbox"/> Is often insensitive to the culture and beliefs of other colleagues, parents or students.
<b>2. Communication With Families</b>	<input type="checkbox"/> Makes sure parents hear positive news about their children first and immediately flags any problems. Newsletters and information handouts are sent home if appropriate. Contact with parents is consistent and meaningful.	<input type="checkbox"/> Promptly informs family of academic and/or behavioral concerns, and updates families with positive news. Clearly visible evidence of ongoing communications with families.	<input type="checkbox"/> Shares with others about problems students are having, but rarely mention positive news. Rarely sends home classroom information or makes other parent contact.	<input type="checkbox"/> Seldom communicates with families regarding concerns or positive news about their child. Seldom communicates classroom information.
<b>3. Communication With Colleagues</b>	<input type="checkbox"/> Frequently contributes valuable ideas and expertise that further the school's mission.	<input type="checkbox"/> Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	<input type="checkbox"/> Occasionally suggests an idea to colleagues to help improve overall school performance.	<input type="checkbox"/> Rarely contributes ideas to colleagues to help improve overall school performance.
<b>Column Totals:</b>				
<b>GRAND TOTAL OF - B. INTERPERSONAL RELATIONSHIPS:</b>				Total points/4 =

Comments:

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**III. ESTABLISHING AND MAINTAINING  
QUALITY RELATIONSHIPS & COMMUNICATIONS  
C. INSTITUTIONAL RELATIONSHIPS**

	<b>4.0 Highly Effective</b>	<b>3.0 Effective</b>	<b>2.0 Minimally Effective</b>	<b>1.0 Ineffective</b>
1. Reflection	<input type="checkbox"/> Works with and encourages colleagues to reflect on what worked, what didn't work and continuously improves effectiveness. Uses appropriate channels to seek resolution to professional or personal concerns.	<input type="checkbox"/> Reflects on the effectiveness of lessons, units and activities and works with colleagues when necessary. Uses appropriate channels to seek resolution to concerns.	<input type="checkbox"/> At the end of a teaching unit, semester or card marking works with colleagues to see what they have been doing and what they may change.	Does not work with colleagues to reflect on instruction. Identifies struggling students when reminded.
2. Reliability	<input type="checkbox"/> Carries out assignments conscientiously and punctually, keeps meticulous records and items requested are submitted on time.	<input type="checkbox"/> Is punctual and reliable with paperwork, duties and assignments; keeps accurate records.	<input type="checkbox"/> Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	<input type="checkbox"/> Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
3. Responsiveness	<input type="checkbox"/> Always observes district and building rules, administrative guidelines, agreements and policies. Informs administration of any concerns and reaches out for help and suggestions when needed.	<input type="checkbox"/> Often follows district and building rules, administrative guidelines, agreements, and policies. Shares with administration if needed.	<input type="checkbox"/> Is reluctant to share concerns with the administration or ask for help, but will do so when asked.	<input type="checkbox"/> Often does not abide by district and building rules and guidelines. Does not inform administration of any concerns.
<b>Column Totals:</b>				
<b>GRAND TOTAL OF - C. INSTITUTIONAL RELATIONSHIPS:</b>				Total points/4 =

Comments:

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**IV.A COMMITMENT AND SUPPORT OF DISTRICT, SCHOOL & STUDENT GOALS  
ACTIVE PARTICIPATION**

A.	4.0 Highly Effective	3.0 Effective	2.0 Minimally Effective	1.0 Ineffective
1. Contribution	<input type="checkbox"/> Actively seeks out and participates in district committees, curriculum development, parent and/or community organizations/events.	<input type="checkbox"/> Shares responsibility for grade level, department and school wide activities and volunteers to serve on committees.	<input type="checkbox"/> When asked, will serve on a committee and attend an after school activity.	<input type="checkbox"/> Declines invitations to serve on committees and attend after school events.
2. Collaboration	<input type="checkbox"/> Attends and actively participates in district sponsored, building professional development activities, and staff meetings. Provides feedback and input on district and building initiatives.	<input type="checkbox"/> Attends and actively participates in district-sponsored and building activities and professional development activities.	<input type="checkbox"/> Attends some district-sponsored and building activities and professional development activities when required.	<input type="checkbox"/> Often does not attend or actively participate in district-sponsored and building professional development activities.
3. Content Collaboration	<input type="checkbox"/> Attends and actively participates in department meetings and PLC meetings, comes prepared with student data and reflects to improve instruction.	<input type="checkbox"/> Attends and actively participates in department and PLC meetings and engages in reflection to improve instruction.	<input type="checkbox"/> Attends some department and PLC meetings, but often does not reflect on student data or instructional practices.	<input type="checkbox"/> Often does not attend department and PLC meetings and does not engage in reflection.
<b>Column Totals:</b>				
<b>GRAND TOTAL OF - ACTIVE PARTICIPATION:</b>				Total points/4 =

Comments:

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**Total Score Sections I-IV: /70**

**V. DEMONSTRATION OF STUDENT GROWTH THROUGH STUDENT ACHIEVEMENT DATA**

<b>A.</b>	<b>4.0 Highly Effective</b>	<b>3.0 Effective</b>	<b>2.0 Minimally Effective</b>	<b>1.0 Ineffective</b>
1. Teacher/District Generated Assessments	<input type="checkbox"/> Demonstrates knowledge of school and class data, has evidence of adjustments in instructional strategies that positively yield increased student achievement	<input type="checkbox"/> Demonstrates knowledge of school and class data and has some evidence of adjusting instructional strategies to increase student achievement	<input type="checkbox"/> Demonstrates little knowledge of school and class data and the need to adjust instructional strategies to address student achievement	<input type="checkbox"/> No knowledge of school and class data. No evidence of adjusting instructional strategies.
2. School Improvement Plan Goals/Assessments	<input type="checkbox"/> Demonstrates knowledge of school and class data, has evidence of adjustments in instructional strategies that positively yield increased student achievement	<input type="checkbox"/> Demonstrates knowledge of school and class data and has some evidence of adjusting instructional strategies to increase student achievement	<input type="checkbox"/> Demonstrates little knowledge of school and class data and the need to adjust instructional strategies to address student achievement	<input type="checkbox"/> Demonstrates little knowledge of school and class data and the need to adjust instructional strategies to address student achievement
3. Authentic Assessments	<input type="checkbox"/> Demonstrates knowledge of school and class data, has evidence of adjustments in instructional strategies that positively yield increased student achievement	<input type="checkbox"/> Demonstrates knowledge of school and class data and has some evidence of adjusting instructional strategies to increase student achievement	<input type="checkbox"/> Demonstrates little knowledge of school and class data and the need to adjust instructional strategies to address student achievement	<input type="checkbox"/> Demonstrates little knowledge of school and class data and the need to adjust instructional strategies to address student achievement
4. Reflection	<input type="checkbox"/> Teacher dialogue reflects master understanding of the need to use data to drive instruction. Relevant documents were provided as evidence.	<input type="checkbox"/> Teacher dialogue reflects solid understanding of the need to use data to drive instruction. Relevant documents were provided as evidence.	<input type="checkbox"/> Teacher dialogue reflects resistance to using data to drive instruction.	<input type="checkbox"/> Teacher was unable to dialogue about the need to use assessments to drive instruction.
<b>Column Totals:</b>				
<b>GRAND TOTAL OF - SECTION V:</b>				Total points/4 =

**Total Score Section V.: /20**

**VI. DEMONSTRATION OF STUDENT GROWTH THROUGH ASSESSMENT DATA**

**A. Classroom Assessment Scores (Scantron)**

Subject Area 1 Assessment Growth Data

**Total Score Section VI.:**

**Overall Evaluation Score**

<b>Section</b>	<b>Score</b>
<b>Sections I-V. Instructional Evaluation Average</b>	
<b>Section VI. Standardized Assessment Scores</b>	
<b>Total Score &amp; Ranking</b>	

**Observation Summary** - Must include specific performance goals for improvement as well as recommended training:

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Attach **Attendance and Applicable Discipline Reports**

Attach **Accomplishments & Contributions** above the normal expectations for an individual in his/her peer group and demonstrates a record of exceptional performance.

Attach **Relevant Special Professional Development; Training or Workshops** attended other than the professional development that is required by the district or state law. This must include examples of how the training was integrated into instruction into a meaningful way.

\_\_\_\_\_  
**Evaluator Signature**

\_\_\_\_\_  
**Teacher Signature**

*(The signature of said teacher only indicates that the teacher has received a copy of this summary statement/evaluation.)*