



Reform Redesign Report

Mulick Elementary

Grand Rapids Public Schools

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Introduction

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

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?

Mulick Park has 346 Pre K-5 students from diverse backgrounds. Along with 11 general education classrooms, we service four classrooms for students with mild cognitive impairments, as well as two half-day preschool sessions. We are located on the southeast side of Grand Rapids. We have a partnership with our neighbor school, Grand Rapids Christian Middle, Alger Middle (feeder school), and the Eastgate Neighborhood Association as well as a close connection with three local churches: Plymouth Heights Christian Reformed, Fifth Reformed and Eastminster Presbyterian. The churches support Mulick with a tutoring program, volunteering and providing monetarily for things like uniforms, hat and gloves, etc. The middle schools read with our students and provide various other connection activities.

Mulick Park had previously been described as a neighborhood school, but in 2006 students began to be bussed in from three miles away due to the neighborhood still having some of the original families that no longer have elementary age students. Parental involvement has decreased, possibly because they live further from the school. This year (2012-13), parental and community involvement and attendance at school activities is stronger than the previous year. We have doubled the number of parents who volunteer, and increased our Schools of Hope volunteers by 25%.

Currently, area students enroll in Mulick Park if they are English Language Learners, as we are a designated language center. Every grade level has a teacher who is ESL certified or working towards certification. In the fall of 2013, boundary lines will change, as the district is focusing on Mulick Park becoming a neighborhood school again. We will no longer be a language center.

Over the past four years we have had three administrators. This is the second year for our current administrator, who was new to the role of principal last year. Of the 13 regular education (K-5) classrooms we had during the 2011-2012 school year, only 4 of those teachers remained in their previous year's placement. Additionally, five teachers left the building for new placements: two were reassigned because of lower numbers in the overall building, two were reassigned because of incorrect qualifications and one left the district. Four new teachers joined the school in the fall of 2012. One is a new teacher, two have taught, but not at the elementary level, and one taught for one year at third grade but is now teaching first grade.

Staff Demographics

3/17 taught less than 3 years

3/17 taught 4-8 years

11/17 taught over 9 years

2/17 staff are male

Student Demographics

346 Total Student Population

249 (72%) Black/African American

43 (12%) Hispanic/Latino

22 (6%) Multi-Racial

2 (1%) Native Hawaiian/Pacific Islander

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30 (9%) White/Caucasian

Attendance:

49% of students, kindergarten through fifth grade, are absent 10 days or more throughout the year.

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.

VISION STATEMENT

The GRPS will be a place where ALL students become educated, self-directed, and productive members of society.

Upon graduation, all students will be:

Educated, and therefore able to:

- Apply skills and knowledge learned from a rigorous and relevant core curriculum.
- Demonstrate proficiency in current technologies.
- Transfer career and employability skills across multiple settings.
- Pursue life-long learning to succeed in a changing global community.

Self-Directed, and therefore able to:

- Use a high degree of self-awareness to facilitate making life-directing decisions.
- Identify and initiate career-appropriate post-secondary options.

Productive, and therefore able to:

- Appreciate and respect cultural and individual diversity.
- Actively participate as productive members of a democratic society.

Graduates will meet the specific credit requirements as defined by the rules of this policy. These requirements will meet or exceed the minimum graduation requirements as defined by the State of Michigan.

MISSION STATEMENT

The mission of the GRPS is to ensure that ALL students are educated, self-directed and productive members of society by:

- Ensuring the achievement of high academic standards by ALL students leading to on-time graduation;
- Providing rigorous, high-quality instruction supported by an environment conducive to learning;
- Equipping students to successfully meet the demands of a workforce in a technological and global society;
- Involving parents and community;
- Providing a safe and secure environment conducive to learning.

BELIEF STATEMENT

It is our belief as the staff at Mulick Park that all students can learn.

We will:

- Provide for the educational growth of the whole child
- Equip each student with life skills
- Prepare students to make a positive contribution to our diverse community

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Program offerings and expectations and for students:

Mulick embodies the above Vision, Mission, Belief statements by:

- Use of Michigan Framework, Grade Level Content Expectations and Common Core State Standards
- MAP (Measures of Academic Progress) assessment and analysis three times a year
- Data Dialogue with team three times a year
- PLC (Professional Learning Community) meetings three times a month
- Professional development on Quality Questions and Differentiated Instruction
- Monthly Instructional Leadership Team Meetings
- PBIS (Positive Behavior Interventions and Supports) school-wide and monthly meetings
- Computer lab, computer carts and iPads available for student use
- Interventions lead by certified teacher MTSS (Multi-Tier System of Supports)
- Title 1 Family Learning Nights
- Family Fun Nights(movies, skating, games concerts, science gallery, writing gallery)
- PAL (Parent Action Leaders) monthly meetings focused on involving parents in the school environment and how to help their student succeed
- VIP monthly Parent Meetings to increase parental involvement and stress the importance of education and how parents are a major component to the success of their child
- PTO (Parent Teacher Organization) monthly meeting focused on improving the link between teachers, parents and students. This group also focuses on fundraising to support PBIS, educational assemblies, school equipment, etc.
- Partnerships with local churches and middle schools
- LOOP (afterschool program) focuses on homework completion, building on weekly classroom skills, and recreational activities
- School-wide sports program- track and field, basketball, soccer, cross country, Girls on the Run
- Full-time Spectrum Health Nurse Aid
- Junior Achievement
- Participation in the OrganWise Guys Program focusing on nutrition and exercise.

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.

- PBIS (Positive Behavior Interventions and Supports) school-wide
- High percentage of students hitting target goals on MAP (Measures of Academic Progress) from Fall 2011 to Spring 2012
- Increase in parental involvement during school events and activities
- Tutoring program for 4th and 5th grade funded by local churches
- LOOP achievement award

We are striving to increase the CCR (College and Career Readiness) level of all students. Our goal is to increase all scores, but particularly math scores on MAP and MEAP/Smarter Balance Assessments. Our district wide learning goal of Text-Dependent Quality Questioning will continue to be a PD and PLC focus.

Additional Information

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

- Partner with the local church for a Bible Club
- Full time Spectrum Health Nurse Aid
- Junior Achievement
- Active partners with Grand Valley State University for student assistants and student teachers
- Experience Corps Volunteers
- Schools of Hope /Volunteers
- TEAM (Together Everyone Achieves More)- District Bullying Prevention
- Community Outreach with various community venues: Grand Rapids Art Museum, Blandford Nature Center, Frederik Meijer Gardens, CARE Ballet,

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.

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.

Mel Atkins II-Executive Director of Community and Student Affairs, atkinsme@grps.org

Leanne Lange-Elementary School Reform Facilitator, langel@grps.org

Cynthia Peck-Secondary School Reform Facilitator, peckc@grps.org

Terri Vulpetti, Kindergarten Teacher, vulpettit@grps.org

Raechelle Huston, Special Education Teacher, hustonr@grps.org

Rebecca Ophoff, 4th Grade Teacher, ophoffr@grps.org

Robin Bentley, 3rd Grade Teacher, bentleyr@grps.org

Lisa Minnella, Principal, minnellal@grps.org

Shug Brandell, MSU Instructional Coach sbrandell@comcast.net

London Tyler, Parent, tylerl@grps.org

Marlene Braunius, Community Member and School Volunteer, mjbraunius@yahoo.com

Laura Otten, KentIDS School Improvement Facilitator, LauraOtten@kentisd.org

PART B: TEACHING AND LEARNING PRIORITIES

State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)

The plan is to implement the Priority Plan at the on set of the 2013-14 school year.

Extended Learning for Students

- Increase student learning time as negotiated by the district
- focusing on Math Algebraic Thinking, fluency and enrichment

Increase Adult Learning Time (Professional Development)

- Two days before the school year, beyond the regularly scheduled Professional Development
- Additional hours throughout the school year, beyond the regularly scheduled Professional Development as negotiated by the district

Text Dependent Quality Questioning

- PLC focusing on Text Dependent Questioning -student and teacher artifacts, bridge to practice, Depth of Interaction rubric, review of teaching practice
- Peer observations with critical feedback
 - Monthly administrative monitoring of classroom questioning
 - Year-long Professional Development
 - Learning Walk focus three times a year

Formative Assessments in the area of Math

- PLC focusing on Formative Assessments - student and teacher artifacts, bridge to practice, Depth of Interaction rubric, review of teaching practice
- Peer observations with critical feedback
- Monthly administrative monitoring of classroom Formative Assessments in the area of Math
 - Year-long PD on content specific math concept-Algebraic Thinking
 - Learning Walk focus three times a year

Teaching and learning will change in the following ways:

Focused and intentional teaching of specific skills that are assessed through the strategies of questioning and formative assessments.

Use of the Implementation Guide that parallels improved student growth in comprehension and math will help us to evaluate the impact these priority strategies will have on student achievement

Peer observations and Learning Walks with critical feedback will provide teachers the opportunity to reflect and improve instruction.

Formative Assessments will create a cycle of mastery and intervention.

Learning goals will provide students with a deliberate focus for the lesson.

Formative Assessments will be directly linked to the learning goal and will drive decisions in regards to interventions and instruction.

State what data were used to identify these ideas.

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MEAP 11-12

Math

3rd-12% 10% New Cut

GRPS (up)

State (down)

4th- 12% 19%

GRPS (down)

State (down)

5th- 12% 9%

GRPS (up)

State (down)

Reading

3rd- 46% 34%

GRPS (up)

State (down)

4th- 23% 48%

GRPS (up)

State (down)

5th- 37% 59%

GRPS (up)

State (down)

Female/Male

Math '10 '11/ '10 '11

3rd- 11% 8%/ 12% 13%

4th- 17% 23%/ 9% 14%

5th- 13% 8%/ 10% 10%

Reading '10 '11/ '10 '11

3rd- 50% 28% / 42% 41%

4th- 28% 42%/ 21% 53%

5th- 43% 64%/ 31% 57%

Ethnicity AA/Other

Math

3rd- 8% 11%

4th- 10% 16%

5th 7% 10%

Reading

3rd- 41% 31%

4th- 19% 42%

5th- 30% 54%

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General Ed. vs. SWD

Math '10 '11 '10 '11

GE SWD

3rd- 13% 10%/ 8% 19%

4th- 17% 22%/ 0% 9%

5th- 17% 12%/ 0% 0%

Rdg. '10 '11 '10 '11

GE SWD

3rd- 52% 31%/ 23% 53%

4th- 31% 54%/ 6% 27%

5th- 50% 69%/ 6% 17%

MAP College Career Readiness

'10-'11 *Scores fluctuate dramatically within grade levels

Math 17% (Building Wide Average)

Rdg 24% (Building Wide Average)

2nd Grade Math 28%

3rd/5th Grades Rdg 31%

2nd/4th Grades Rdg 15%

5th Grade Math 9%

Female/Male

3% difference between male/females in both math and reading

2nd Grade Math 10% (F - up)

5th Grade Reading 17% (M- up)

Ethnicity

22/145 AA (15%) (Math)

9/36 other (25%) (Math)

30/137 AA (22%) (Rdg.)

11/37 other (30%) (Rdg.)

AA (3rd& 5th) (Rdg.) higher than the district

AA (2nd&4th) (Math) higher than the district

Gen Ed. vs. SWD

SWD (Math)

1/49 CCR

SWD (Rdg.)

6/46 CCR Most in 5th gr.

Gen. Ed. (Math)

2nd 31%

3rd 18%

4th 27%

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5th 14%

MAP Typical Growth

F '10-S '11

Math 43%

Rdg. 40%

2nd Rdg. 25%

5th Rdg. 57%

3rd, 4th, 5th

Math decreases from 3rd to 5th

Mulick 10% lower than district

MAP Typical Growth by Grade

Math 42%

Rdg. 38%

Mulick lower than district (10%)

Females

Math higher 2nd/4th

Rdg. higher 3rd/5th

Math

Math higher 2nd/3rd

Rdg. higher 5th

MAP Typical Growth Ethnicity

61/143 AA (43%) (Math)

19/36 Other (53%) (Math)

53/135 AA (39%)

16/36 Other (44%)

AA (5th Rdg.) Scored 20% higher than the district

AA (2-5 Math) 6% higher than the district

MAP Typical Growth Gen. Ed. vs. SWD

Gen. Ed. (Math) No fluctuation 55%

Gen. Ed. (Rdg)

2nd 26%

3rd 46%

4th 38%

5th 63%

SWD (Math)

0% to 22%

(2nd to 5th)

SWD (Rdg)

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25% to 44%

(2nd -5th)

MEAP, NWEA/MAP Each school accumulates perception data from parents, community, students and staff each year as part of the school improvement process. Collective analysis of this data allows each school to determine the most effective plan for differentiating instruction in individual classrooms and building-wide.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal.

As the leader of the school leadership team, the Elementary (K-8) Principal works collaboratively with the building leadership team and all staff promoting student achievement through exemplary teaching and learning, developing and implementing a clear mission and ensuring the development and implementation of the School Improvement Plan.

Job Functions

Demonstrated successful experience in teaching and/or leading significant improvements in student learning as measured by previous administrator's evaluations and student achievement data.

Monitors data, curriculum and instruction in classrooms.

Organize, lead, and account for the implementation of Learning Walks.

Organize, lead, and account for the implementation of Professional Learning Communities Teams (PLC's) for all content areas

Ensure that the Governance Board and/or Data Dialogue Process is implemented with fidelity.

Organize, lead, and account for implementation of Professional Development including but not limited to Common Core State Standards and the District's Academic Plan.

Monitor and provide timely feedback including but not limited to GradeBook/PowerSchool, focusing on the use of Common Assessments, Common Syllabi and appropriate pacing.

Possess a deep knowledge of teaching and learning as described in the GRPS Evaluation Process.

Organize, lead and account for implementation of an assessment plan that provides for incremental improvement.

Implement rigorous, transparent, and equitable evaluation systems for teachers and staff that take into account data on student growth as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice.

Organize, lead and account for staff using student achievement data to inform and differentiate instruction.

Establish schedules and implement strategies that provide for extended learning time for students.

Provide appropriate social-emotional and community-oriented services and supports for students

Provide ongoing mechanisms for family and community involvement.

Develop and maintain community partnerships that enhance and support instruction leading to student achievement.

Lead, organize and implement the School Improvement planning process.

Regular communication between Instructional Leadership team and staff

Actively participates in school teams (Instructional Leadership Team, Positive Behavioral Interventions and Supports, Special Education Team, Student Success Team, Professional Learning Communities)

At Mulick Park Elementary, Lisa Minnella was hired as the principal on 8/16/11. During the 2010-11 school year, the Elementary Executive Director concluded that Mulick Park's progress had become stagnant as evidenced by low/flat test scores, limited parental involvement, and high rates of suspension. The decision was made by the Executive Director of the Elementary division to remove the current principal at Mulick Park and replace with a leader to improving student achievement. The aforementioned step was to be taken by the end of the 2010-11 school year. As part of this effort, Ms. Lisa Minnella was placed at Mulick Park as head principal.

Starting in the fall of 2011, Ms. Minnella and her staff began leading the work to improve student achievement, and the students and families have seen tremendous progress during her brief tenure. Ms. Minnella will continue as the principal at Mulick Park Elementary in addition to

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meeting the criteria established in the Rapid Improvement (K-5) Principal Job description.

The Transformation Team will create the reform/redesign plan with the use of data. They will facilitate Professional Learning Communities and Professional Development.

The team was selected because they meet one or more of the following criteria:

- * Member of Instructional Leadership Team
- * Years at Mulick experience
- * Active member of school community
- * Effective teacher
- * Cross grade level

Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor.

Grand Rapids Public Schools developed and implemented a new teacher and administrative evaluation process during the 2011/12 school year. The evaluation process includes student growth measures which meets the requirements set forth by this model. Student growth will account for 25% in 2013/14, 40% in 2014/15 and 50% by 2015/16. Growth is measured by: MEAP, MAP and ELPA. Written evaluation, professional development participation, and attainment of goals accounts for the 75% in 2013/14, 60% in 2014/15 and 50% by 2015/16.

The GRPS Evaluation Model:

- Supports the GRPS' Academic Plan and is a part of the Performance System
- Strives for high degrees of validity and reliability as it is designed on best practice and research by an objective third party (Cambridge Education and Basis Policy Research)
- Provides a process that aligns student growth targets, academic strategies, professional development/research, goal setting, and observations to continually learn how to increase instructional effectiveness
- Meets district focus on learning and legislative requirements (Michigan Council on Educators' Effectiveness - Executive Order No. 2012-3 found at www.michigan.gov/mde/0,4615,7-140-22709_57992---,00.html and Michigan Revised School Code 380.1249 and 380.1250)

GRPS is focused on the Danielson evaluation system that supports adult learning to inform the instructional core and student success. This learning is organized by the Performance System which has 3 components comprised of professional development, research and evaluation.

GRPS believes

- High quality professional development should meet the needs of teachers, be differentiated, anchored in classroom work, be implemented, and have follow-through. Goal setting is tied to professional development.
- Research is another angle of learning that informs our thinking from a theoretical level that helps the system ask questions about the instructional core.
- Evaluation is about learning. It is a process and tool that provides data and evidence that measures effectiveness of practice and strategies for quality student learning.
- Performance issues need to be addressed in a systematic and timely manner with opportunities for improvement with professional development and demonstrated application.

For 2012-13, GRPS is building the capacity of the system in the following ways.

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- Engage educators (teachers, principals, paraprofessionals, coaches, central office, HR, etc.) in a process to inform the Danielson Evaluation Model
- Set goals tied to the Academic Plan including professional development with implementation
- Standardize classroom observations
- Self-reflection process

Implementation Plan for the Grand Rapids Evaluation Model

2011-12

- All tenured or eligible for tenure staff are evaluated annually
- Evaluations must be based on multiple observations
- Evaluation process is complete on-line using STAGES
- Probationary period for teachers who have not earned tenure in another district is increased to five years
- All probationary teachers and minimally and ineffective teachers must have an IDP (Individual Development Plan)
- State mandates ineffective, minimally effective, effective, and highly effective must be used as the performance rating categories.

What's New for 2012-13

- Student growth measures/data will focus on the school and district level and account for 15% of the overall rating of probationary staff, tenured staff, building administrators, central office administrators and staff with performance concerns
- Basis Research and the MDE will continue to study impact and reliability of student growth data attributed to individual teachers
- Cambridge Education will provide training for individuals conducting classroom observations
- Professional development is linked to IDP or goals
- Review of teacher's lesson plans will be part of classroom observations
- Use of pre and post observation forms to increase self-reflection
- The Tenured Evaluation Process includes teacher providing evidence of growth towards goals

Work to be done during 2012-13

- Ongoing development and design of the evaluation model that engages employee groups
- Develop performance rubrics for counselors, ancillary staff, school administrators, and central administrators, etc.
- Define the common measure/criteria for each evaluation group. For example: self-contained regular ed teachers, departmentalized teachers in core subjects, departmentalized teachers in non core subjects, center based teachers, school principals, central office administrators, etc.
- Determine performance metrics for each evaluation group and create criteria for each performance rating: ineffective, minimally effective, effective, highly effective.
- Develop student growth measures for teachers in non-tested subjects or grades, i.e., PE, music, art, etc.

2013-14

State required 25% of evaluation rating must be based on student growth
Ongoing development and design of GRPS evaluation model

2014-15

State required 40% of evaluation rating must be based on student growth
Ongoing development and design of GRPS evaluation model

2015-16

State required 50% of evaluation rating must be based on student growth
Ongoing development and design of GRPS evaluation model

Probationary Evaluation Process

The complete process and timelines can be located in the assurances section.

The administrator's evaluation is performed by the Executive Director of Elementary buildings.

The time lines and process' can be found in the Assurance section for both the teachers and administrators.

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

All regular education teachers who achieve student College Career Ready targets as measured by teacher evaluations for each NWEA/MAP cycle may receive as a reward the following:

Donated local store/restaurant/entertainment Coupons

Additional classroom materials

Staff meeting with recognition of individual teachers who make gains on assessments within the semester

Special Education staff will analyze goals and objectives to find patterns of achievement and a plan will be implemented for rewards

Students who meet College Career Readiness growth targets or above for each NWEA/MAP cycles may attend a celebration party such as movie party, skating party, sledding party.

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

A plan for ongoing, high quality, job embedded professional development includes the following:

- Teachers will participate in professional development focused on the Formative Assessments in math and Text dependent Quality Questioning
- All teachers will participate in summer Professional Development focused on the alignment of curriculum, instruction and the Common Core State Standards with the use of Text Dependent Quality Questions and Formative Assessments in Math
- Professional Learning Communities will support this Professional Development through the use professional articles, analyzing student and teacher artifacts, collaboration, reflections, and evaluation.
- Regular Data Dialogue and Student Success Team meetings would help support and monitor fidelity, consistency and impact of Text Dependent Quality Questioning and Formative Assessments in math
- Common planning time for grade level collaboration will be created for teachers to align instructional practices, resources for the concept

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and grade level, and lesson planning

- Regular Data Dialogue and Student Success Team meetings would help support and monitor fidelity, consistency, and impact of curriculum alignment

- Building Learning Walks will occur six times a year focusing on Text Dependent Quality Questioning (three times) and Formative Assessments in Math (three times). Staff will rotate through the cycles of Learning Walks. The Institute For Learning protocol will be used

- Monitoring of Text Dependent Quality Questioning and Formative Assessments through classroom observations, Learning Walks, Peer Observations and logs by administrator and staff. Information gathered from the prior list will be shared with staff through staff meetings, observation notes, critical feedback notes, Learning Walk protocols.

- Professional Development will focus on Text Dependent Quality Questioning and Formative Assessments in math to meet building and individual needs. Reflection on teaching practices will be a part of the process.

- Professional Development will align with teacher needs based on evaluations, observations and student performance.

- Peer observations with critical feedback

The school will participate in 18 hours of professional development which supports Text Dependent Quality Questioning and Formative Assessments in math. Teachers will participate in job-embedded professional development (such as Professional Learning Communities) within their buildings every 2nd and 5th Monday of the year during the months of September through June during the regular school calendar. For the 2013/14 school year this will be approximately 11 sessions of this professional development. This amount will vary from year to year based on the calendar. The estimated amount of time for the 2013/14 school year will be 16.5 hours of additional professional development. Teachers would have 15 hours of individualized professional development to support their individual needs. This professional development plan is subject to negotiations.

Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.

Increase opportunity for promotion and career growth

Increased opportunity for promotion and career growth is strongly encouraged in GRPS. All teachers are able to take advantage of course reimbursements of up to 6 credits per year for professional development and exploration. These reimbursements allow teachers greater development in their current instructional practices and in opportunities for school leadership. Administration can also take advantage of course reimbursements of up to 6 hours per year.

Flexible Working Conditions

Teachers at Mulick work in flexible ways to plan and collaborate around student work, lesson planning and data analysis. Teachers are designated 180 minutes monthly to plan during the school day (sub provided) or after school for additional pay. Most teachers meet with grade level colleagues to plan for instruction and look at student data. Teachers also meet in grade level teams 3 times yearly to analyze data in reading, writing and math within our Data Dialogue meetings. During these data dialogue meetings, we set new learning targets, discuss effective instructional strategies and plan for improved student outcomes. Teachers meet, as needed, to look at data and student progress around individual students in accordance to our Student Success Team process. During this meeting we look at intervention data, assess data on new students and work collaboratively with our special education staff and general education teacher to fine tune instruction for students needing additional support. Teachers also work in PLC structures after school to gain and practice new skills and competencies in the area of questioning during read alouds and shared reading.

Individual Professional Development Plans

Individual Development Plans are carefully considered for teachers who are viewed as "marginally effective or ineffective" by any building administrator. These plans follow the evaluation process and outline a specific course of action to help develop competencies in the areas of planning and preparation, classroom management, instruction and professional responsibilities. Plans are monitored according to the

attached evaluation plan outlined in the assurances section of this document and above in question 2.

Mentoring

The process to support new teachers includes orientation, mentors, and professional development as part of their overall induction. This process is coordinated and monitored by a full time released New Teacher Mentor Coordinator, and through Human Resources by the Human Capital Facilitator.

New hires attend three (3) days of orientation before the beginning of the school year. The New Teacher Orientation is designed to provide information to new hires at the district, division, and school levels. New hires participate in training during the orientation on the District instructional models, professional development requirements, classroom management, technology, assessment, and evaluation. Teachers hired after the start of school receive new teacher orientation using a blend of face to face and on-line learning. Throughout the year professional development is provided for new hires by the District New Teacher Mentor Coordinator and through District Professional Development.

The process to support new teachers includes a full time released New Teacher Mentor Coordinator, a Mentor Notebook, and professional development for mentors. The New Teacher Mentor Coordinator assists Principals in matching eligible new hires with a mentor and provides professional development to mentors on how to best support new teachers. The District has developed criteria for principals to use in selecting mentor. A Mentor Notebook is provided to all mentors.

Specifically, at Mulick, our lead teacher meets all new teachers at least on a bi-weekly basis in "New Teacher Meetings" to provide additional support in instruction, classroom management and assessment". A Mulick Park Handbook and open meeting session is provided at the beginning of the school year, as well.

There has been no third party provider established for the 2013-14 school year at the elementary level.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Specify how the school will use data to identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.

During the 2011/12 school year, Planning Teams from both K-8 and K-5 Schools worked on developing an Academic Plan using district-wide data in reading and math to identify instructional strategies to implement in the classroom. The mathematical focus is teaching students to reason with numbers and numerical concepts, making sense about problems and think logically, persevere in problem solving while using mathematical tools to solve problems. The K-5 classrooms will be implementing Text Dependent Quality Questioning to increase student comprehension when grappling with complex text. For grades 2-5, teachers will be following a Five Day Plan which supports and models reading comprehension using a variety of leveled texts which require students to speak and write about text using text-based evidence. Math Facts will be used a minimum of four times a week to increase student's fluency skills in grades K-5.

Formative Assessments

Brief description: Use of daily formative assessments within math

Need being addressed: teachers prescribing more immediate remediation and feedback to students to increase overall success at benchmark and measurable objectives

Reason for selection, including intended results: Formative assessments have a high rate of effectiveness when teachers are willing to look at the intent of the innovation, look at negative evidence (students not doing well), and openness to looking at a new experience as something that will make a difference.

Research and brief summary:

Visible Learning resource book

Various websites

1. Readiness: How will we ensure readiness for implementing the strategy/program/initiative?

Teachers will engage in professional development around Formative Assessments at the building level beginning summer 2013 and during the 2013-14 school year. The PLC structure will continue to offer opportunities to bridge learning to practice during the school year and beyond. Critical collegial feedback, with added peer observations, will continue to be cornerstones of improving practice and increasing achievement throughout the priority school years.

a) What evidence will we/do we have that stakeholders (staff, parents, students) understand the need and can articulate the research behind the decision to implement?

Professional Development throughout the next 3 years will be focused around implementation of Formative Assessments. Professional Development materials, Parent/community meetings with focus on Text-Dependent Quality Questions with written information in a language that parents understand ready for fall 2013 at a Title 1 meeting, fall open house and Perception survey.

b) What evidence will we/ do we have that stakeholders have a shared vision and purpose and are strongly committed to it?

Commitment to teaching in the priority building through HR placement, commitment to Professional Development, and record keeping, peer observations, movement on the implementation guide and increased student growth in algebraic thinking and Revised Perception (Community) Survey results

c) What evidence will we/do we have that stakeholder (staff, parent, and student) concerns have been identified and addressed?

Suggestion box, Staff Meeting agendas, redesigned Parent/Community Survey

d) What evidence will we/do we have that staff and administrators are able to integrate this new work with existing work?

Formative Assessment check list, Tripod surveys, Movement on the Implementation Guide

2. Knowledge and Skills: How will we ensure that staff and administrators have the knowledge and skills to implement the strategy/program/initiative?

Professional Development, implementation guide

a) What evidence will we/do we have that staff and administrators have a vision for how practice will change as a result?

Guideline laid out through Implementation Guide, Professional Development attendance with time allotted for reflection and planning for implementation, Reflections from professional conversations (Bridge to Practice activities)

b) What evidence will we/do we have that administrators have the knowledge and ability to monitor and assess the effectiveness?

Administrator walkthroughs, Administrator provides critical feedback on the implementation guide after lesson observations, administrator provides critical feedback during pre and post conferences related to formal observations, administrators participate in PLCs and bridge to practice activities

c) What evidence will we/do we have that there are sufficient opportunities for staff to learn essential knowledge and skills, including the non-negotiable or acceptable variations of the elements?

Professional Development Agendas and sign-ins, PLC Agendas and sign-ins, self-assessment checklist/rubric, collaborative Learning Walks, movement on the Implementation Guide

d) What evidence will we/do we have that staff have the ability to apply the acquired knowledge and skills?

Guided practice embedded into the professional development and PLCs, movement on the Implementation Guide

3. Opportunity: How will we ensure that there is opportunity for implementation with fidelity of the strategy/program/initiative?

We will develop Bridge to Practice opportunities for all professional development and PLCs. This would include reflective writing, peer observation with feedback, PLC discussions, Learning Walks, opportunities for modeled lessons and reflection for both teachers and administrators. A consistent use of Bridge to Practice activities will help ensure that all staff is building knowledge, skills and competencies at the strategy level.

a) What evidence will we/do we have there is sufficient administrative support to achieve the intended results?

Collection of formative assessment logs - returned with feedback, feedback from administrative and collegial Learning Walks, administrative record keeping of informal walkthroughs, Data Dialogue Meetings

b) What evidence will we/do we have there is sufficient professional learning during implementation, e.g. modeling/coaching?

Professional development and PLC agendas, Learning Walk feedback forms (administrative/collegial), peer observation notes

c) What evidence will we/do we have there are sufficient resources - including financial and time - to achieve the intended results?

Budget sheets, Professional development and PLC agendas

d) What evidence will we/do we have that there is opportunity for staff collaboration?

PLC and professional development agendas, protocols for formative assessments

e) What evidence will we/do we have that structures are in place to collect and review implementation data?

Collection of formative assessment logs

4. Implementation with Fidelity: How will we ensure that the strategy/program/initiative will be implemented as intended?

We will ensure implementation with fidelity through:

-The structure of Mulick's PLCs includes professional development, weekly activities that bridge new learning to instructional practice, peer observation and time for critical feedback. This structure lends itself to continuous instructional improvement in a gradual release model designed to forward the implementation of new content and strategies with both consistency and fidelity.

a) What evidence will we/do we have that there will be fidelity of implementation of the non-negotiable or acceptable variations of the elements of the program/strategy/initiative including timelines and responsibilities, and that implementation data will be collected on a regular basis?

Implementation guide monitoring form, Administrator and collegial walkthroughs, Individual teacher meetings, PLC agendas, collegial observations/visits, Data Dialogue meetings

b) What evidence will we/do we have that unintended consequences will be monitored and considered?

PLC agendas including regular evaluation of strategy and making adjustments as appropriate, collegial observations/visits

c) What evidence will we/do we have that interim adjustments will be considered based on implementation and impact data?

During PLC meetings, there will be intentional time set aside to discuss needed adjustments, peer observations/feedback and administrative observations

5. Impact: How will we ensure a positive impact on student achievement?

Movement on the Implementation Guide that parallels improved student growth in algebraic thinking will help us to evaluate the impact this priority strategy is having on student achievement. Other measures such as MEAP and NWEA (MAP) will enable school personnel to analyze, evaluate and alter priority strategies to ensure a positive impact on student achievement.

a) What will we do to ensure that we will achieve the measureable objective for all students when compared to baseline state and local data?

Through the Data Dialogue and PLC structures we will maintain a continuous feedback cycle of instruction, assessment, data analysis and action planning using informal (peer observations, critical feedback and classroom assessments), as well as formal assessments (MEAP, MAP, Reading Street Weekly Tests), we will work to ensure achievement of measureable objectives for all students.

b) What will we do to ensure achieving the measureable objective for each of the subgroups and their counterparts when compared to baseline state and local data, including narrowing the achievement gaps between each of the subgroups and their counterparts?

Analyze data from MEAP and MAP and Data Dialogue meetings

c) What will we do to ensure stakeholder satisfaction with the results?

Report out results to stakeholders, along with opportunity of a meeting format for questions and answers. Mulick teachers, parents and community will maintain written communication through school/classroom newsletters, as well as face to face communication through Student Success Team Meetings, Neighborhood Meetings/ Parent Meetings, fall and spring conferences and the revised parent/community survey.

Text-Dependent Quality Questions

Brief description: Use of Text Dependent Quality Questions within daily ELA

Need being addressed: Deeper thinking skills embedded with daily lessons to increase overall student success in measurable objectives

Reason for selection, including intended results: Comprehension and evaluating complex texts happening more effectively when teachers model and teach Quality Questions. CCSS revolve around gaining knowledge through texts that students read and the kinds of questions students should address as they write and speak about them.

Research and brief summary:

Deepening Student Thinking Through Quality Questioning

Various websites

1. Readiness: How will we ensure readiness for implementing the strategy/program/initiative?

The district has supported the work in 2012-13 with quality questioning through professional development at each grade level for a total of 18 hours of focused instruction. PLCs at Mulick Park have bridged this professional development to practice through tri-monthly cross-grade level meetings focused on creating quality text-dependent questions, critical collegial feedback, book study of deepening Quality Question knowledge, and increased awareness of the CCSS through the study of professional articles and texts.

Teachers will continue to engage in professional development around Text-Dependent Quality Questioning at the building level during the second semester of 2012-13 and during summer professional development. The PLC structure will continue to offer opportunities to bridge learning to practice during the 2013-14 school year and beyond. Critical collegial feedback, with added peer observations, will continue to be cornerstones of improving practice and increasing achievement throughout the priority school years.

a) What evidence will we/do we have that stakeholders (staff, parents, students) understand the need and can articulate the research behind the decision to implement?

Professional Development throughout the next 3 years will be focused around implementation of Text-Dependent Quality Questions. PD materials, Parent/community meetings with focus on Text Dependent Quality Questions with written information in a language that parents understand ready for fall 2013 at a Title 1 meeting, Fall open house, Perception survey.

b) What evidence will we/ do we have that stakeholders have a shared vision and purpose and are strongly committed to it?

Commitment to teaching in the priority building through HR placement, commitment to Professional Development, and record keeping, peer observations, movement on the implementation guide and increased student growth in comprehension, Revised Perception (Community) Survey results

c) What evidence will we/do we have that stakeholder (staff, parent, and student) concerns have been identified and addressed?

Suggestion box, Staff Meeting agendas, redesigned Parent/Community Survey

d) What evidence will we/do we have that staff and administrators are able to integrate this new work with existing work?

Continued observations of effective or highly effective on the Danielson Rubric, Tripod surveys, Movement on the Implementation Guide

2. Knowledge and Skills: How will we ensure that staff and administrators have the knowledge and skills to implement the strategy/program/initiative?

We will ensure that staff and administration have the knowledge and skills to implement the priority school strategies through our summer professional development plan and job embedded professional development opportunities throughout the school year.

The summer professional development plan is as follows:

Professional Development for Extended Teacher Learning at Mulick

-3 hours - Common Core State Standards (CCSS) For English Language Arts (ELA) Implementation

-PD would include:

Alignment and planning in ELA instruction with CCSS.

The job embedded professional development plan will occur throughout the school year, once monthly.

Implementation Guide will be utilized for Peer Observation and critical collegial feedback

a) What evidence will we/do we have that staff and administrators have a vision for how practice will change as a result?

Guideline laid out through Implementation Guide, Professional Development attendance with time allotted for reflection and planning for implementation, Reflections from professional conversations (Bridge to Practice activities)

b) What evidence will we/do we have that administrators have the knowledge and ability to monitor and assess the effectiveness?

Administrator walkthroughs, Administrator provides critical feedback on the implementation guide after lesson observations, administrator provides critical feedback during pre and post conferences related to formal observations, administrators participate in PLCs and bridge to practice activities

c) What evidence will we/do we have that there are sufficient opportunities for staff to learn essential knowledge and skills, including the non-negotiable or acceptable variations of the elements?

Professional Development Agendas and sign-ins, PLC Agendas and sign-ins, self-assessment checklist/rubric, collaborative Learning Walks, movement on the Implementation Guide

d) What evidence will we/do we have that staff have the ability to apply the acquired knowledge and skills?

Guided practice embedded into the professional development and PLCs, movement on the Implementation Guide

3. Opportunity: How will we ensure that there is opportunity for implementation with fidelity of the strategy/program/initiative?

We will develop Bridge to Practice opportunities for all professional development and PLCs. This would include reflective writing, peer observation with feedback, PLC discussions, learning walks, opportunities for modeled lessons and reflection for both teachers and administrators. A consistent use of Bridge to Practice activities will help ensure that all staff is building their knowledge, skills and competencies at the strategy level.

Formal data dialogue meetings will help us ensure that we have fully implemented building-wide initiatives with fidelity across the grade levels. These meetings will require staff to provide evidence of implementation for priority initiatives and discussion between staff of success and area to target.

a) What evidence will we/do we have there is sufficient administrative support to achieve the intended results?

Collection of questioning logs - returned with feedback, feedback from administrative and collegial Learning Walks, administrative record keeping of informal walkthroughs, Data Dialogue Meeting reflection

b) What evidence will we/do we have there is sufficient professional learning during implementation, e.g. modeling/coaching?

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Professional development and PLC agendas, Learning Walks feedback forms (administrative/collegial), peer observation notes

c) What evidence will we/do we have there are sufficient resources - including financial and time - to achieve the intended results?

Budget sheets, Professional development and PLC agendas

d) What evidence will we/do we have that there is opportunity for staff collaboration?

PLC and professional development agendas, Movement on the Implementation Guide

e) What evidence will we/do we have that structures are in place to collect and review implementation data?

Collection of questioning logs, Data Dialogue meetings

4. Implementation with Fidelity: How will we ensure that the strategy/program/initiative will be implemented as intended?

We will ensure implementation with fidelity through:

-The structure of Mulick's PLCs includes professional development, weekly activities that bridge new learning to instructional practice, peer observation and time for critical feedback. This structure lends itself to continuous instructional improvement in a gradual release model designed to forward the implementation of new content and strategies with both consistency and fidelity.

a) What evidence will we/do we have that there will be fidelity of implementation of the non-negotiable or acceptable variations of the elements of the program/strategy/initiative including timelines and responsibilities, and that implementation data will be collected on a regular basis?

Implementation guide monitoring form, Administrator and collegial walkthroughs, Individual teacher meetings, PLC agendas, collegial observations/visits, Data Dialogue meetings

b) What evidence will we/do we have that unintended consequences will be monitored and considered?

PLC agendas including regular evaluation of strategy and making adjustments as appropriate, collegial observations/visits

c) What evidence will we/do we have that interim adjustments will be considered based on implementation and impact data?

During PLC meetings, there will be intentional time set aside to discuss needed adjustments, peer observations/feedback and administrative observations

5. Impact: How will we ensure a positive impact on student achievement?

Movement on the Implementation Guide that parallels improved student growth in comprehension will help us to evaluate the impact this priority strategy is having on student achievement. Other measures such as MEAP, MAP and Weekly Reading Street tests will enable school personnel to analyze, evaluate and alter priority strategies to ensure a positive impact on student achievement.

a) What will we do to ensure that we will achieve the measureable objective for all students when compared to baseline state and local data?

Through the Data Dialogue and PLC structures, we will maintain a continuous feedback cycle of instruction, assessment, data analysis and action planning using informal (peer observations, critical feedback and classroom assessments) as well as formal assessments (MEAP, MAP, Reading Street Weekly Tests), we will work to ensure achievement of measureable objectives for all students.

b) What will we do to ensure achieving the measureable objective for each of the subgroups and their counterparts when compared to baseline state and local data, including narrowing the achievement gaps between each of the subgroups and their counterparts?

Analyze data from MEAP and MAP and Data Dialogue meetings

c) What will we do to ensure stakeholder satisfaction with the results?

Report out results to stakeholders, along with opportunity of a meeting format for questions and answers. Mulick teachers, parents and community will maintain written communication through school/classroom newsletters, as well as face to face communication through Student Success Team Meetings, Neighborhood Meetings/ Parent Meetings, fall and spring conferences and the revised parent/community survey.

Describe how the school promotes the continuous use of individual student data (such as formative, interim and summative) to inform and differentiate instruction to meet individual student needs.

At the heart of our transformation model is a reliance on data. Mulick teachers must know how to analyze, interpret, and use data so that they can make informed decisions about student learning. As a school, we must invest time and resources in making certain all teachers can access student data, analyze results and utilize informal and formal assessment data at the individual and classroom level. The capacity to gather, organize, discuss, and act on data about student achievement will create a foundation for data driven decision making. Our plan to promote the continuous use of individual student data includes the following:

- Providing professional development prior to the start of the school year that encourages a deep understanding of the growth and achievement data available to help inform instruction: MEAP, NWEA/MAP, DIBELS, Reading Street weekly assessments, EveryDay Math unit assessments, District Writing assessments, District Math Facts Fluency Assessment, Weekly Constructed Response questions, and a host of informal assessments teachers regularly use in classrooms. The Instructional Leadership Team (in coordination with the Technology Team) and with the support of the building administrator, will provide training in each of the assessments used to measure student progress and academic achievement.

- Establishing a culture of data use and continuous improvement through systematic use of Data Dialogue Meetings (4 times yearly) to support the school system as we foster mutual accountability within grade levels, which helps to build a commitment to building-wide initiatives and continuous improvement. Data used during these meetings should reflect system-wide interim assessments (such as DIBELS and NWEA/MAP) as well as a mix of data representing building-wide strategies identified in the priority school plan (constructed response, writing in response to reading, progress monitoring of numbers and operations). All classroom and special education teachers will be responsible for accessing, sharing and using data to articulate grade level and student achievements and challenges. The Instructional Leadership Team, with the support of the administrator, will be responsible for facilitating these meetings with support from a district representative, KentISD representative and MSU Intervention Specialist.

- Twice yearly (separate from Data Dialogue) the administrator will meet with individual teachers and utilize progress monitoring data to track improvement (pre and post assessments), alter classroom strategies or intervention strategies.

- Teachers will identify standards and communicate those learning goals in writing to student.

- Teachers will consider differentiated instruction to provide different learning styles for students.

- Use of Formative Assessments for analysis of student work

- Organizing data in an accessible format and presenting it in a comprehensible manner that impacts learning at the individual student level through a rich infrastructure of intervention opportunities for struggling students. The Student Success Team (SST) will meet monthly with the intervention team to determine programming for students needing additional time and support to master critical reading or math skills. Interventions would be tracked and monitored via this team. Changes to intervention would be driven by individual student outcome data and team discussion. The SST consists of administrator, SSW, psychologist, speech therapist, regular education teacher, special education teacher and parent of child who is receiving interventions.

- Parents will be informed of student learning activities expectations through various practices such as; Title 1 meetings, Parent Teacher Community Council meetings, Open House, conferences, monthly newsletters, phone contacts, PowerSchool.

- Continued investment in the SWIS system to provide data on problem behaviors that could interfere with teaching and learning at Mulick Park. The Positive Behavioral Interventions and Supports Team will provide support by inputting Office Discipline Referral's, accessing monthly reports and analyzing behavioral data with staff to adjust adult behaviors and actions necessary to create a healthy learning climate at Mulick. Expected behaviors will be modeled by staff and behavior rotations will occur several times over the year by staff and fifth grade students. The team will meet at least monthly to review data and prepare for staff discussions.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year (specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers.

The school will participate in 18 hours of professional development which supports their priority school initiatives. Teachers will participate in job-embedded professional development (such as professional learning communities) within their buildings every 2nd and 5th Monday of the year during the months of September through June during the regular school calendar. For the 2013/14 school year this will be approximately 11 sessions of this professional development. This amount will vary from year to year based on the calendar. The estimated amount of time for the 2013/14 school year will be 16.5 hours of additional professional development. Teachers would have 15 hours of individualized professional development to support their individual needs. This professional development plan is subject to negotiations. As part of the Transformation requirements, increased time for core academic and enrichment activities for students will be implemented. There will be an increase of up to one hour per school day to support this requirement. This is subject to negotiations. This increased learning time will be used to extend school wide enrichment and target math skills in the area of algebraic thinking, numbers and operations-fluency.

For enrichments, depending on the outcomes of contract negotiations, the plan may include enrichment activities 1-2 times a week or daily. The following is a list of possible Enrichment activities the students will engage in:

field trips, learning assemblies (Blandford Nature Center, Frederick Meijer Gardens and Sculpture Park and visits by educators from John Ball Zoological Park)

Arts - music, drama, arts and crafts, design, choir

additional PBIS assemblies to celebrate and reward positive behaviors and increased learning achievement by students

Sports , running/walking club, Girls on the Run, intramural games

Motivational Speaker(s)

Newspaper club

math games, explore math manipulatives

book club

Technology and keyboarding class

science enrichment (hands on) , Science Olympiad

community service projects

drama club

For math skills students' NWEA/ MAP scores will be used to determine leveled groups. Teachers will design targeted lessons that address specific skills based upon NWEA DesCartes recommendations. Also included in the increased learning time will be EveryDay Math games or math thinking games. Format may look like 10 minutes on fluency work, 15 minutes on algebraic thinking skills and 15 minutes on games related to algebraic thinking. Enrichment will occur during the extended time portion of the day. Additional field trips, hands on science investigations, assemblies may be added.

Regarding additional Professional Development hours for teachers, Mulick proposes that teachers will complete two Professional Development days in August 2013; one and a half day focused on Formative Assessments in mathematics the other half day based on text based questioning in reading comprehension (pending the outcome of negotiations).

Through the school year, staff will participate in 18 hours of Professional Development which supports their priority school initiatives (provided by the District). Teachers will participate in job-embedded professional development (such as Professional Learning Communities) within their buildings every 2nd and 5th Monday of the year during the months of September through June during the regular school

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calendar. For the 2013/14 school year this will be approximately 11 sessions of this Professional Development. This amount will vary from year to year based on the calendar. The estimated amount of time for the 2013/14 school year will be 16.5 hours of additional professional development. This professional development plan is subject to negotiations.

As part of the Transformation requirements, increased time for core academic and enrichment activities for students will be implemented. There will be an increase of up to one hour per school day to support this requirement. This is subject to negotiations.

Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement.

Parent Teacher Community Council (PTCC) is an advisory council on all parent engagement activities that ensures action and accountability for GRPS' 5 Year Strategic Plan and community based priorities.

The goals of the PTCC are to strengthen parent's ability to engage and support student's academic success, foster a climate where parents share ownership in school improvement and academic success, provide a structure for parents to provide leadership in the schools and to foster a climate where parents feel welcomed, respected, and valued as important partners in their student's education regardless of economic level, family heritage, language or educational background.

The responsibilities of the PTCC are:

School Improvement Plan

- Has an understanding of the major points of the school improvement plan.
- Supports 3 issues of school improvement plan yearly
- Formulates action plan and timeline for success of these issues
- Reports regularly to parents about action plan progress
- Input on School Improvement Plan

Community Based Priorities

- Creates multiple mechanisms (surveys, forums, etc.) to get community input on the school improvement plan and community priorities
- Addresses at least one key issue of parents/community yearly
- Formulates action plan and timelines for success
- Reports regularly to parents/community about action plan progress

Monthly Educational/Instructional Meetings

- Plans, organizes, attends and runs the monthly informational and educational parent meetings
- Manages the parent incentive program
- Recruits parents to the meetings
- Promote understanding and use of the parent manual/monthly themes
- Reports out to the parents on the action plans
- Plugs Vital Behaviors

Communications

- Creates a welcoming and friendly school atmosphere for parents and visitors
- Encourages friendly competition for parental engagement
- Celebrates engaged parents
- Prepares and distributes information, in the languages of the families, about upcoming events through various means and in a timely

fashion

Accountability

-Meeting schedules, minutes, newsletters and membership list are reported to Parent Engagement Office monthly

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

If one of the Transformation Priority Schools requires the placement of new staff members, the building administrator will have the opportunity to meet with any interested candidates. Each building develops their calendar of school events which fit into the District's school calendar. Items that individual schools are responsible to schedule, but are not limited to, are: parent teacher conferences, parent/community academic nights and Title I events. Mulick's calendar will be available as the district's calendar is finalized.

Mulick Park will utilize the following requirements involving professional development and increased learning time:

-Up to 50 additional hours of professional development from July 1, 2013 through June 30, 2014. This is subject to negotiations.

Mulick's plan is to include:

3 hours of summer professional development in Text Dependent Quality Questions

9 hours of summer professional development in Formative Assessments in math and Common Core State Standards-emphasis on Algebraic Thinking strand

Additional school year hours would include job embedded professional development to extend learning, practice new skills and reflect on student artifacts, peer observation reflections with Implementation Guides in questioning and formative assessments.

-Up to 60 additional minutes during the school day. This is subject to negotiations.

Students at Mulick will participate in an extension of math skills (algebraic thinking) and enrichments activities during this additional time. For math, students will be grouped according to their levels based on MAP and interim assessments then grouped according to that need.

Teachers will use the Common Core State Standards to achieve the learner's goals. Student groupings will be monitored monthly and changed according to need and progress. Time will be uninterrupted according to grouping.

For enrichments, students will be in activities they are interested in with a variety of classes offered throughout the year. Additional assemblies may also be included on a monthly basis (see # 8).

-Flexibility in staffing and schedules

Attendance is monitored daily and checked weekly with the Family Support Specialist and administrator. Perfect and improved attendance is recognized monthly with all students and lunch with the principal on an individual basis. Grades 3-5 recess has been rescheduled to the end of the school day to lessen the loss of instructional time experienced by students leaving school early each day. In addition, Mulick schedules their celebratory events at the end of the school day to encourage students to remain at school for the entire school day. These efforts have already had a strong impact on decreasing student and families request for early school day release.

The school will use scheduling practices that support specialized learning needs of specific students or content (extended content time or extending the school day). Mulick will have a "SWOOP" process for grouping students for reading and/or math interventions based on student needs. This process included all intervention staff (teacher, paraprofessionals, specifically hired interventionist) to work within one grade level with specific learning goals for each group.

The school will budget for resources known to engage students and support achievement, including rewards programs and other mechanisms. (Student of the month, assemblies, field trips, materials)

The school will budget for an interventionist to work with students who are struggling in reading and math. If additional budget is available in the forthcoming years, additional trained staff will be budgeted in the area of interventions.

Superintendents Drop Out Challenge provides students on that list additional resources and time. This could include Check In/Check Out (CI/CO), mentoring and tutoring from community partners or Experience Corp. Workers, Schools of Hope, LOOP (after school hours enrichment program), monitoring of attendance.

Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations.

Each Priority School will be supported in the following ways:

Building Level

- Data Dialogues four times per year
- Professional Learning Communities
- Professional Development throughout the year
- Monitoring of initiatives (Text Based Questioning and Formative Assessments)
- Learning Walks six times a year
- Student Support Team monthly meetings
- Positive Behavioral Interventions Supports(PBIS) monthly meeting

District Representative

- The District Representative will participate in data dialogues (to build internal capacity), guide schools in the development of a process for monitoring the implementation of the School Improvement Plan by following the Instructional Learning Cycle as defined by MI Excel, participate as a School Support Team (SST) member to review the SIP and set short term goals to improve student achievement, document systemic changes to identify growth and areas for improvement, monitor implementation and review the effectiveness of strategies being implemented through pre and post assessment data analysis.
- Descriptive data collection on classroom instructional practices as evidenced by classroom observations and Learning Walks
- District Representatives will support Priority Schools to implement and monitor the focus areas within the Academic Plan (see Appendix D) and provide ongoing feedback and guidance.

MSU Intervention Specialist

- The MSU Intervention Specialist will facilitate data dialogues, participate in the development of processes for monitoring the implementation of the Instructional Learning Cycle from the School Improvement Plan, participate as a member of the SST, document systemic changes to identify areas for improvement and collect descriptive data that supports improved student achievement.

KISD School Improvement Facilitator

- The KISD School Improvement Facilitator will participate in data dialogues, support school leadership team in the development of processes for the implementation of the Instructional Learning Cycle, pilot the Instructional Learning Cycle which includes instructional strategies in the plan and collect descriptive data on classroom instructional practices as evidence of improved student achievement.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
<p>Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)</p>	<p>Yes</p>	<p>Attached are both the teacher and administrator timelines and processes for evaluations. <u>Teacher and Administrator Evaluation and Timeline Process.docx</u></p>
<p>Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)</p>	<p>Yes</p>	<p>Pending negotiations, professional development may increase up to 50 hours, which may include teacher collaboration (i.e. PLC). <u>Priority School PD Calendar 2012-2016.docx</u></p>
<p>Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)</p>	<p>Yes</p>	<p>Pending negotiations, we have attached three potential extended learning models which would increase our instructional time up to 45 minutes each day. Specific information on how this additional instructional time may be utilized can be viewed under Requirement #8 in our Transformation Redesign Diagnostic. <u>Increased Learning Time - New Bells.xls</u></p>
<p>Our school provides additional time to improve student learning and engagement through enrichment activities for students.</p>	<p>Yes</p>	<p>Pending negotiations, increased enrichment opportunities will be determined by the agreed upon extended day minutes. Attached are enrichment opportunities that may be implemented in our building. <u>Possible Enrichment Opportunities.docx</u></p>

Reform Redesign Report

Mulick Elementary

<p>Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.</p>	<p>Yes</p>	<p>Pending negotiations, teacher collaboration may increase up to 38 additional hours throughout the school year. This may look like PLCs, Grade Level Collaboration, or Data Analysis. <u>Teacher Collaboration.docx</u></p>
<p>Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.</p>	<p>No</p>	<p>Pending negotiations, a letter of agreement will be sent to MDE by August 1, 2013.</p>

Grand Rapids Public Schools Evaluation Model
2012-13
For Probationary Eligible for Tenure and Tenured Employees

The GRPS Evaluation Model...

- Supports the GRPS' Academic Plan and is a part of the Performance System
- Strives for high degrees of validity and reliability as it is designed on best practice and research by an objective third party (Cambridge Education and Basis Policy Research)
- Provides a process that aligns student growth targets, academic strategies, professional development/research, goal setting, and observations to continually learn how to increase instructional effectiveness
- Meets district focus on learning and legislative requirements (Michigan Council on Educators' Effectiveness – Executive Order No. 2012-3 found at www.michigan.gov/mde/0,4615,7-140-22709_57992---,00.html and Michigan Revised School Code 380.1249 and 380.1250)

GRPS is focused on an evaluation system that supports adult learning to inform the instructional core and student success. This learning is organized by the Performance System which has 3 components comprised of professional development, research and evaluation.

GRPS believes

- High quality professional development should meet the needs of teachers, be differentiated, anchored in classroom work, be implemented, and have follow-through. Goal setting is tied to professional development.
- Research is another angle of learning that informs our thinking from a theoretical level that helps the system ask questions about the instructional core.
- Evaluation is about learning. It is a process and tool that provides data and evidence that measures effectiveness of practice and strategies for quality student learning.
- Performance issues need to be addressed in a systematic and timely manner with opportunities for improvement with professional development and demonstrated application.

For 2012-13, GRPS is building the capacity of the system in the following ways.

- Engage educators (teachers, principals, paraprofessionals, coaches, central office, HR, etc.) in a process to inform the Evaluation Model
- Set goals tied to the Academic Plan including professional development with implementation
- Standardize classroom observations
- Self-reflection process

Implementation Plan for the Grand Rapids Evaluation Model

2011-12

- All tenured or eligible for tenure staff are evaluated annually
- Evaluations must be based on multiple observations
- Evaluation process is complete on-line using STAGES
- Probationary period for teachers who have not earned tenure in another district is increased to five years
- All probationary teachers and minimally and ineffective teachers must have an IDP (Individual Development Plan)
- State mandates ineffective, minimally effective, effective, and highly effective must be used as the performance rating categories.

What's New for 2012-13

- Student growth measures/data will focus on the school and district level and account for 15% of the overall rating of probationary staff, tenured staff, building administrators, central office administrators and staff with performance concerns
- Basis Research and the MDE will continue to study impact and reliability of student growth data attributed to individual teachers
- Cambridge Education will provide training for individuals conducting classroom observations
- Professional development is linked to IDP or goals
- Review of teacher's lesson plans will be part of classroom observations
- Use of pre and post observation forms to increase self-reflection
- The Tenured Evaluation Process includes teacher providing evidence of growth towards goals

Work to be done during 2012-13

- Ongoing development and design of the evaluation model that engages employee groups
- Develop performance rubrics for counselors, ancillary staff, school administrators, and central administrators, etc.
- Define the common measure/criteria for each evaluation group. For example: self-contained regular ed teachers, departmentalized teachers in core subjects, departmentalized teachers in non core subjects, center based teachers, school principals, central office administrators, etc.
- Determine performance metrics for each evaluation group and create criteria for each performance rating: ineffective, minimally effective, effective, highly effective.
- Develop student growth measures for teachers in non-tested subjects or grades, i.e., PE, music, art, etc.

2013-14

State required 25% of evaluation rating must be based on student growth
Ongoing development and design of GRPS evaluation model

2014-15

State required 40% of evaluation rating must be based on student growth
Ongoing development and design of GRPS evaluation model

2015-16

State required 50% of evaluation rating must be based on student growth
Ongoing development and design of GRPS evaluation model

Probationary Evaluation Process

This process reflects the need to provide unique support for teachers new to teaching and or the district. This process reflects the need to provide more feedback throughout the year on probationary teachers performance in order to support and accelerate effectiveness.

STEP 1 Evaluation Orientation

Due 4th Friday in September

Evaluator meets with probationary staff as a group or individually

Explains evaluation process and steps

Evaluator shares goal setting template

Evaluator will share a IDP (Individualized Development Plan) goal setting template model that includes example goals connected to the Academic Plan

STEP 2 IDP Goal Setting Conference

Due 3rd Friday in October

Evaluator and individual employee meet to finalize IDP goals

Evaluator explains pre-observation form

Sets a date or window of time for first observation

STEP 3 Observation Cycle 1**Due End of November**

Prior to the window of an observation, evaluatee completes pre-observation form and provides observer with a copy of the lesson plan
Evaluator observes the evaluatee for 45 minutes or one class period
Evaluator completes Observation Summary Form based on Danielson Rubric and progress towards goals
Evaluatee completes post-observation Self-Reflection Form
Evaluatee and evaluator meet within 10 working days of the observation and discuss the results of the observation and progress toward IDP goals

STEP 4 Observation Cycle 2**Due End of 1st Semester**

Same protocol as Observation Cycle 1
A trained observer other than the evaluator may do this observation unscheduled

STEP 5 Mid-Year Progress Report**Due by End of 1st Semester**

Evaluator completes Mid-Year Progress Report
Evaluator and evaluatee discuss performance based on rubric
Evaluator and evaluatee discuss progress towards IDP Goals

STEP 4 Observation Cycle 3**Due First School Day in May**

Same protocol as Observation Cycle 1
A trained observer other than the evaluator may do this observation unscheduled

STEP 5 Final Evaluation Summary Conference **Due First School Day in May**

Observer completes end of year Summary Rating Form based on rubric
Observer gives an overall effectiveness rating
Evaluatee provides evidence of attaining IDP goals
Evaluatee receives and overall effectiveness rating
Evaluatee has 5 working days to add comments to evaluation

Tenured Evaluation Process

This process is designed to provide support for a tenured staff member to develop a personalized and reflective approach to professional growth. The process includes goal setting, two cycles of classroom observations, support and feedback. The desire is to have the evaluation process be a learning experience generating success. There may be times where performance issues are identified in which case an evaluator may initiate an Individual Development Plan at any time during the year as needed. The timelines listed below are guidelines.

STEP 1 Evaluation Orientation**Due 4th Friday in September**

Evaluator meets with tenured staff as a group or individually
Explains evaluation process and steps
Evaluator shares goal setting template
Evaluator will share a goal setting template model that includes example goals connected to the Academic Plan

STEP 2 Goal Setting Conference**Due 3rd Friday in October**

Evaluator and individual employee meet to finalize goals
Evaluator explains pre-observation form
Sets a date or window of time for first observation

STEP 3 Observation Cycle 1**Due End of November**

Prior to the window of an observation, evaluatee completes pre-observation form and provides observer with a copy of the lesson plan

Evaluator observes the evaluatee for 45 minutes or one class period

Evaluator completes Observation Summary Form based on Danielson Rubric and progress towards goals

Evaluatee completes post-observation Self-Reflection Form

Evaluatee and evaluator meet within 10 working days of the observation and discuss the results of the observation and progress towards goals

*Any teacher rated ineffective or minimally effective will move to Step 2 of the Tenured Assistance Evaluation Process "IDP Goal Setting Conference"

STEP 4 Mid-Year Self Evaluation Summary Due by End of 1st Semester

Employee completes Mid-Year Self Evaluation Form and submits it to the evaluator

STEP 5 Observation Cycle 2 Due 2nd Friday in May

Same protocol as Observation Cycle 1

A trained observer other than the evaluator, may do this observation unscheduled

STEP 5 Final Evaluation Summary Conference Due 3rd Friday in May

Evaluator completes summary evaluation form based on the Danielson rubric and evaluates progress toward goals

Evaluatee provides evidence of progress towards goals

Evaluatee receives an overall effectiveness rating

Evaluatee has 5 working days to add comments to the evaluation

Tenured Growth and Assistance Evaluation Process

This process reflects the need to provide additional support and feedback to tenured teachers whose previous year's final evaluation rating was ineffective or minimally effective.

STEP 1 Evaluation Orientation Due 4th Friday in September

Evaluator meets with employee individually face to face

Evaluator goes over evaluation process and steps

Evaluator shares Individual Development Plan(IDP) goal setting template

Evaluator identifies areas of concern that IDP goals must be written

Evaluator shares sample IDP Goals

STEP 2 IDP Goal Setting Conference Due 3rd Friday in October

Evaluator consults with evaluatee to finalize IDP goals

Date is set for first observation

Evaluator explains pre-observation form

STEP 3 Observation Cycle 1 Due End of November

Two days prior to observation, evaluatee completes Pre-Observation Form and provides observer with a copy the lesson plan

Evaluator observes the evaluatee for 45 minutes or one class period

Evaluator completes Observation Summary Form based on rubric and progress towards IDP Goals

Evaluatee completes Post-Observation Self-reflection Form

Evaluatee and evaluator meet within 10 working days of the observation and discuss observation and progress towards IDP Goals

STEP 4 Observation 2 Due End of 1st Semester

Same protocol as Observation 1

The observer may be a trained observer other than the evaluator, and may drop in unscheduled to do the observation

STEP 5 Mid-Year Progress Report

Due End of 1st Semester

Evaluator completes Mid-Year Progress Report
Evaluator and evaluatee discuss performance based on rubric
Evaluator and evaluatee discuss progress towards IDP Goals

STEP 6 Observation 3

Due 3rd Friday in February

Same protocol as Observation 1
The observer may be a trained observer other than the evaluator, and may drop in unscheduled to do the observation

STEP 7 Observation 4

Due 3rd Friday in March

Same protocol as Observation 1
The observer may be a trained observer other than the evaluator, and may drop in unscheduled to do the observation

STEP 8 Observation 5

Due 3rd Friday in April

Same protocol as Observation 1
The observer may be a trained observer other than the evaluator, and may drop in unscheduled to do the observation

STEP 9 Final Evaluation Summary Conference **Due First Work Day in May**

Evaluator completes Summary Evaluation Form based on rubric and evaluates progress towards IDP goals
Evaluatee provides evidence of progress towards IDP goals
Evaluatee receives an overall effectiveness rating
Evaluatee has 5 working days to add comments to evaluation

*If a timeline is missed because the employee is out on leave, the timeline and due dates will change to the In Year Tenured Growth and Assistance Evaluation Process and Timeline

In Year Tenured Growth and Assistance Evaluation Process

This process reflects the need to provide additional support and feedback to tenured teachers whose:

1. Evaluator may initiate an Individual Development Plan based on a performance concern at any time during the year as needed.
2. Evaluatee who receives an ineffective or minimally effective on his/her first observation will be placed on this checklist

STEP 1 Evaluation Notification of IDP

Evaluatee receives written notification with reason for IDP
Evaluator meets with employee in person
Evaluator goes over evaluation process and steps
Evaluator shares Individual Development Plan(IDP) and goal setting template and sample
Evaluator identifies areas of concern that IDP goals must address

STEP 2 IDP Goal Setting Conference

No later than 10 Working Days from Step 1

Evaluator consults with evaluatee to finalize IDP goals
Date is set for first observation
Evaluator explains pre-observation form

STEP 3 Observation Cycle 1

No later than 10 Work Days from Step 2

Prior to the window of an observation, evaluatee completes pre-observation form and provides observer with a copy the lesson plan

Evaluator observes the evaluatee for 45 minutes or one class period

Evaluator completes Observation Summary Form based on Danielson Rubric and progress towards IDP Goals

Evaluatee completes post-observation Self-Reflection Form

Evaluatee and evaluator meet within 10 working days of the observation and discuss observation and progress towards IDP Goals

STEP 4 Observation 2

No later than 20 Work Days from Step 3

Same protocol as Observation 1

A trained observer other than the evaluator may do this observation unscheduled

STEP 5 Progress Report

No later than 10 Work Days from Step 4

Evaluator completes Progress Report

Evaluator and evaluatee discuss performance based on Danielson rubric

Evaluator and evaluatee discuss progress towards IDP Goals

If the evaluation process is not completed by the end of the current school year, the effectiveness rating is based from the Progress Report

STEP 6 Observation 3

No later than 20 Work Days from Step 5

Same protocol as Observation 1

A trained observer other than the evaluator may do this observation unscheduled

STEP 7 Observation 4

No Later than 20 Work Days from Step 6

Same protocol as Observation 1

A trained observer other than the evaluator may do this observation unscheduled

STEP 8 Observation 5

No later than 20 Work Days from Step 7

Same protocol as Observation 1

A trained observer other than the evaluator, may do this observation unscheduled

STEP 9 Final Evaluation Summary Conference

No later than 20 Work Days from Step 8

Evaluator completes Summary Evaluation Form based on Danielson rubric and evaluates progress towards IDP goals

Evaluatee provides evidence of progress towards IDP goals

Evaluatee receives an overall effectiveness rating

Evaluatee has 5 working days to add comments to evaluation

This process can span two school years depending on the time of an IDP initiation.

PILOT SCHOOL-LEVEL STUDENT GROWTH METRICS CONTRIBUTING TO 15% OF GRPS TEACHER EVALUATION RATING IN 2012-

13

	Assessment	Grades	Content Area	Growth Interval(s)	Metric(s)
Elementary	MEAP	3-5	Math, Reading	Fall 2012 to Fall 2013	MEAP Performance Level Change Index (assume "effective" rating until data available)
	MAP	1-5	Math, Reading	Fall 2012 to Spring 2013; Spring 2012 to Spring 2013	Pct. meeting typical growth Pct. college ready
	DIBELS	K-2	All Portions, including sub-tests but excluding retell	Fall 2012 to Spring 2013;	TBD (measure based on change in no. words per minute from fall benchmark to spring benchmark)
Middle	MEAP	6-8	Math, Reading	Fall 2012 to Fall 2013	MEAP Performance Level Change Index (assume "effective" rating until data available)
	MAP	6-8	Math, Reading	Fall 2012 to Spring 2013; Spring 2012 to Spring 2013	Pct. meeting typical growth Pct. college ready
High School	ACT (Explore, Plan, ACT)	9-11	English, math, science and reading	Fall 2012 to Spring 2013	Pre/post gains in mean ACT score; Change in percentage of students meeting ACT college readiness benchmarks
	MAP	9-11	Math, Reading	Spring 2012 to Spring 2013	Pct. meeting typical growth Pct. college ready
	Graduation Rate	12	All subjects	Fall 2012 to Spring 2013;	TBD

Work groups of GRPS educators will meet in early October to provide feedback and information regarding the metrics.

Exempt Performance Evaluation Process and Timeline

	Initial Set Initial Goals	Interim Review Evaluation Rating Status determined	Achievement Data Review & Goal Review Student achievement data and progress toward goals is discussed	Final Evaluation Conference Performance Evaluation Document is completed Final Evaluation Rating is determined
Elementary, Middle, and K-8	November 9, 2012	January 25, 2013	March 8, 2013	June 7, 2013
Secondary	November 9, 2012	January 25, 2013	April 18, 2013	June 7, 2013
Non-Building	November 9, 2012	January 25, 2013	April 18, 2013	June 7, 2013
Date Meeting Held				

If the employee is deemed to be "Minimally Effective or "Ineffective", at any point in the evaluation process, the supervisor must implement an Individual Development Plan and Plan of Assistance follow the timelines established for that process.

Building Exempt Individual Development Plan Evaluation Process and Timeline

	Initial Set Initial Goals	Plan of Assistance Plan of assistance and support provided	Interim Review Evaluation Rating Status determined	Achievement Data Review & Goal Review Student achievement data and progress toward goals is discussed	Achievement Data Review & Goal Review Student achievement data and progress toward goals is discussed	Final Evaluation Conference Performance Evaluation Document is completed Final Evaluation Rating is determined
	October 31, 2012	November 30, 2012	January 25, 2013	February 28, 2013	March 28, 2013	April 26, 2013
Date Meeting Held						

Non-Building Exempt Individual Development Plan Performance Evaluation Process and Timeline

	Initial Set Initial Goals	Plan of Assistance Plan of assistance and support provided	Interim Review Evaluation Rating Status determined	Goal Review Progress toward goals is discussed	Goal Review Progress toward goals is discussed	Final Evaluation Conference Performance Evaluation Document is completed Final Evaluation Rating is determined
	October 31, 2012	November 30, 2012	January 25, 2013	February 28, 2013	March 28, 2013	April 26, 2013
Date Meeting Held						

District Mission Statement: Our Mission is to ensure that all students are educated, self-directed and productive members of society!

Section A – Goals

Goals for this rating period. No more than three goals should be written. These goals are to be agreed upon, in a collaborative manner, by the employee and the supervisor. Goals are to be finalized no later than November 9, 2012 for employees on the regular evaluation timeline. Goals are to be finalized no later than October 31, 2012 for employees on the Individual Development Plan evaluation timeline. Goals must be established based on District goals and objectives. See Appendix A

Evaluation Rubric

Highly Effective – The employee's work in the area is with excellence and is considered distinguished. **Effective** – The employee's work in this area is at a basic level for the job assignment. **Minimally Effective** – The employee is not unsatisfactory but additional work is needed to move to a basic level of performance. **Ineffective** - The employee's work performance is not acceptable in this area, improvement must occur.

1.

2.

3

Section B-Job Functions - Expectations and Evaluation Results

Evaluation Rubric

Highly Effective – The employee's work in the area is with excellence and is considered distinguished. **Effective** – The employee's work in this area is at a basic level for the job assignment. **Minimally Effective** – The employee is not unsatisfactory but additional work is needed to move to a basic level of performance. **Ineffective** - The employee's work performance is not acceptable in this area, improvement must occur.

EXPECTATIONS

EVALUATION

<p>1. Problem Solving: Anticipates problems. Gathers and analyzes information. Makes correct inferences. Draws accurate conclusions. Makes data-driven decisions. Applies innovative solutions to problems. Informs supervisor of problems as soon as they are identified. Identifies issues and alternative solutions. Identifies and attempts to appropriately resolve issues that might stop or delay job/project completion. Foresees the impact and implications of decisions.</p> <p>Additional Problem Solving Expectations:</p>	<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective</p> <p>Evaluation Rating Supported by the Following Results:</p>
<p>2. Teamwork: Maintains positive working relationships. Takes responsibility for own work. Demonstrates willingness to help others. Works cooperatively with others to achieve shared goals. Fosters team participation and demonstrates openness to others' views and ideas. Encourages, supports, and facilitates cooperation, pride, trust, and group identity.</p> <p>Additional Teamwork Expectations:</p>	<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective</p> <p>Evaluation Rating Supported by the Following Results:</p>
<p>3. Customer Focus: Responds promptly, courteously, and respectfully to all District customers. Demonstrates commitment to continuously improving service to internal and external customers. Displays a pleasant manner and positive outlook. Effectively manages difficult situations. Works proactively to meet customer needs/requirements. Sees self as the face of the School District.</p> <p>Additional Customer Focus Expectations:</p>	<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective</p> <p>Evaluation Rating Supported by the Following Results:</p>
<p>4. Work Quality/Quantity: Completes tasks/projects in a timely manner without prompting. Work is thorough, lacking in errors, and does not have to be redone. Continuously reviews own work to ensure quality and achievement of expectations. Completes work according to rules, laws, procedures, standards, etc. applicable to the job.</p> <p>Additional Work Quality/Quantity Expectations:</p>	<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective</p> <p>Evaluation Rating Supported by the Following Results:</p>

5. Work Methods: Recognizes the need for and appropriately involves others in the completion of work assignments. Demonstrates attention to detail. Organizes work for greatest efficiency and effectiveness. Suggests improvements in work processes. Communicates effectively to foster and promote achievement of organizational goals. Consistently complies with and ensures that those under his/her supervision comply with District policies and procedures.

Additional Work Methods Expectations:

Highly Effective **Effective** **Minimally Effective**
 Ineffective

Evaluation Rating Supported by the Following Results:

6. Technical Knowledge and Skill: Demonstrates technical knowledge and skills necessary to perform job responsibilities capably. Learns and masters new skills and competencies as required by changing organizational and position demands. Pursues development opportunities relating to job responsibilities.

Additional Technical Knowledge and Skill Expectations:

Highly Effective **Effective** **Minimally Effective**
 Ineffective

Evaluation Rating Supported by the Following Results:

Section C- Leadership Expectations and Results

Evaluation Rubric

Highly Effective – The employee’s work in the area is with excellence and is considered distinguished. **Effective** – The employee’s work in this area is at a basic level for the job assignment. **Minimally Effective** – The employee is not unsatisfactory but additional work is needed to move to a basic level of performance. **Ineffective** - The employee’s work performance is not acceptable in this area, improvement must occur.

EXPECTATIONS

EVALUATION

1. Collaborative Leadership: Provides appropriate and effective direction/guidance to staff. Motivates staff/others to accomplish goals. Builds teamwork. Exhibits effective training skills. Promotes employee/self-development and career growth. Shows fairness and impartiality in interactions with staff/others. Resolves conflicts and disputes among employees/others. Encourages innovation. Provides timely performance feedback both formally and informally. Prepares and conducts meaningful and objective performance evaluations on each employee supervised at least once annually. Handles corrective discipline and employee grievances consistent with District policy. Administers applicable rules, contracts, policies, and procedures effectively. Actively participates and engages in building and District PLC’s and/or professional development.

Highly Effective
 Effective
 Minimally Effective
 Ineffective

Evaluation Rating Supported by the Following Results:

Additional Collaborative Leadership Expectations:

2. Support for Organization: Supports mission and goals of the building, or department and the District. Seeks best use of resources

Highly Effective
 Effective
 Minimally Effective
 Ineffective

<p>to maximize efficiency and effectiveness. Effectively communicates with colleagues, other departments and District officials. Is knowledgeable about and ensures compliance with the District's operating requirements, including budget and accounting, human resources, and evaluation process and timelines.</p> <p>Additional Support for Organization Expectations:</p>	<p>Evaluation Rating Supported by the Following Results:</p>
<p>3. Long-Range Thinking: Takes a long-term view and initiates positive change for the future. Builds the vision with others. Identifies opportunities to move the District forward.</p> <p>Additional Long-Range Thinking Expectations:</p>	<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective</p> <p>Evaluation Rating Supported by the Following Results:</p>
<p>4. Results Orientation: Determines objectives and strategies. Coordinates with other colleagues in the District to accomplish goals. Monitors and evaluates the progress and outcomes of operational plans, and/or building School Improvement Goals, and/or the Academic Plan. Uses student/building/district data to drive instruction and/or decision making. Anticipates potential threats and opportunities.</p> <p>Additional Results Orientation Expectations:</p>	<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective</p> <p>Evaluation Rating Supported by the Following Results:</p>
<p>5. Professional Development: Designs, supports and delivers high quality professional development. Ensures implementation of professional development to support the Academic Plan and/or the building School/District Improvement Plan.</p>	<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective</p> <p>Evaluation Rating Supported by the Following Results:</p>



Section D – Self Directed Professional Development

Self-directed professional development is highly valued and impacts the goals of the District. To that end, the evaluation system for Professional & Administrative staff includes a self-directed professional development component. Professional development must be earned between July 1 and May 31st of the specified school year.

Self-directed professional development is defined as any conference or training in which an administrator participated that is related to the District's goals and objectives. The employee must report all self-directed professional development in which they have participated from July 1 through May 31 including classes the employee has completed with a "C" or above grade. Job related professional certification, presentations and representation of the District on state and national groups is also highly valued.

List Professional Development Attended or College Class Taken practice?

Reason Attending

How did you implement into your building and/or

List Professional Development Attended or College Class Taken practice?	Reason Attending	How did you implement into your building and/or

Section E – Student Academic Growth

Educators have an impact on student achievement. To that end, the evaluation system for Professional & Administrative staff includes a student academic growth component.

Building level administrators student growth metric will be based on an aggregate score for the school or schools assigned.

District level non-academic administrators student growth metric will be based on an aggregate score for all schools in the district.

Rubric for Student Growth

PILOT SCHOOL-LEVEL STUDENT GROWTH METRICS CONTRIBUTING TO EVALUATION RATING IN 2012-13

	Assessment	Grades	Content Area	Growth Interval(s)	Metric(s)
Elementary	*MEAP	3-5	Math, Reading	Fall 2012 to Fall 2013	MEAP Performance Level Change Index (assume "effective" rating until data available)
	MAP	1-5	Math, Reading	Fall 2012 to Spring 2013; Spring 2012 to Spring 2013	Pct. meeting typical growth Pct. college ready
	DIBELS	K-2	All Portions, including sub-tests but excluding retell	Fall 2012 to Spring 2013;	TBD (measure based on change in no. words per minute from fall benchmark to spring benchmark)
Middle	*MEAP	6-8	Math, Reading	Fall 2012 to Fall 2013	MEAP Performance Level Change Index (assume "effective" rating until data available)
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High School	ACT (Explore, Plan, ACT)	9-11	English, math, science and reading	Fall 2012 to Spring 2013	Pre/post gains in mean ACT score; Change in percentage of students meeting ACT college readiness benchmarks
	MAP	9-11	Math, Reading	Spring 2012 to Spring 2013	Pct. meeting typical growth Pct. college ready
	Graduation Rate	12	All subjects	Fall 2012 to Spring 2013;	TBD

For schools with students who participate in the MI-Access and/or MEAP Access, these data will be included

Evaluation Development Plan

Supervisor's Comments:	Employee's Comments:
Achievements and Strengths:	My noteworthy achievements and professional growth:
Development needed in the following areas (attach development plan):	Support I need from my Department to enhance my job performance:
Additional comments:	Additional comments:

Evaluation Rubric

Highly Effective – The employee's work in the area is with excellence and is considered distinguished. **Effective** – The employee's work in this area is at a basic level for the job assignment. **Minimally Effective** – The employee is not unsatisfactory but additional work is needed to move to a basic level of performance. **Ineffective** - The employee's work performance is not acceptable in this area, improvement must occur.

Overall Rating: **Highly Effective** **Effective** **Minimally Effective**
 Ineffective

I have received a copy of this performance evaluation and it has been discussed with me. I understand that my signature does not necessarily indicate agreement with the evaluation.

Employee Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

This form must be turned into Human Resources along with all supporting documentation, no later than April 26, 2013 for a Individual Development Plan Evaluation. This form must be turned into Human Resources along with all supporting documentation, no later than June 7, 2013 for all other evaluations.

**Appendix A
GRAND RAPIDS PUBLIC SCHOOLS
ADMINISTRATOR INDIVIDUAL GOAL SETTING TEMPLATE**

This template is a tool to use to begin developing your individual goal(s).

Individual Development Plan Goals due no later than October 31, 2012
All other goals due November 9, 2012
No more than 3 goals

Identify your individual goal(s) for the school year. The goal should be SMART: Specific, Measurable, Attainable, Results Based, and Time-bound.

Provide evidence from your student/building/district data; and/or Tripod Survey teacher and student results; and/or Danielson rubric evaluation data; to show this goal addresses an area of your practice to improve.

Explain how your individual goal connects to the district's Academic Plan, and/or your building goals and/or your division goals, and/or your department's goal.

Identify and describe the professional development you will need during the school year to support your individual goal.

Describe the strategies you will be implementing in your practice in order to achieve your individual goal. Provide evidence and/or research that support the strategies you selected.

Identify the measurable indicator(s) that will be used to show that your individual goal was achieved.

Administrator Signature _____ Date _____

Evaluator Signature _____ Date _____

**Appendix A
GRAND RAPIDS PUBLIC SCHOOLS
ADMINISTRATOR INDIVIDUAL GOAL SETTING TEMPLATE**

This template is a tool to use to begin developing your individual goal(s).

Individual Development Plan Goals due no later than October 31, 2012

All other goals due November 9, 2012

No more than 3 goals

Identify your individual goal(s) for the school year. The goal should be SMART: Specific, Measurable, Attainable, Results Based, and Time-bound.

Provide evidence from your student/building/district data; and/or Tripod Survey teacher and student results; and/or Danielson rubric evaluation data; to show this goal addresses an area of your practice to improve.

Explain how your individual goal connects to the district's Academic Plan, and/or your building goals and/or your division goals, and/or your department's goal.

Identify and describe the professional development you will need during the school year to support your individual goal.

Describe the strategies you will be implementing in your practice in order to achieve your individual goal. Provide evidence and/or research that support the strategies you selected.

Identify the measurable indicator(s) that will be used to show that your individual goal was achieved.

Administrator Signature _____

Date _____

Evaluator Signature _____

Date _____

Appendix A
GRAND RAPIDS PUBLIC SCHOOLS
ADMINISTRATOR INDIVIDUAL GOAL SETTING TEMPLATE

This template is a tool to use to begin developing your individual goal(s).

Individual Development Plan Goals due no later than October 31, 2012

All other goals due November 9, 2012

No more than 3 goals

Identify your individual goal(s) for the school year. The goal should be SMART: Specific, Measurable, Attainable, Results Based, and Time-bound.

Provide evidence from your student/building/district data; and/or Tripod Survey teacher and student results; and/or Danielson rubric evaluation data; to show this goal addresses an area of your practice to improve.

Explain how your individual goal connects to the district's Academic Plan, and/or your building goals and/or your division goals, and/or your department's goal.

Identify and describe the professional development you will need during the school year to support your individual goal.

Describe the strategies you will be implementing in your practice in order to achieve your individual goal. Provide evidence and/or research that support the strategies you selected.

Identify the measurable indicator(s) that will be used to show that your individual goal was achieved.

Administrator Signature _____

Date _____

Evaluator Signature _____

Date _____