



Reform Redesign Report

Holbrook School

Hamtramck 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?

The city of Hamtramck, Michigan was originally settled by German farmers, but Polish immigrants flooded into the area when the Dodge Brothers plant opened in 1914. In 1970, 90% of Hamtramck's population was Polish. Over the past 30 years, a large number of immigrants from the Middle East (especially Yemen) and South Asia (especially Bangladesh) have moved to the city. As of the 2010 census, the city's foreign born population stood at 40.7% making it Michigan's most internationally diverse city.

Holbrook School opened its doors for the first time in 1896. Currently in its 116th year of operation the school building remains largely the same today as it did in the early 1900's. The population of the school has mirrored the population of the community at large with an influx of immigrants moving into the south-end of Hamtramck since 1970. Currently, Holbrook serves 260 students in Kindergarten through 8th grade in a single class per grade level configuration. The size of the school has remained largely unchanged for the past 10 years averaging just over 241 students per year.

Despite the overall school enrollment trends, approximately 20% of the school population changes each year as students and their families move in and out of Hamtramck or leave for extended periods of time to visit their native country. This presents a challenge for the school and district when students leave before the end of the school year or do not return back on time thus losing valuable instruction.

Of the 260 students currently enrolled at Holbrook, 80.7% are English Language Learners of Yemeni descent. The remainder of the school's population is largely African American with a small percentage of Bengali, Caucasian and mixed race students. 63.1% of Holbrook students are not yet proficient in English as determined by the English Language Proficiency Assessment which is administered each spring to students with a second language in their home. This leads to additional challenges for our staff as we strive to provide a high quality education to a majority of students who do not speak English outside of school.

Based on 2011 data, 92.7% of Holbrook students are considered economically disadvantaged based on free/reduced lunch eligibility. In addition, the city of Hamtramck has the highest poverty rate of any city in Wayne County. These factors present challenges for our students who often struggle with basic necessities such as food and clothing. Our school continues to focus on providing assistance for parents through partnerships with community businesses and agencies who sponsor clothing and food drives, hearing and vision testing, free dental care and access to eyeglasses.

Despite the inherent challenges, one of the greatest attributes of our school and district is our diverse population. The blending of cultures allows our staff to educate our students while at the same time learning valuable lessons from them. This relationship makes the work we do incredibly rewarding!

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.

Holbrook's vision, mission, and beliefs statements have been created to reflect the ideals which guide the important work of educating tomorrow's leaders.

Vision Statement

The vision of the Holbrook School is to provide all students with the skills to become responsible citizens in a safe and nurturing environment. Through a partnership with family and community, we provide our students with an ongoing education essential for life-long learning.

Mission Statement

Holbrook students are welcomed into a safe and positive environment built on respect and responsibility where:

- All staff members are professional and highly qualified.
- Cultural diversity is valued.
- Student academic success and responsible citizenship are nurtured.

Belief Statement

We recognize and value the cultural diversity of all students.

We believe:

- Learning is our highest priority.
- A positive self-image will promote the individual's academic, emotional and social development.
- Family involvement is essential for student learning.
- The learning process is most effective in an atmosphere, which is orderly, positive, and conducive to teaching and learning.
- A variety of teaching strategies and approaches are used to meet the diverse needs of every learner in the school.

As detailed in our school's vision, our staff is committed to providing our students with an education that meets their individual needs while preparing each child to become a lifelong learner and a successful part of the world which awaits them. Both instructional and extracurricular programs are designed to encourage students' development of life-long passions and interests. Through creative outlets, such as the school newspaper, morning news, and student-led character assemblies, students are encouraged to pursue both their academic and personal interests. These opportunities promote the development of independent and responsible learners and leaders.

Our reform plan is a reflection of several themes, as it defines and articulates what we know to be most important, that every child can learn and that we have a powerful responsibility for preparing our students for success in the world. We believe that developing a solid partnership with parents and involving our families in the education of their child is crucial to each student's success as well as the future of our school.

For the past two years much work has been done to increase parent and family engagement including the formation of a parent teacher association, the addition of an automated phone messaging system for communicating with families and a focused effort to host after-school and evening events organized around times which are most convenient for parents. Additional work has been done to set up a parent volunteer program and recent planning was completed to begin offering our mothers an opportunity to come to the school each day with access to parent computers for the purpose of learning English. During the first week of the program, more than 35 mothers have attended

sessions at the school. As part of our reform plan initiatives, work will be done to further increase parental partnerships to build essential bridges between home and school.

Finally, we believe that we must recruit and retain a talented staff and provide substantive ongoing professional development to ensure that students in our school are exposed to experts in their field each and every day. We will continue to reflect regularly on the success of our mission and will readjust our vision, mission and beliefs if needed to ensure we are best meeting the needs of our student population.

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.

The past two years have been a period of immense change at Holbrook. From the arrival of a new principal in the Fall of 2010 to the addition of a full time literacy coach in the Fall of 2011 to a change of nearly 50% of the teaching staff in the Fall of 2012, the school has already undergone a huge transformation. From revising and implementing new systems to establishing a new focus and commitment on professional responsibilities, the school staff has worked hard to begin our transformation journey. Much of the beginning groundwork for this process began before the school was designated as a priority school.

Focusing on these areas has already allowed for small successes. Changes in curriculum and instruction have resulted in an increase in student achievement as determined by MEAP scores. After one year of new focus and priorities, MEAP scores increased in Reading by 4.98%, in Math by 5.79%, in Social Studies by 3.13%, and in Writing by 20%, as evidenced by comparing Fall 2010 Michigan Educational Achievement Program (MEAP) assessments to Fall 2011 MEAP assessments.

The creation of a Holbrook Parent/Teacher Association (PTA) has already substantially increased parent involvement by 25% at regular monthly meetings. The volunteer program which began during the 2011-2012 school year resulted in 10 parents who began volunteering on a regular basis, up from 2 during the previous year. Participation at parent/teacher conferences has increased from 60% to 80% consistently during the past two years enabling teachers to build stronger relationships with students and their families.

Looking ahead, our areas of focus for the next three years will include the following: implementing the Sheltered Instruction Observational Protocol (SIOP), a research-based model geared to meet the needs of our student population; using data effectively to monitor and inform instruction; and continuing to develop a robust professional learning community. These ideas are more thoroughly discussed in the "Big Picture" section of our reform plan and were chosen with the goal of improving the quality of reading instruction and in turn, students' reading levels, across all grades. We feel confident that an improvement in reading levels will have a positive impact across all subject areas and will provide a rapid track of moving the school out of the bottom 5% ranking of schools in the state.

Additional Information

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

Prior to being required to create a reform plan to guide change, administration and staff began the work of changing the culture and climate at Holbrook two years ago. In August of 2010, upon being named the principal at Holbrook, Mr. Robinson immediately focused on improving instruction, implementing systems to track student achievement, and building a successful culture and climate. Many of these changes are outlined in our reform plan, as they have created a strong foundation for growth in the upcoming months and years. A significant change in teaching staff has ensured that all members of the Holbrook staff are committed to the task of improving student achievement.

The Holbrook reform team has worked tirelessly to create a clear picture of our school and its progress. Throughout all of the reform plan requirements, we have described where we were as a school prior to Mr. Robinson's arrival in 2010, where we are currently, and where we plan to go with the implementation of new initiatives and programs in the coming years. It is crucial for those unfamiliar with our school to understand that we are not just beginning the process of reforming. Under Mr. Robinson's leadership, our staff has been hard at work making improvements which are consistent with those necessary for successful school reform.

Some notable accomplishments include the addition of common planning time to teacher schedules, the addition of the Lexia Reading, IXL Math, Accelerated Reader and Accelerated Math programs, the addition of the Star Reader, Star Early Literacy and Star Math assessments, the use of an electronic planbook for weekly lesson plans, the redesign of the master instructional schedule, the hiring of bi-lingual paraprofessionals to meet the needs of our students and their families, the creation of a master data spreadsheet which tracks demographic and assessment data for all students, the creation of a parent teacher organization, the translation of all written documents into a language parents can understand, the implementation of an automated system for phone, email and text communication with parents, and many more.

This reform plan was not created simply to fulfill a requirement, but rather, to identify areas of improvement that will help best meet the needs of our students. Each requirement was discussed extensively by a committee of stakeholders representing parents, teachers, central office and building administrators and the board of education. Brainstorming sessions were conducted along with a comprehensive data dialogue to examine and outline strengths and areas for improvement. As we implement our reform plan and move forward, the Holbrook staff is committed to doing whatever it takes to ensure our students receive a solid foundation which will prepare them for college and career readiness and success in the rest of their lives. The success of our plan is dependent upon our students' successes and we will continue to track our progress towards rapid turnaround, adjusting as we see necessary, to ensure we are successful.

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.

Russell Robinson, Principal, rrobinson@hamtramck.k12.mi.us

Colleen Murphy, Literacy Coach, cmurphy@hamtramck.k12.mi.us

Darian Leib, Reading Specialist, dleib@hamtramck.k12.mi.us

Brittlen Wallgren, Reading Specialist, bwallgren@hamtramck.k12.mi.us

Stephanie Ashcraft, Kindergarten Teacher, sashcraft@hamtramck.k12.mi.us

Joy Lamerato, 2nd Grade Teacher, lameraj@hamtramck.k12.mi.us

Sheila Flowers, 3rd grade teacher, flowers@hamtramck.k12.mi.us

Nick Zimmer, Middle School Math Teacher, nzimmer@hamtramck.k12.mi.us

Angela Knight, Middle School Language Arts Teacher, knighta@hamtramck.k12.mi.us

Thomas Niczay, Superintendent, tniczay@hamtramck.k12.mi.us

Sharalene Charnes, Director of Curriculum, scharns@hamtramck.k12.mi.us

Eric Burkman, Board of Education Trustee, eburkman@umich.edu

Nigeeb Obeid, Parent/PTA President, nigeebobeid@yahoo.com

Arwa Obaid, Parent/PTA Board Member

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.)

Throughout the reform team's meetings, several big ideas guided our discussions and decisions about improvements that have been and will be made to our school. We collected, examined and interpreted numerous sources of data and engaged in dialogue about its meaning. This data dialogue facilitated our efforts in developing a plan for rapid improvement.

Time and time again, we found common ideas among all the requirements, presenting themselves as overarching themes. These themes guided the creation of our redesign plan, just as it will guide our implementation in the years to come. The focus areas are listed as follows: implementing a research-based instructional model geared to meet the needs of our student population; Using data effectively to monitor and inform instruction; and continuing to develop a robust professional learning community.

State what data were used to identify these ideas.

As part of the growing data culture in our school, a careful analysis of instructional performance, student achievement, and stakeholder perception data was carried out to assist with the design of our school improvement efforts and reform plan.

A review of student performance data disaggregated by individual teachers indicates the existence of an achievement gap which in many cases, has continued to widen. The data suggests a need to provide support for staff to improve individual instructional practice. As a part of our turnaround effort, we will implement the Sheltered Instructional Observation Protocol (SIOP) model, a research-based approach to teaching ELL students using techniques that make concepts comprehensible while simultaneously helping students to develop English language proficiency. While the model is comprised of strategies that are proven to be effective with ELL students, these techniques are beneficial for all learners as it promotes a high level of student engagement and discussion, as well as critical thinking.

Going forward, we will continue to monitor students' strengths, areas for improvement, and general growth through intense data analysis. Prior to 2010, a data culture did not exist at our school. For the past two years we have implemented many new programs which now provide important data on student progress. Data is now collected from a multitude of sources including the Michigan Educational Assessment Program (MEAP), English Language Proficiency Assessment (ELPA), Developmental Reading Assessment, STAR Early Literacy, STAR Reading, and STAR Math assessments. These assessments provide long range trend data as well as immediate results in core areas. Other online student practice programs, including Lexia Reading, Study Island, IXL Math, and Failure Free Reading provide important data regarding student mastery of the standards. A review of the aforementioned assessment data guided our mission in designing our reform plan.

While we have begun to collect this data, the staff has not yet developed a method for using the many data sources to adjust and differentiate instruction effectively. As lifelong learners, teachers recognize that their professional practice continues to evolve as they reflect and act on new information. (Schon, D. (1987). *Educating the Reflective Practitioner*. San Francisco: Jossey-Bass). If teachers have information that helps them confidently identify the root of educational challenges and track progress, they can more readily develop action plans that will have a positive impact on their students.

The struggle for teachers now in our school is not obtaining data, but knowing how to manipulate it to create better-informed lesson plans. Using set-aside monies, the school will hire a data coach during the 2012-2013 school year whose primary responsibility will be to analyze and compile all student achievement data in the school. The data coach will assist teachers in developing a comprehensive plan for using multiple sources of data to modify instruction. Having a better understanding of the reports and results from the assessments we administer will be crucial in making strides with all students.

The last overarching theme for our reform plan is to develop a more robust professional learning community. A professional learning community (PLC) is more than a group of individuals meeting together to read a common book or discuss a relevant issue. According to Huffman and Hipp (2003), PLCs are a way of working; "a school's professional staff members who continuously seek to find answers through inquiry and act on their learning to improve student learning" (p. 4, Further, DuFour, 2004) The majority of the Holbrook redesign plan requirements call for additional professional development, building of professional learning communities, and teacher growth, all of which would be more successful with a more cohesive and collaborative community of educators. Due to the size and structure of our school, there is only one class per grade. In this past, this configuration often isolated teachers. With a constant increase in curriculum mandates and lack of training, teachers often felt pressure to accomplish so much at their own grade level that they had little time to collaborate with colleagues.

This year, following a substantial staff turnover in the building, teachers have begun to seek out one another for advice. Collaboration, both formally and informally has increased as teachers become more comfortable sharing ideas about what is and what is not working. Through the use of post-professional development feedback surveys, teachers have been able to express their desire to observe colleagues' teaching to gain insight on particular strategies or programs. In turn, all staff has been given the opportunity to volunteer to model lessons in their areas of strength.

Prior to the start of this year, teachers were given several professional resource books to help facilitate book talks and encourage discussion about a variety of instructional strategies and related topics. It has helped to promote conversation, both at professional development meetings and informally in the halls, as teachers strive to make meaning of new concepts with the support of fellow teachers. The creation of grade-level teams (K-2, 3-5, and 6-8) and weekly common planning meetings have helped to allow for cross-grade collaboration. Continuing to encourage dialogue and creating a safe environment where every staff member is comfortable sharing personal strengths and weaknesses is an aggressive goal for our improvement efforts

Going forward, professional development opportunities will be provided during the summer of 2013 to train staff on the implementation of the Sheltered Instruction Observation Protocol (SIOP), the use of formative and assessment data to inform instruction and the further development of robust professional learning communities.

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.

Mr. Russell Robinson was hired by the Hamtramck Public Schools on August 23, 2010 and has just recently completed his second year as the building administrator and instructional leader at Holbrook School.

Mr. Robinson was selected as the Holbrook Principal following a competitive interview process and was chosen to lead improvement efforts due to his successful work in several other school reform efforts and turnaround projects.

As the middle school administrator at Warrendale Academy on Detroit's west side, Mr. Robinson helped the middle school program achieve adequate yearly progress from 2004-2006 after many years of low achievement scores and failure to meet adequate yearly progress benchmarks.

Following his tenure at Warrendale Academy, Mr. Robinson continued in an administrative role with National Heritage Academies and became a school leader at Keystone Academy in Belleville, Michigan. While serving at Keystone, Mr. Robinson participated in substantial and extensive leadership training for school principals, including an opportunity to visit New York City to study successful at-risk schools in high poverty areas such as Harlem and the Bronx, New York.

In 2007, Mr. Robinson left National Heritage Academies to become the school leader at Oakland International Academy - Intermediate (OIA) in Detroit. While at OIA, Mr. Robinson led the staff through the process of becoming a school wide Title I building and helped the school achieve a top to bottom ranking of 24% after only two years despite having one of the largest Limited English Proficient populations in the state. This percentile ranking was the 2nd highest among 12 local area schools in the Hamtramck area. During Mr. Robinson's two-year tenure at OIA, overall proficiency in reading increased 18.6% while the average proficiency in mathematics showed an 11.6% gain during the same time period.

Following his first year at Holbrook, Mr. Robinson helped to guide staff and students toward an increase in student achievement. After one year of leadership the average proficiency in reading increased 4.98% and the average proficiency in math increased 5.97% as determined by the Michigan Educational Assessment Program (MEAP).

As a school leader, Mr. Robinson continues to engage in professional development to become a more effective instructional leader. During the 2010-2011 school year, Mr. Robinson participated in the year-long cohort of the Michigan Leadership Improvement Framework Endorsement Program. This program was developed from a grant given from Microsoft Partners in Learning Program to the Michigan Department of Education with oversight from the state's professional associations including the Michigan Association of School Administrators (MASA), Michigan Elementary and Middle School Principals Association (MEMSPA), Michigan Association of Secondary School Principals (MASSP) and the Michigan Association of Public School Academies (MAPSA).

The MI-LIFE Educational Leadership Curriculum included substantial coursework in key areas of effective school leadership and led to the MI-LIFE endorsement being added to Mr. Robinson's administrative certificate. Key components of the MI-LIFE curriculum include:
-Building 21st Century Leadership which provides the leadership foundation for the MI-LIFE Curriculum. Leaders focus on self-awareness as they journey through interactive, introspective reflection on their leadership skills, behaviors and responsibilities.

- Data Leadership focuses on identifying the work for continuous improvement in districts/schools and classrooms and the implication that data analysis has on student achievement. This course centers not only on what the data say but how the work may change when multiple sources of data are synthesized to create an accurate profile for greater accountability.
- Aligning Systems examines the interconnectedness among the elements that comprise the whole system to determine how a change in one area of the system may impact other areas of the system and how that influences the work to be done.
- Building a Culture of Shared Leadership and Capacity for Continuous Improvement views leadership as a collective, shared potential among many stakeholders and explores the health or toxicity of the environment to create the right culture for a purposeful and robust professional learning community that ultimately impacts student learning.
- Instructional Supervision redefines the role of the principal from instructional leader with a focus on teaching and instructional strategies to learning leader of a professional community with a focus on student achievement and results.

Mr. Robinson holds a Bachelor of Music degree from Eastern Michigan University and a Masters Degree in Educational Leadership from Saginaw Valley State University. Currently Mr. Robinson is pursuing an Educational Specialist certificate at Wayne State University.

Mr. Robinson possesses the leadership qualities desired in a turnaround leader including communication of a compelling vision, organizational commitment, team leadership, conceptual thinking, teamwork and cooperation, influence, confidence, problem solving skills, and a relentless pursuit for results (Learning Point Associates, 2010).

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.

Prior to the 2011-2012 academic year, Hamtramck Public Schools used the Teacher Performance Evaluation Assessment Scale (ASCD Norming). This evaluation tool included four areas of focus: Productive Teaching Techniques; Organized, Structured Class Management; Intellectual Stimulation; and Positive Interpersonal Relations. Teachers were rated in ten criteria with levels of performance ranging from 1 (Not Observed) to 5 (High). The standard level of performance was level 4.

During the 2011-2012 school year, district administration met in a series of meetings with the Hamtramck Federation of Teachers to discuss the implementation of a research based tool for teacher evaluation. Charlotte Danielson's Framework for Effective Teaching was selected as the new teacher evaluation rubric. Joint meetings between the district administration and the Hamtramck Federation of Teachers laid the groundwork for implementation of the tool. The Charlotte Danielson Framework for Effective Teaching focuses on 22 essential components of teaching in 4 domains (Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities). A 5th Domain was added for student growth on district, state and national assessments. During the 2011-2012 school year, student growth accounted for 5% of the total evaluation. This percentage will increase to 10% in 2012-2013, 25% in 2013-2014, 40% in 2014-2015, and 50% in 2015-2016.

To better understand the new evaluation rubric, Holbrook staff participated in an in-house professional development during the 2011-2012 school year. The Holbrook principal asked each staff member to choose two components of the rubric and create a short presentation. Staff presented these at subsequent professional development meetings in a variety of creative ways.

At the end of the 2011-2012 school year, each teacher was required to complete a self-assessment using the Framework for Teaching rubric. This self-assessment was utilized by the principal to compare information gained from classroom walkthroughs, visits and observations with the teacher self-assessment to assign a performance level for each component in the 5 domains.

To assist teachers in better understanding the new evaluation tool, staff members were provided copies of Charlotte Danielson's Framework for Effective Teaching handbook and workbook at the beginning of the 2012-2013 school year. These valuable resources will provide additional guidance for using the framework, both as a means for evaluation and for goal-setting and self-improvement. Future professional development opportunities will take place during the 2012-2013 and 2013-2014 school years to allow teachers to read, discuss and apply the framework to their practice. The principal will decide on monthly focus areas for development and share these components with staff in advance of classroom visits to help initiate a structured approach for the professional learning.

At the beginning of the 2011-2012 school year, the Hamtramck Public Schools also implemented a new tool for building level administrator evaluation. The evaluation tool rates performance in 14 areas including: General Level of Performance; Educational Leadership; Professional Growth; Human Relations; Cooperation; Fiscal Management; Communication Skills; Dependability and Enthusiasm; Community Relations; Effectiveness in Organizing and Planning; Development of Subordinates; Routine Administrative Responsibility; Student Growth; and General Evaluation.

Student growth and assessment data will be the basis of 10% of the annual year-end evaluation for the 2012-2013 school year, 25% of the annual year-end evaluation for the 2013-2014 school year, 40% for the 2014-2015 school year, and 50% during the 2015-2016 school year. The data to be used for the administrative year-end evaluation are the aggregate student growth and assessment data used in teacher evaluations in each school which the administrator works.

Both the teacher and administrator evaluation tool currently align with legislation requiring teachers and administrators to be rated using a scale of Highly Effective, Effective, Minimally Effective and Ineffective. Both teachers and administrators are evaluated each year in accordance with House Bill 4627.

The superintendent is responsible for district level compliance in this section and for conducting administrative evaluations. The building administrator is responsible for conducting teacher evaluations and ensuring building level compliance within this section.

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.

Work on this component was completed with input from all stakeholders on the school reform team, including teachers, administrators, parents, central office personnel and a member of the district board of education. Names and titles of the individuals who participated in this component are included at the beginning of the transformation plan.

During the 2011-2012 school year, Charlotte Danielson's Framework for Effective Teaching rubric was implemented in the district as the teacher evaluation tool. This rubric defines effective practices and provides clear expectations. Section 1249(2)(i) provides specific steps for evaluation. The execution of this law will be explicitly followed and ample opportunity will be given for progress and development.

Several steps will be taken to reward teachers who have increased student achievement. Beginning in 2013-2014 and moving forward, teachers who have demonstrated successful student growth as measured by monthly benchmark assessments, quarterly summative assessments and tri-annual nationally-normed criterion referenced assessments will be rewarded with a duty-free working afternoon within the building in order to plan for continued success. This will occur on a quarterly basis.

After each monthly data meeting, a teacher who has demonstrated outstanding student growth in benchmark formative and/or summative assessments will be rewarded with an extended lunch hour for themselves and a colleague of their choice in order to honor their achievement.

Throughout the year, the Literacy Coach will seek out and apply for grants for effective teachers based on student needs. Partnerships with local businesses may also generate rewards and donations to recognize outstanding work by teachers and/or the principal.

Rewards for the school principal and literacy coach will include opportunities for professional growth, including attending professional development workshops of their choosing at the state and national level.

Beginning in the 2014-2015 school year, teachers who demonstrate highly effective student growth as determined by the student growth component of the year-end evaluation will be granted the opportunity to attend relevant teacher-chosen and principal-approved professional development sessions at the state and national level for 1-3 days.

Through the use of multiple strategic measures, the effective teachers will be granted the opportunity to choose a celebration field trip with their proficient students.

To ensure rapid turnaround, support will be provided for teachers struggling to increase student proficiency. Beginning with the 2012-2013 school year, a mid-year progress report will be used for any teacher rated minimally effective or ineffective on their most recent year end evaluation. Appropriate and specific performance goals will be developed and recommended training will be identified. Observations will be included in these reviews and teachers will receive feedback to improve performance.

Beginning in the 2013-2014 school year, monthly benchmarking will be used in all classes and subject areas to monitor student achievement and foster a culture of rapid turnaround. For the purposes of this transformation plan, rapid turnaround is defined as increased student proficiency on a trajectory where 85% of students become proficient by the year 2022. Teachers who are not demonstrating rapid turnaround as a result of ongoing benchmark assessments will be provided immediate support through carefully orchestrated professional development and support from the literacy coach to help them reach this goal.

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

The year-end performance evaluation for school administrators also assigns an effectiveness rating of highly effective, effective, minimally effective, or ineffective, based on his or her score on the evaluation tool.

In the event that a school administrator is rated as minimally effective or ineffective, the superintendent will develop and require the administrator to implement an improvement plan to correct the deficiencies. The plan will recommend professional development opportunities and other measures designed to improve the administrator's rating on his or her next annual year-end evaluation.

If an administrator is rated as ineffective on three consecutive annual year-end evaluations, the school district will dismiss the administrator from his or her employment.

The district superintendent is responsible for monitoring school achievement and holding the principal accountable for rapid turnaround. The

school principal is responsible for monitoring student growth and achievement and holding teachers accountable for rapid turnaround.

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.

Prior to 2010, professional development (PD) at the school level was very limited. During the 2010-2011 school year, Holbrook staff participated in 30.75 hours of PD training which consisted of 4 full district PD days and monthly staff meetings which were limited in length and frequency by the teacher contract to no more than 40 minutes each, per month. The monthly meetings were traditionally used to discuss house-keeping items and administrative announcements. Upon Mr. Robinson's arrival in September, 2010, a weekly newsletter, Principal Points, was emailed to communicate administrative reminders therefore ensuring that all staff meeting time was focused on improving teaching and learning.

As the year progressed, emphasis was placed on using PD to implement new learning strategies. The use of instructional tools and technologies along with district initiatives and programs became the focus for improvement efforts during the 2010-11 school year. These strategies created a more focused and unified community of learners.

During the 2011-2012 school year, the administrative team requested that additional PD time be added to the district calendar for the following year. The result was a development of a late-start system which provided a substantial increase in the amount of professional learning time. The late-start schedule was implemented district wide on 15 days which netted an additional 26.5 hours or a total of 43.75 hours of PD time for the school year. The increase in 13.75 hours over the previous year reflected an overall increase in professional development time of 45%.

In addition to the increased PD time, a full-time literacy coach was hired to support the professional development of Holbrook teachers. Currently, our literacy coach bases the focus of her coaching efforts on observations of staff and student needs, in conjunction with curriculum decisions and mandates from the district and state. The building schedule has been adjusted so that similar grade level teams share a common planning period each week, facilitated by the literacy coach and/or principal. This provides an opportunity for staff members to participate in specialized professional learning community activities pertaining to their specific needs and the needs of the grade level team.

During the 2012-2013 school year, the district changed from a late-start to an early dismissal schedule to coordinate professional development days with monthly contractual staff meetings. As a part of our reform efforts, the Holbrook staff saw a need for additional professional development time in order to provide an opportunity to develop more robust professional learning communities. The staff agreed to add an additional PD meeting each month for 90 minutes beginning October, 2012. With this decision to increase collaboration time, the overall PD time for the 2012-2013 school year will be 54.5 hours or a 25% increase from the previous year.

As part of the planning process for the 2013-2014 school year, the Holbrook staff has agreed to increase PD time by adding 2 full days at the beginning of the school year and an additional 90 minute PD meeting each month from September through May. The additional collaboration time increases the overall amount of PD time for the 2013-2014 school year to 69.5 hours, an increase of 126% over the time allotted for PD two years ago.

The focus of professional development activities for the remainder of this year as well as subsequent school years are defined in the professional development attachment included with this transformation plan. Some key areas include:

- ☒ Increasing pedagogical skills using the Charlotte Danielson Framework for Effective Teaching (begun in the 2011-2012 school year)
- ☒ Implementation of Love and Logic, a schoolwide approach for successful behavior management. (begun Fall, 2012)
- ☒ Using smart objectives to ensure instructional alignment with state standards. (begun during the 2012-2013 school year).
- ☒ Implementation of the Sheltered Instruction Observation Protocol (training to begin during the summer of 2013, with implementation of the protocol in the 2013-2014 school year).
- ☒ Using formative and summative assessment data to inform instruction (training to begin during the 2013-2014 school year)
- ☒ Implementation of Measuring What Matters (MWM) - a data-based continuous improvement system which focuses educators on data collected about the quality of teaching and learning in classrooms and the use of proven effective practices during instruction, common planning time, and academic advocacy. (training and implementation to occur during the 2013-2014 school year)
- ☒ Work to establish and build solid professional learning communities has begun and will continue.

Looking ahead, the building leadership will continue to plan professional development sessions which provide staff with the resources and tools to improve student achievement. A new system of evaluations for professional development has been implemented this year which requires each attendee to complete a survey regarding the appropriateness and effectiveness of the most recent PD session.

One question solicits feedback from staff to suggest future PD sessions. Questions such as these and the survey in general increase the accountability for both teachers and facilitators, thus allowing for more targeted professional development meetings. By soliciting teacher input regarding their needs, the literacy coach and principal are able to deliver differentiated PD to assist individual staff members in areas where they need it most. This information will be used to plan for follow-up about a topic or program at future meetings if necessary.

The responsibility for ensuring compliance in this area rests with the principal and literacy coach.

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.

Just as students' successes are celebrated each day, Holbrook will continue to foster a culture that holds professional growth and accomplishment with high regard. Particularly with a smaller staff, it is imperative that all staff members feel celebrated and appreciated.

This year, several measures have already been taken to ensure staff feels they are valued and treated like true professionals. At the beginning of the year, one teacher spent several hours creating a sign for each staff member's classroom door, listing their degrees, certifications, and professional experience. These were posted outside for student and public viewing. Staff members expressed gratitude for this small measure, as it publicized the hard work that went into becoming an educator. Additionally, "Kudos", quick notes that acknowledge colleagues who have gone above and beyond in the recent weeks are read out loud at each staff meeting to promote recognition of hard work.

Beginning with the 2012-2013 school year and continuing each year thereafter, staff perception surveys will be given in November, February and May of each school year to assess staff satisfaction and attitudes on numerous key performance indicators in the school. Surveys such as the Professional Learning Community Survey from the School Improvement Network was administered in the fall of 2012 to help provide valuable information which will be used to adjust practices in the building and better meet staff needs, both as teachers and as professionals.

In the future, Holbrook staff will be encouraged to take more leadership roles and accept delegated responsibilities from building administration. Based on staff's interests and strengths, responsibilities for projects and upcoming school-wide events will be shared. This could include leading professional development sessions for the staff, modeling best practices, organizing fundraisers, and planning family and community outreach events. As different staff members take part in professional development workshops and trainings outside of Holbrook they will be able to share this information with the building staff, becoming the "experts" in that area. This program will continue to encourage leadership among all staff.

Beginning in 2013-2014, teachers will be provided the opportunity to participate in leadership development, through programs such as the Galileo Leadership Consortium. This program is a two-year seminar designed to develop teacher leaders. This program will continue in subsequent years for teachers who wish to participate.

Teachers who want to participate in professional development opportunities through the local intermediate school district, universities in the area, or other organizations will be encouraged to do so and will be granted the conference days in conjunction with the teachers' contract. Information about National Board Certification for teachers will be shared with staff, including the benefits of obtaining possible scholarships and incentives. When possible, federal funds will be used to offset the costs for teachers interested in obtaining National Board Certification.

Placing an emphasis on staff recognition, through the acknowledgement and celebration of both professional and personal accomplishments, will continue to build staff camaraderie and foster a positive culture. The school district will support the principal in providing teachers with increased opportunities for promotion and career growth.

The principal is responsible for fostering an environment where teachers can thrive. The school culture and climate committee works with the school principal to maintain a culture where teachers want to teach and remain at Holbrook.

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.

Instructional decisions at Holbrook are made based on dialogue around data using students' reading, writing, math, and English language proficiency. At Holbrook, 83% of students are second language learners, with 58% of those students not yet achieving proficiency in English. A review of MEAP, Developmental Reading Assessment and Star Reader data along with an analysis of student writing samples indicate the need to focus on improvements in reading and writing to ensure success in all academic areas.

Prior to the 2010 school year, little data was collected on student performance. During the 2011-2012 school year, we began to collect data to analyze student growth in reading and math. It was determined that current curriculum and instruction was not effectively meeting the diverse needs of Holbrook students and a plan was implemented to begin addressing these deficiencies in advance of the school being identified as a priority school.

Upon discovery that many of our students were reading years below grade level, Holbrook implemented several instructional programs to improve areas of weakness. Research conducted at the Center for Data-Driven Reform in Education supports "that the best approach for struggling readers is to provide high-quality instruction in the first place, followed up with intensive instruction to the hopefully small number of students." (Slavin, Lake, Davis, Madden, 2009). Additional small group instruction ensures students' diverse needs are being met.

Prior to the adoption of the Daily 5 framework in 2011, Guided Reading was offered in grades 1-2 only. During the fall of 2011, Guided Reading was embedded into the Daily 5 literacy framework and was expanded to all students in the school (K-7). The Project Read program, which focuses on decoding, encoding and reading comprehension strategies through the use of direct instruction and multi-sensory activities, was introduced in grades K-2. The program was expanded to 3rd grade during the 2012-2013 school year and will be expanded to 4th and 5th grade during the 2013-2014 school year.

To provide more opportunities for authentic and collaborative discussion and to promote reading comprehension, Making Meaning was implemented across all grades in 2011. This read aloud program uses a scripted approach to teach comprehension skills and utilizes "think-alouds" to encourage discourse and a deeper understanding of the story elements. Its use throughout the whole school ensures common academic language is utilized to teach successful reading comprehension strategies. To support and foster a love for independent reading the Accelerated Reader program was implemented in 2011 to ensure students have access to an ample supply of books which match their interest and reading level. This program has helped to motivate students to read while tracking reading comprehension.

In addition to school-wide programs, several intervention programs are used to provide individualized support to students. Failure Free Reading, Lexia Reading, RAZ Kids (Reading A to Z) and Study Island are research-based computer programs which promote structured practice with embedded assessments.

While many initiatives were implemented during the 2011-2012 school year to help improve reading comprehension, year-end assessment data still showed that students lack academic vocabulary in core areas and as a result, are continuing to have difficulty mastering content because of this deficit. In 2012-2013, Robert Marzano's 6 Step Process for Teaching Academic Vocabulary was implemented school wide to better support the acquisition of content-specific vocabulary across all grades and subjects. Ongoing training is being provided for staff during the current school year and will be continued until the program is firmly embedded into the culture of the school. In addition to Marzano's

vocabulary work, the Accelerated Reader program has a vocabulary development component that will be introduced during the 2013-2014 school year. During the 1st year of implementation the program will be evaluated for its effectiveness prior to full implementation during the 2014-15 school year. The program will be further evaluated and adjusted as needed for the 2015-2016 school year.

Of the 52% of students in grades 1-8 who are not proficient in English, only 44% receive support from the ESL teacher due to high case loads. The school will hire an additional ELL teacher to help ensure that identified students receive tiered intervention support to reach proficiency in English as quickly as possible. In addition to the population of basic ELL students, a large population of at-risk students exists. Currently the school reading specialists have a caseload of 40-50 students each, with a waiting list of more than 50 students in the school who are struggling to meet the standards. The school will hire an additional reading specialist to ensure that these students meet the standards and receive the support they need. Upon the approval of the transformation plan, the search for these two teachers will begin immediately.

Finally, it is crucial that both vertical and horizontal alignments are created, including a realistic scope for instruction incorporating all programs used at Holbrook across all grades. This work will begin during the summer of 2014, as we begin our transition to the Common Core State Standards, which will be assessed for the first time in the spring of 2015. Based on the staff's expressed needs, professional development and support will be provided on an ongoing basis, beginning immediately, to ensure curriculum and instructional programs are being implemented with fidelity. Furthermore, the school will implement a program evaluation tool, created by MDE, to assess the effectiveness of specific school programs. This process will begin in the summer 2013, once year-end performance data is available.

Responsible persons: principal/curriculum committee

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.

Prior to 2010, a school-wide method for tracking data did not exist. Aside from MEAP and ELPA data, there was little analysis of student assessment. While students in grades 1-2 were assessed using the Developmental Reading Assessment (DRA), the only other method for gaining information about students year-to-year was via the CA-60.

During the 2010-2011 school year, a data spreadsheet was created, which includes information about student assessment scores for multiple core subjects, language proficiency, school history, and other pertinent information. This living document is stored on the shared drive where each staff member can access it. The spreadsheet includes scores from standardized and school-wide assessments and is used on a monthly basis by members of the data team and individual teachers to create flexible groups which provide support for students in areas where they need it most.

The use of building level assessments, implemented during the 2010-2011 school year, has had a powerful impact on our ability to monitor achievement of every child. The STAR Reading, STAR Early Literacy and STAR Math assessments, along with the DRA, are administered three times a year to all students in the school (K-8) in order to provide detailed reports about students' strengths and weaknesses.

During the 2011-2012 school year, reading assessment data, including STAR Reading and DRA, was analyzed to create and implement a guided reading program in all classrooms. Guided reading was extended from the primary grades in 2010 to all classrooms in the school currently. With the recent introduction of the middle school configuration and a 45-minute daily reading block, all students in grades 6-8 now receive daily reading instruction at their level.

Paraprofessional caseloads are designed to provide support to specified groups of students in their general education classrooms. The continued use of online programs, such as RAZ Kids (Reading A to Z), Study Island, Lexia Reading, IXL Math and Accelerated Math provide opportunities for students to receive additional, supplemental practice.

Our plan for becoming more collaborative and consistent data users will be built upon the foundation we have begun. A data committee was formed in the beginning of the 2012-2013 school year meets monthly to establish goals, implement instructional strategies and evaluate progress towards these goals.

During the 2013-2014 school year a data wall will be created to track individual progress of all students. The wall will be housed in the teacher lounge and adjusted in subsequent years to reflect current performance data. The use of the data wall will help teachers monitor student progress and ensure that students who need additional intervention receive the support they need. The addition of an in-house data coach during the 2012-2016 school years, supported through set-aside monies, will assist teachers in disseminating data and developing a cohesive plan for informing future instructional efforts using multiple measures of data derived from summative and formative assessments.

The implementation of common planning meetings for grade level clusters began during the 2011-2012 school year and continues today. During the 2013-2014 school year, staff will begin to use common planning meetings to examine student work.

With the assistance of the data coach, the staff will begin building a data warehouse in the Class A system hosted by the intermediate school district in 2013-2014. The CLASS A System (Curriculum, Learning and Assessment for Student and School Achievement), will assist teachers in developing pupil assessments which are aligned with state and national curriculum standards. The system will also provide sophisticated performance analysis tools for educators to examine student learning and improve instructional practice.

For continuity, student conferences will be used beginning this year, to provide students with specific, individualized feedback that will encourage ownership of their assessment results. Beginning in 2013-2014, student portfolios will be kept on each student to provide in-depth information about their progress and learning. The portfolio initiative will be continued in 2014-2015 following an evaluation and any needed adjustments to the program will be made. By 2015-2016, the initiative will be fully implemented.

To create a culture of more frequent data-driven instruction, teachers will participate in professional development during the 2013-2014 school year to gain practical experience using both summative and formative assessments. This training will continue in subsequent years with appropriate support being provided for teachers during the 2014-2015 and 2015-2016 school years. An increase in assessment through the use of the ENO interactive white boards and NEO 2 classroom response technology systems will provide teachers with constant feedback regarding students' level of understanding and mastery across all subjects and lessons. The balance of differentiated instruction and timely feedback will help foster rapid turnaround.

Finally, our data dialogue has indicated a need for a criterion-referenced nationally normed assessment to provide additional feedback on student growth. Currently, the MEAP test does not provide adequate individual performance data in a timely fashion. The school will use set-aside monies to implement the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) during the 2013-2014 school year. The NWEA will be administered three times a year to measure students' achievement and academic growth, independent of grade, across time. Status norms provide a starting point for staff to review data, and help them gain an understanding of each child's current academic level, where they need focused instruction, and the extent of their progress.

Responsible persons: principal, literacy coach, data committee and data coach

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.

Holbrook Elementary is a small school with only one class per grade level, which has made teacher collaboration a challenge in the past. During the 2010-2011 school year the district enrichment schedule was designed in a manner which prevented teacher planning periods from overlapping. During the 2011-2012 school year, district elementary administrators began creating enrichment schedules and subsequently built common planning opportunities into each school day. At Holbrook, this allowed the K-3 and 4-7 teachers to plan together each day. At the beginning of the 2011-2012 school year a weekly common planning meeting was implemented which was facilitated by the literacy coach. Common planning meetings continue during the current school year and remain an integral part of our planning efforts to ensure rapid turnaround.

In regards to class scheduling, classroom teachers were given permission in the past to create their own daily instructional schedule. Upon appointment in 2010, Mr. Robinson designed a comprehensive master instructional schedule for the school which designated what classes/subjects were to be taught at what time during the school day. This schedule which is revised each year based on a review of performance data, helps ensure that instructional time is being maximized throughout the day with adequate time being devoted to core curricular subjects.

During the 2012-2013 school year, eighth grade was added to the school. A separate schedule was created to for the six, seventh and eighth graders to allow for a rotation among three highly qualified middle school content area teachers. This new middle school configuration did away with the self-contained model previously used and allowed students to receive 45 minutes of guided reading instruction each day at their instructional level in addition to their regular 90 minute instructional blocks for language arts, math and science/social studies. This additional time is critical to ensure a rapid turnaround of the school based on the limited English proficiency of our students and current reading levels.

The addition of the eighth grade class has also allowed for the creation of new grade-level teams (K-2, 3-5, and 6-8). These teams formally meet weekly with the literacy coach during their common planning time to discuss curriculum, program implementation, and future lessons. A professional learning community team meeting log is used by teachers to track meeting discussions and next steps.

As part of our plan to ensure a rapid turnaround, the Holbrook staff has agreed to increase the school day by 40 minutes per day during the 2013-2014 school year. This increase will add approximately 116 hours of instruction or 16.57 days to the current instructional calendar. Total instructional hours for the 2013-2014 school year will be 1191 hours, a substantial increase over previous years as indicated: 2010-2011 (1087 hours); 2011-2012 (1083 hours); and 2012-2013 (1075 hours). A sample schedule for the current school year and a schedule detailing the schedule for the 2013-2014 school year (with increased instructional time) is attached to the assurances section of this plan. The extended learning time will impact all staff and students in the school and will be used for (a) instruction for all students in core academic subjects; (b) instruction for all students in other subjects and enrichment activities that contribute to a well-rounded education.

A committee of Holbrook staff members will work together during the spring and summer of 2013 to create the framework for this additional period called the Intervention/Collaboration/Enrichment (I.C.E.) time. The I.C.E. program will be implemented at the beginning of the 2013-

2014 school year. The results of summative assessments and formative assessments (progress monitoring) will be used to place students

who need intervention in the core subjects or enrichment activities for students who are performing at or above grade level standards. A system for course selection for students will be developed to ensure all learners are receiving strong academic support and appropriate challenges, while still being able to feel ownership over their choice. Courses will be changed throughout the year to provide students with a variety of learning opportunities.

The use of engaging topics and cross-curricular connections will provide courses that are of high interest to students which will promote high engagement. Within this block, reading and writing will be integrated into math, science, social studies, technology, and arts to provide students with authentic opportunities to gain hands-on experiences.

Living in a low-income area, many of our students lack experiences that typically help learners make connections and develop prior knowledge. Many Holbrook students were born, or have lived several years of their lives outside of the United States and, as a result, struggle to understand experiences that are oftentimes crucial to reading and learning. The planning committee will seek out partnerships with local non-profit organizations and outside agencies to help provide additional support, opportunities, and expertise to be shared with students.

Opportunities for the use of the extended enrichment time for students may include intervention/enrichment opportunities such as: multi-age book buddies, book reviews, drama class, journalism for the school newsletter and/or yearbook, creative writing/literary magazine, foreign language, keyboarding, technology, geography bee, WordMasters challenge, digital poetry workshop, math pentathlon, book clubs, debate, music history, health, entrepreneurship, corrective reading, math support, hands-on science, and current events.

These initiatives will be implemented and overseen by the school administrator, literacy coach and an extended day planning committee.

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

In the past, there were limited opportunities for parental involvement both during the school day and after-school. Due to the large number of immigrants and second-generation families, it was often difficult to create a bridge between home and school.

Despite having an Arab American population which consistently exceeded 80% of the total population of the school, several years passed in which the school did not employ any adults who spoke Arabic. This presented many challenges, not only in the educational arena but in the schools ability to build successful partnerships with families and the community.

In 2010, the first Arabic-speaking, bilingual paraprofessional was hired to help support students in their general education classrooms. In the 2011-2012 school year, four more Arabic-speaking paraprofessionals were hired. Our school now translates all written communication into Arabic to better meet the needs of many of our second-language families. All staff, with the assistance of bilingual paraprofessionals share progress with families through progress reports, quarterly report cards, and in-person conferences in a language parents can understand.

Translation is provided in person or by phone to eliminate communication barriers between families and the school. In 2011, the district adopted an automatic messaging system which places calls to families in order to deliver reminders about student attendance, family events, and upcoming meetings. Messages are recorded by both the Principal and a bilingual staff member.

During the 2011-2012 school year, additional initiatives were implemented to engage families in their children's learning. The school

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sponsored two book fairs to promote a strong culture of readers. We also hosted very successful Open House/Curriculum Nights in the fall of 2010 and fall of 2011 which were attended by more than 80% of Holbrook families. Content area workshops for families were held including a Family Literacy Night, Math Night, and Science Night. These workshops will continue during the 2013-2014, 2014-2015 and 2015-2016 school years. To help increase community engagement in the school, a community reader day is held each year along with a program which provides each student in the school with a free book twice each year. Each of these programs help foster parent engagement and rapid turnaround strategies by providing parents with materials and training which support student learning at home.

During the 2011-2012 school year, a Holbrook Parent Teacher Association was formed. Parent involvement at meetings increased throughout the year from a few parents attending each meeting to parents representing more than 60 students at later meetings. As part of the PTA meetings, the principal introduced parents to the web-based technology programs being used by their children as part of the daily instructional process. A parent volunteer effort began in 2011 as part of the development of the PTA. More than 10 parent volunteers signed up and began to attend the school on a regular basis to assist in classrooms and at lunch. This program will be maintained and further developed during the coming school years.

A parent perception survey was administered at the end of the 2010-2011 and 2011-2012 school years. Overall parental satisfaction was high but the survey indicated that parents wanted to receive more feedback regarding students' academic progress. As a result, a daily planner and the use of Friday communication folders were implemented.

Beginning with the 2013-2014 school year and continuing in 2014-2015 and 2015-2016, the parent survey will be administered in January and April each year during parent teacher conferences to better ascertain the needs of our families and enable staff to evaluate the success of previous programs and plan for the future.

To guarantee a smooth transition into full day schooling for our youngest learners, Kindergarten orientation will be held in the spring of 2013 to orientate parents with academic expectations and help welcome new children to our Holbrook family.

At the beginning of the 2013-2014 school year, teachers will make welcoming phone calls and send out back-to-school letters. Teachers will maintain logs to provide evidence of communication, including records of positive phone calls. Parent Connect, the online grade book system, will be implemented during the 2013-2014 school year to allow parents to see the academic progress and successes of their students at all times via the internet. The school website will be further developed to encourage communication between home and school and allow parents to keep up to date on weekly academic goals.

In addition to developing relationships that promote academic support, we continually strive to meet the additional requests and needs of our families. Rosetta Stone, a web-based language acquisition program has been purchased to provide ESL classes for parents. The program which began recently immediately enrolled 35 mothers who spend time each day working in the parent resource room to learn English. A "Muffins with Moms" program which began during the 2011-2012 school year will be continued each year. Mothers are invited into the building to create a smaller forum for families to connect with one another and with school personnel.

Beginning in 2014 - 2015, a multicultural celebration will be held each year to promote family and community engagement. In addition, the school library will hold summer hours beginning the summer of 2013. Teachers will volunteer for a few hours each week to assist with the checkout of books, learning games and parent resources. This will allow families and their children to continue reading together at home during the summer months.

Responsible persons: principal, parent involvement committee and parent teacher association

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.

The Reform Team, an extension of the School Improvement Team, has been working to guide the transformation of Holbrook that truly began two years ago. The district has already demonstrated flexibility in the planning process and will continue to do so as the plan is executed. Through the use of site-based budgeting, the district will provide flexibility which allows the building administration and school improvement teams to make financial decisions in alignment with the reform plan and needs of parents, students and teachers. Flexibility with Title I funds, general funds, and professional development planning will enable a more effective implementation of the reform plan. The responsibility for hiring of building staff as well as decisions regarding curriculum and instruction has been given to the principal by the district. The district will also provide operational flexibility in allowing the principal to develop a school schedule and calendar which meets the needs of students and parents while supporting the school's transformation.

The Holbrook reform team consisted of a variety of key stakeholders including parents, teachers, central office staff, school administration and board of education members. This team participated extensively in the design of this plan and is invested in ensuring that the school undergoes a rapid transformation and turnaround. The district superintendent has responsibility for providing operational flexibility for the principal in order to ensure that student achievement increases substantially.

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.

To support the continued implementation of the reform plan, the School Improvement Facilitator (SIF) and Intervention Specialist (IS) positions have been established during the 2012-2013 school year to support implementation of the school's redesign plan. The SIF and IS will be responsible for coordinating professional development, analyzing and distributing student outcome data to drive decisions, working with the School Improvement and Reform teams and external partners to identify instructional needs and goals, and serving as an internal support for system change.

In addition to support provided from the statewide system of support and the state school reform office, the school and district will also receive ongoing support in a number of ways from the intermediate school district. Beginning immediately, a school improvement consultant will work closely with the building administrator, school improvement team and staff to offer support in a number of areas including development of a data wall. Additional support from the ISD will be provided to administer and analyze results of the Survey of Enacted Curriculum and to provide professional development support on the use of the Class A data warehouse system and the use of formative and summative assessment data to monitor and inform instruction.

During the 2012-2013 school year, the ISD will also provide key administrative professional development for building administrators through the transformation university workshops and the priority school workshop held in early November.

Responsible persons/organizations: Wayne RESA, Michigan Department of Education, principal, district central office

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>The attachments include a copy of the Hamtramck Public Schools teacher and building administrator evaluation tools, and copies of the protocol for teacher and administrator evaluations. The current protocols define student growth as a significant factor in overall evaluations (10% in 2012-2013, 25% in 2013-2014, 40% in 2014-2015 and 50% in 2015-2016). HPS Teacher and Admin Eval and Protocols.pdf</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>Record of Professional Development for 2010-2014.pdf</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>The attachment shows a copy of the current master schedule for the 2012-2013 school year and a draft of the schedule for the 2013-2014 school year indicating an increase in the instructional time of 40 minutes per day. The current start and end time is 8:15 a.m. to 3:13 p.m. In our proposed plan for the 2013-2014 school year, school will start at 8:00 a.m. each day and dismiss at 3:40 p.m. Holbrook Master Schedule Comparison.pdf</p>
<p>Our school provides additional time to improve student learning and engagement through enrichment activities for students.</p>	<p>Yes</p>	

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<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>The attached document reflects common planning time for Holbrook staff on a daily basis in grade level clusters (K-2, 3-5 and 6-8) due to the single class per grade configuration of our school. <u>Enrichment Schedule.pdf</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>Yes</p>	<p>The Hamtramck Federation of Teachers is supporting the reform plan and has attached a letter of assurance in advance of contract negotiations which are scheduled to begin in early 2013. <u>Holbrook assurance.doc</u></p>

Hamtramck Public Schools Teacher Evaluation Instrument

Name: _____

Position: _____

Location: _____

Date of Evaluation: _____

	Ineffective	Minimally Effective	Effective	Highly Effective
Ia: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
<i>Evidence/ Narrative</i>				

Ineffective _____
(0 Points)

Minimally Effective _____
(1 Point)

Effective _____
(2 Points)

Highly Effective _____
(3 Points)

	Ineffective	Minimally Effective	Effective	Highly Effective
1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
<i>Evidence/ Narrative</i>				

Ineffective _____
(0 Points)

Minimally Effective _____
(1 Point)

Effective _____
(2 Points)

Highly Effective _____
(3 Points)

	Ineffective	Minimally Effective	Effective	Highly Effective
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
<i>Evidence/ Narrative</i>				

Ineffective _____
(0 Points)

Minimally Effective _____
(1 Point)

Effective _____
(2 Points)

Highly Effective _____
(3 Points)

	Ineffective	Minimally Effective	Effective	Highly Effective
1d: Demonstrating Knowledge of Resources	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<i>Evidence/ Narrative</i>				

Ineffective _____
(0 Points)

Minimally Effective _____
(1 Point)

Effective _____
(2 Points)

Highly Effective _____
(3 Points)

	Ineffective	Minimally Effective	Effective	Highly Effective
1e: Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
Evidence/ Narrative				

Ineffective _____
(0 Points)

Minimally Effective _____
(1 Point)

Effective _____
(2 Points)

Highly Effective _____
(3 Points)

	Ineffective	Minimally Effective	Effective	Highly Effective
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
<i>Evidence/ Narrative</i>				

Ineffective _____
(0 Points)

Minimally Effective _____
(1 Point)

Effective _____
(2 Points)

Highly Effective _____
(3 Points)

	Ineffective	Minimally Effective	Effective	Highly Effective
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students.as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
<i>Evidence/ Narrative</i>				

Ineffective _____
(0 Points)

Minimally Effective _____
(1 Point)

Effective _____
(2 Points)

Highly Effective _____
(3 Points)

	Ineffective	Minimally Effective	Effective	Highly Effective
2b: Establishing a Culture for Learning	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions, and students indicate that they are interested in completion of a task, rather than quality.” The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.</p>
<i>Evidence/ Narrative</i>				

Ineffective _____
(0 Points)

Minimally Effective _____
(1 Point)

Effective _____
(2 Points)

Highly Effective _____
(3 Points)

	Ineffective	Minimally Effective	Effective	Highly Effective
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
<i>Evidence/ Narrative</i>				

Ineffective _____
(0 Points)

Minimally Effective _____
(1 Point)

Effective _____
(2 Points)

Highly Effective _____
(3 Points)

	Ineffective	Minimally Effective	Effective	Highly Effective
2d: Managing Student Behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs.
<i>Evidence/ Narrative</i>				

Ineffective _____
(0 Points)

Minimally Effective _____
(1 Point)

Effective _____
(2 Points)

Highly Effective _____
(3 Points)

	Ineffective	Minimally Effective	Effective	Highly Effective
2e: Organizing Physical Space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
<i>Evidence/ Narrative</i>				

Ineffective _____
(0 Points)

Minimally Effective _____
(1 Point)

Effective _____
(2 Points)

Highly Effective _____
(3 Points)

	Ineffective	Minimally Effective	Effective	Highly Effective
3a: Communicating with Students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Evidence/ Narrative				

Ineffective _____
(0 Points)

Minimally Effective _____
(1 Point)

Effective _____
(2 Points)

Highly Effective _____
(3 Points)

	Ineffective	Minimally Effective	Effective	Highly Effective
3b: Using Questioning and Discussion Techniques	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
<i>Evidence/ Narrative</i>				

Ineffective _____
(0 Points)

Minimally Effective _____
(1 Point)

Effective _____
(2 Points)

Highly Effective _____
(3 Points)

	Ineffective	Minimally Effective	Effective	Highly Effective
3c: Engaging Students in Learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
<i>Evidence/ Narrative</i>				

Ineffective _____
(0 Points)

Minimally Effective _____
(1 Point)

Effective _____
(2 Points)

Highly Effective _____
(3 Points)

	Ineffective	Minimally Effective	Effective	Highly Effective
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.
<i>Evidence/ Narrative</i>				

Ineffective _____
(0 Points)

Minimally Effective _____
(1 Point)

Effective _____
(2 Points)

Highly Effective _____
(3 Points)

	Ineffective	Minimally Effective	Effective	Highly Effective
3e: Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
<i>Evidence/ Narrative</i>				

Ineffective _____
(0 Points)

Minimally Effective _____
(1 Point)

Effective _____
(2 Points)

Highly Effective _____
(3 Points)

	Ineffective	Minimally Effective	Effective	Highly Effective
4a: Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
<i>Evidence/ Narrative</i>				

Ineffective _____
(0 Points)

Minimally Effective _____
(1 Point)

Effective _____
(2 Points)

Highly Effective _____
(3 Points)

	Ineffective	Minimally Effective	Effective	Highly Effective
4b: Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
<i>Evidence/ Narrative</i>				

Ineffective _____
(0 Points)

Minimally Effective _____
(1 Point)

Effective _____
(2 Points)

Highly Effective _____
(3 Points)

	Ineffective	Minimally Effective	Effective	Highly Effective
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
<i>Evidence/ Narrative</i>				

Ineffective _____
(0 Points)

Minimally Effective _____
(1 Point)

Effective _____
(2 Points)

Highly Effective _____
(3 Points)

	Ineffective	Minimally Effective	Effective	Highly Effective
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
<i>Evidence/ Narrative</i>				

Ineffective _____
(0 Points)

Minimally Effective _____
(1 Point)

Effective _____
(2 Points)

Highly Effective _____
(3 Points)

	Ineffective	Minimally Effective	Effective	Highly Effective
4e: Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
<i>Evidence/ Narrative</i>				

Ineffective _____
(0 Points)

Minimally Effective _____
(1 Point)

Effective _____
(2 Points)

Highly Effective _____
(3 Points)

	Ineffective	Minimally Effective	Effective	Highly Effective
4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and do not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
<i>Evidence/ Narrative</i>				

Ineffective _____
(0 Points)

Minimally Effective _____
(1 Point)

Effective _____
(2 Points)

Highly Effective _____
(3 Points)

School: _____

Date of Evaluation: _____

Teacher: _____

Evaluated by: _____

Domain 1 - Planning and Preparation	
1a	
1b	
1c	
1d	
1e	
1f	
Domain 1 Score	0.00
Domain 2 - The Classroom Environment	
2a	
2b	
2c	
2d	
2e	
Domain 2 Score	0.00
Domain 3 - Instruction	
3a	
3b	
3c	
3d	
3e	
Domain 3 Score	0.00
Domain 4 - Professional Responsibilities	
4a	
4b	
4c	
4d	
4e	
4f	
Domain 4 Score	0.00

Domain 5 - Student Growth	
5a	
5b	
Domain 5 Score	0.00

Overall Score	
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Score Ranges:

0.0-0.74-Ineffective

0.75-1.74-Minimally Effective

1.75-2.74-Effective

2.75-3.00-Highly Effective

Hamtramck Public Schools Teacher Evaluation Protocol

Formal teacher evaluation will begin with both the teacher and the evaluating administrator reviewing and becoming familiar with the tool that is being used for the evaluation. Being aware of all aspects of the evaluation tool and the metric used for measurement is imperative for accurate and authentic evaluation to occur.

Both parties involved should take the time to read each of the components for each of the five professional practice domains. Below is the list of the five domains associated with all positions covered under this evaluation model.

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Domain 5: Student Growth

It is important to note that Domains 2 and 3 possess components that can be cited during the formal observations. Some aspects of Domains 1 and 4 can be observed during a classroom or work site observation, while others will need to be assessed through the professional dialog. Domain 5 can be presented using multiple representations and using a variety of methods. This is why understanding the measuring tool, along with professional dialog, is essential to a valid and reliable evaluation.

STEPS FOR EVALUATION PROCESS

- A meeting date is set for a pre-observation conference.
- Prior to meeting, the pre-observation conference conversation protocol is completed by the teacher and submitted to the administrator for review.
- At the formal pre-observation meeting the pre-observation form is discussed; domains and components of domains are discussed and applicable artifacts and/or documentation is submitted or entered into the Stages Evaluation system (once operational).
- Formal observation(s) occurs.
- Informal observation(s) occur when needed.
- Following formal observation(s), a post-observation self-reflection questionnaire is completed by the teacher and submitted to the administrator for review. The completed document guides the post-observation conversation.
- Final submission of student growth data and analysis.
- Final evaluation meeting.
- Goals are submitted to evaluating administrator.

Hamtramck Public Schools Building Level Administrator Evaluation Protocol

Pursuant to Section 380.1249 of Act 451 of the Revised School Code of 1976 and the collective bargaining agreement between the Board of Education of the Hamtramck Public Schools and the Hamtramck Administrator's Association, the performance evaluation system for Hamtramck Public School administrators includes an annual year-end evaluation by the superintendent of schools. The evaluation process shall be completed by February 28 for persons on an initial-term contract and by May 30 for persons on a continuing-term contract.

At the beginning of the 2011-2012 school year, the Hamtramck Public Schools implemented a new tool for Principal evaluation (see attached.) The evaluation tool rates administrative performance in 13 areas, including:

- General Level of Performance
- Educational Leadership
- Professional Growth
- Human Relations; Cooperation
- Fiscal Management
- Communication Skills
- Dependability and Enthusiasm
- Community Relations
- Effectiveness in Organizing and Planning
- Development of Subordinates
- Routine Administrative Responsibility
- Student Growth [10% of overall evaluation for building administrators]

All of these areas are factored into the overall General Evaluation rating

Throughout the 2012-13 school year, the Superintendent of Schools and the Hamtramck Administrator's Association will modify the existing evaluation tool to comply with the requirements of Section 380.1249 scheduled to go into effect for the 2013-14 school year:

- For building administrators, student growth and assessment data will be the basis of 25% of the annual year-end evaluation for the 2013-2014 school year, 40% for the 2014-2015 school year, and 50% during the 2015-2016 school year. The data to be used for the administrative year-end evaluation are the aggregate student growth and assessment data used in teacher evaluations in each school which the administrator works.
- The portion of the evaluation tool that is **not** based on student growth (75% on 2013-2014, 60% in 2014-2015 and 50% in 2015-2016) will also include the following for each school in which the administrator works:
 - The administrator's, or his or her designee's (if the designee conducts teacher evaluations), training and proficiency in using the teacher evaluation tool, including a random sampling of his or her teacher evaluations.
 - The progress made by the school or school district in meeting the goals set forth in its school improvement plan or plans.

- Pupil attendance in the school or school district.
- Student, parent, and teacher feedback, and other information considered pertinent by the superintendent.

The year-end performance evaluation assigns an effectiveness rating to each school administrator of highly effective, effective, minimally effective, or ineffective, based on his or her score on the evaluation tool.

In the event that a school administrator is rated as minimally effective or ineffective, the superintendent will develop and require the administrator to implement an improvement plan to correct the deficiencies. The plan will recommend professional development opportunities and other measures designed to improve the administrator's rating on his or her next annual year-end evaluation.

If an administrator is rated as ineffective on three consecutive annual year-end evaluations using the same evaluation tool, the school district will dismiss the administrator from his or her employment. [As articulated in Section 380.1249, this “does not affect the ability of a school district... to dismiss an ineffective school administrator from his or her employment regardless of whether the school administrator is rated as ineffective on 3 consecutive annual year-end evaluations.”]

In the event that an administrator is rated as highly effective on three consecutive annual year-end evaluations, the school district may choose to conduct a year-end evaluation biennially instead of annually. If the administrator is not rated as highly effective on one of these biennial evaluations, he or she will again be evaluated annually.

HAMTRAMCK PUBLIC SCHOOLS ADMINISTRATOR EVALUATION TOOL

Assessment Category The description accompanying each category is a few examples of the areas may be considered in evaluating performance. A single rating is to be given for the assessment of each category	Highly Effective	Effective	Minimally Effective	Ineffective
General Level of Performance Related to the Administration of Board policy and the elements of the job description				
Educational Leadership Demonstrates good judgment in decision making. Provides leadership for staff in-service training. Encourages and initiates curriculum improvements. Coordinates building special education services. Involves staff in decision making processes. Effectively resolves conflicts among staff members, students, and parents.				
Professional Growth Keeps informed of current educational trends and patterns. Becomes in professional organizations. Serves on district-wide committees.				
Human Relations Assumes responsibility of maintaining the overall morale of the building or department. Maintains professionally ethical relationships with others. Respects students and staff members as individuals. Shows genuine concern and warmth for others. Is approachable and friendly.				
Cooperation Accepts administrative decisions and works toward achieving goals even they do not conform to personal opinions. Accepts constructive criticism profitably.				
Fiscal Management Involves subordinates in budget development. Assesses the fiscal needs of all programs prior to allocating funds. Practices accounting procedures and maintains records consistent with practices established by the finance department. Maintains an appropriate balance in all accounts in order to meet emergency purchase at the school year progresses.				
Communication Skills Facilitates staff and student communications. Keeps parents informed about school programs. Develops methods for receiving feedback students, staff and community.				
Dependability and Enthusiasm Is regular in attendance at meetings where presence is expected. Is prompt in carrying out duties. Accepts responsibility without complaint. Carries out assigned responsibilities. Maintains a positive attitude.				
Community Relations Encourages community and parent involvement in school functions. Works with a definite plan for the interpretation of the school program to the community and keeps the community informed. Has the respect and support of the community in the conduct of the of the school operation.				
Effectiveness in Organizing and Planning Organizes for the job. Establishes clear cut goals. Plans ahead. Makes effective use of time. Establishes appropriate and effective follow up procedures.				
Development of Subordinates Trains subordinates effectively. Provides coaching and counseling when needed. Appraises subordinates effectively.				
Routine Administrative Responsibility Manages fiscal matters within budget allocations. Supervises the maintenance of buildings, grounds and equipment. Prepares and submits reports and forms required by Federal, State, and local authorities. Administers and implements effective building operation procedures.				
Student Growth [10% of evaluation for bldg. administrators] Elementary and middle school growth will be measured by year to year growth on the MEAP and other assessments for students that have been in the school for at least one year. High school student growth will be measured by common grade level assessments and the graduation rate				
Assessment Category The description accompanying each category is a few examples of the areas that may be considered in evaluating performance. A single rating is to be given for the assessment of each category.	Highly Effective	Effective	Minimally Effective	Ineffective

HAMTRAMCK PUBLIC SCHOOLS ADMINISTRATOR EVALUATION TOOL

General Evaluation				
Comments				

Administrator Name

Administrator Signature and date

Superintendent

Administrators rated overall as Ineffective or Minimally Effective are required to meet with the Superintendent to develop a Plan of Improvement, and the following information must be completed:

Date of Improvement Planning Conference: _____

Summary of Improvement Plan Conference (may attach separate document):

Administrator Signature

Date

Superintendent Signature

Holbrook Record of Professional Development for 2010 – 2011

Total hours of Professional Development for 2010 - 2011: 30.75 hours

Date	Professional Development Focus
08/31/10	District-wide training on Blood borne Pathogens; Implementation training for the Making Meaning Reading Program
09/01/10	Technology training on the use of new computers and labs, wireless internet, mini netbooks, Moodle, and Interactive Whiteboards
09/08/10	Discussion of Harry Wong's <u>The First Days of School</u> ; Checked-in on the use of technology introduced on 09/01/10
09/09/11	Full Staff Training on the use of Restorative Practices as a school-wide conflict resolution program
09/10/11	Continued training on Restorative Practices from 09/09/11
09/22/10	Follow up and discussion regarding implementation of Restorative Practice initiative
09/29/10	Training on the Response to Intervention model and its use as part of the Interdisciplinary Team Meeting process for identifying students who are struggling to meet the standards.
10/13/10	Checked-in on the development of Restorative Practices; Developed a school-wide positive behavior plan
11/02/10	Presentation on the use of GLCEs and assessment in planning for quality instruction; Discussion of expectations for building walk-throughs as a tool for growth; Training on the Developmental Reading Assessment (DRA) as a means to assess students reading comprehension and fluency levels; Training on Renaissance Learning assessment products; Checked-in on the progress of Restorative Practices and school-wide discipline
11/16/10	Training on writing instruction in the classroom; Continued presentation on the use of GLCEs and assessment in planning for quality instruction from 11/02/10; Participated in team-building and staff relations development activities; Analyzed school's SWOT (Strengths, Weaknesses, Opportunities, Threats);
12/08/10	Behavior committee presented on the use of daily character assemblies and other initiatives to improve student behavior; Shared best practices for differentiated instruction for English Language Learners
12/16/10	Training on Guided Reading strategies and the 10/10/10 instructional model
01/12/11	Presentation on research of at-risk/turn-around schools; Preliminary analysis of MEAP results from Fall 2010
01/26/11	Continued analysis of MEAP results from Fall 2010; Training on the use of Study Island assessments to assess student progress; Analysis of data collected as a result of building walkthroughs and classroom visits.
02/09/11	Developed an instructional plan to address instructional weaknesses following analysis of the 2010 MEAP data.
03/03/11	Follow up training on the Making Meaning Reading Program and discussion regarding the success of implementation.
03/30/11	Training on the use of STAR Reading/Early Literacy online assessments to assess student progress and inform instruction
04/08/11	Training on the use of the online Lexia Reading Program

04/13/11	Training on the use of the STAR Math assessment to assess student progress and inform instruction
05/11/11	Training on the use of Marzano's Academic Vocabulary program

Holbrook Record of Professional Development for 2011 – 2012

Total hours of Professional Development for 2011 - 2012: 43.75 hours

Date	Professional Development Focus
09/01/11	Review of Restorative Practices; Training on literacy instruction through the use of literacy initiatives, including Daily 5 model
09/14/11	Introduction of the district's new teacher evaluation rubric; Presentation on the use of new lesson plan template/program
09/21/11	District-wide training on Blood borne Pathogens
10/12/11	Training/discussion on Guided Reading through observation of modeled lesson
10/26/11	Training on the use of school-wide data spreadsheet to monitor progress and inform instructional decisions; Training on the use of focused learning objectives
11/08/11	District-wide training on Common Core standards
11/09/11	Presentation on MEAP cut scores; Continued training from 10/26/11 on the use of the school-wide data spreadsheet
11/16/11	Training on the use of Lexia reports to drive and support instruction; Continued training from 10/26/11 on the use of focused, SMART learning objectives
12/07/11	Continued training from 11/09/11 on the use of focused, SMART learning objectives; Training on the development of assessments to match instruction; Presentation on the use of United Streaming Discovery Education
12/14/11	Continued training from 10/12/11 on Guided Reading and follow-up activities
12/21/11	Preliminary analysis of MEAP data from Fall 2011; Training on the use of PlanBook.com to facilitate effective planning
01/11/12	Continued training from 12/21/11 on the use of PlanBook.com
01/18/12	Training to develop an understanding of components 1 and 2 (Focus on Curriculum and Focus on Instruction) of the Teachscape Classroom Walkthrough Process.
02/01/12	Continued training from 1/18/12 on components 3, 4 and 5 of the Teachscape Classroom Walkthrough Process (Focus on the Learner, Focus on Classroom Environment and Focus on the Needs of All Learners)
02/08/12	In-depth analysis of MEAP data from Fall 2011
02/15/12	Continued analysis from 02/08/12 of MEAP data from Fall 2011 to create focus areas of instruction for the remainder of the year

02/29/12	Using classroom videos from Teachscape.com to understand and apply the walkthrough collection tool in classroom visits; Discuss and develop a plan to begin peer walks with administration for the purpose of collecting data observed as a result of joint classroom visits.
03/08/12	Analysis of school data/gap analysis to set goals for the School Improvement Plan; Presentation on the district's new teaching evaluation rubric (Danielson's Framework for Effective Teaching)
03/14/12	Staff presentations on the 22 components of the district's new teaching evaluation rubric (Danielson's Framework for Effective Teaching)
03/28/12	Analysis of data to set goals for the School Improvement Plan for Reading
04/18/12	Analysis of data to set goals for the School Improvement Plan for Writing
05/02/12	Training on the use of IXL Math to support classroom instruction; Analysis of data to set goals on the School Improvement Plan for Math
05/09/12	Analysis of data to set goals for the School Improvement Plan for Math
05/16/12	Analysis of data to set goals for the School Improvement Plan for Science
05/30/12	Analysis of data to set goals for the School Improvement Plan for Social Studies

Holbrook Record of Professional Development for 2012 – 2013

Total hours of Professional Development for 2012 - 2013: 54.5 hours

Date	Professional Development Focus
08/28/12	Discussion of professionalism; Training on the use of Marzano's Academic Vocabulary; Discussion of Love and Logic program
08/29/12	District Professional Development – Understanding Poverty, Michael Dames (based on the work of Ruby Payne)
09/12/12	Presentation on effective lesson planning through the use of templates and creation of student assessments; Check-in on the progress of Marzano's Academic Vocabulary; Training in Module 1 of Love and Logic
10/10/12	Training on the use of effective, SMART goals; Training on the use of the Pre-Referral Intervention Manual as a resource guide for the ITM process
10/29/12	Love and Logic Module #2,
11/6/12	Wayne County Priority Schools Workshop on Common Core
11/14/12	Digging deeper into data with Dr. JoAnn Andrees, MSU Intervention Specialist
11/27/12	Wayne RESA Support for MI-Star Student Information System
12/12/12	Love and Logic Module #3, Creating SMART objectives
1/9/13	Preliminary Analysis of MEAP data, Love and Logic Module #4
1/28/13	Marzano's 6 Step Approach for Teaching Academic Vocabulary, Charlotte Danielson's Framework for Effective Teaching

2/13/13	Measuring What Matters Protocol, Education Yes
2/25/13	Love and Logic Module #5, MEAP Analysis
3/7/13	Digging into MEAP data, developing instructional plans and school improvement goals, Introduction to the NWEA
3/13/13	Love and Logic Module #6, Guided Reading
3/25/13	School Improvement Planning, Survey of Enacted Curriculum
4/10/13	Love and Logic Module #7, Implementation of Data Wall
4/29/13	Love and Logic Module #8, Analysis of SMART objectives
5/8/13	Love and Logic Module #9, School Improvement Planning
5/28/13	School Improvement Planning, Survey of Enacted Curriculum

Professional development focus for the 2013-2014, 2014-2015 and 2015-2016 school years will include but is not limited to the following:

1st Semester (13-14)

- Peer Walkthroughs using the Measuring What Matters Protocol
- Using SMART Objectives
- Guided Reading Instruction
- Implementing Marzano's 6 Step Process for Teaching Academic Vocabulary
- Charlotte Danielson's Framework for Effective Teaching
- Implementation of the Sheltered Instruction Observation Protocol (SIOP)
- Use of Summative and Formative Assessment to monitor and inform instruction
- Developing Professional Learning Communities
- Accelerated Reader Vocabulary Program

2nd Semester (13-14)

- Analysis of MEAP Data
- Revision of School Improvement Plan
- Survey of Enacted Curriculum
- Implementation of the Sheltered Instruction Observation Protocol (SIOP)
- Charlotte Danielson's Framework for Effective Teaching
- Use of Summative and Formative Assessment to monitor and inform instruction
- Developing Professional Learning Communities
- Examining Student Work
- Accelerated Reader Vocabulary Program

HOLBROOK SCHOOL - MASTER SCHEDULE 2012-2013 DRAFT MASTER SCHEDULE 2013-2014

Master Schedule 2012-13									
	ASHCRAFT - KDG	SPIROSKA - 1st	LAMERATO - 2nd	FLOWERS - 3rd	CAVATAIO - 4th	BAYLOR - 5th	GRAHAM - 6/7/8	ZIMMER - 6/7/8	KNIGHT 6/7/8
8:15 - 8:20	PROJECT READ MAKING MEANING 8:15 - 9:00	ELA - DAILY FIVE GUIDED READING 8:15 - 9:30	ELA PROJECT READ DAILY FIVE GUIDED READING 8:15 - 10:00	ELA PROJECT READ DAILY FIVE GUIDED READING 8:15 - 10:00	MATH 8:15 - 9:45	ELA - DAILY FIVE GUIDED READING 8:15 - 10:15	6th HOMEROOM SCI/SS ENRICHMENT 8:13 - 8:40	7th HOMEROOM ELA ENRICHMENT 8:13 - 8:40	8th HOMEROOM ELA ENRICHMENT 8:13 - 8:40
8:20 - 8:30									
8:30 - 8:40									
8:40 - 8:50									
8:50 - 9:00									
9:00 - 9:10	WRITER'S WORKSHOP 9:00 - 9:30	PROJECT READ MAKING MEANING 9:30 - 10:15	SCIENCE SOCIAL STUDIES 10:00 - 11:00	SCIENCE SOCIAL STUDIES 10:00 - 11:00	ELA - DAILY FIVE GUIDED READING 9:45 - 10:30	MATH 10:15 - 11:30	7th SCIENCE/SS 10:10 - 11:40	8th MATH 10:10 - 11:40	6th LANGUAGE ARTS 10:10 - 11:40
9:10 - 9:20									
9:20 - 9:30	LUNCH 10:55 - 11:15	LUNCH 10:55 - 11:15	RECESS 11:00 - 11:15	RECESS 11:00 - 11:15	WRITER'S WORKSHOP 10:30 - 11:15	WRITER'S WORKSHOP 11:30 - 12:10	LUNCH 11:40 - 12:00	LUNCH 11:40 - 12:00	LUNCH 11:40 - 12:00
9:30 - 9:40									
9:40 - 9:50									
9:50 - 10:00									
10:00 - 10:10									
10:10 - 10:20	CALENDAR 11:30 - 11:50	CALENDAR 11:30 - 11:50	LUNCH 11:15 - 11:35	LUNCH 11:15 - 11:35	ELA - DAILY FIVE GUIDED READING 11:15 - 12:10	LUNCH 12:10 - 12:30	RECESS 12:30 - 12:45	RECESS 12:30 - 12:45	GUIDED READING 12:15 - 1:00
10:20 - 10:30									
10:30 - 10:40									
10:40 - 10:50									
10:50 - 11:00									
11:00 - 11:10	MATH 11:50 - 1:09	MATH 11:50 - 1:09	WRITER'S WORKSHOP 12:20 - 1:09	MATH 12:20 - 1:51	LUNCH 12:10 - 12:30	LUNCH 12:10 - 12:30	RECESS 12:30 - 12:45	RECESS 12:30 - 12:45	GUIDED READING 12:15 - 1:00
11:10 - 11:20									
11:20 - 11:30									
11:30 - 11:40									
11:40 - 11:50									
11:50 - 12:00	ENRICHMENT 1:09 - 1:49	ENRICHMENT 1:09 - 1:49	ENRICHMENT 1:09 - 1:49	ENRICHMENT 1:50 - 3:13	ENRICHMENT 1:51 - 2:31	ENRICHMENT 1:51 - 2:31	ENRICHMENT 1:51 - 2:31	ENRICHMENT 1:51 - 2:31	8th SCIENCE/SS 1:00 - 2:30
12:00 - 12:10									
12:10 - 12:20									
12:20 - 12:30									
12:30 - 12:40									
12:40 - 12:50	SCIENCE SOCIAL STUDIES 1:50 - 3:13	SCIENCE SOCIAL STUDIES 1:50 - 3:13	MATH 1:50 - 3:13	ENRICHMENT 1:51 - 2:31	ENRICHMENT 1:51 - 2:31	ENRICHMENT 1:51 - 2:31	ENRICHMENT 1:51 - 2:31	ENRICHMENT 1:51 - 2:31	6th MATH 1:00 - 2:30
12:50 - 1:00									
1:00 - 1:10									
1:10 - 1:20									
1:20 - 1:30									
1:30 - 1:40	WRITER'S WORKSHOP 2:31 - 3:15	WRITER'S WORKSHOP 2:31 - 3:15	WRITER'S WORKSHOP 2:31 - 3:15	WRITER'S WORKSHOP 2:31 - 3:15	MAKING MEANING 2:31 - 3:13	MAKING MEANING 2:31 - 3:13	MAKING MEANING 2:31 - 3:13	MAKING MEANING 2:31 - 3:13	7th LANGUAGE ARTS 1:00 - 2:30
1:40 - 1:50									
1:50 - 2:00									
2:00 - 2:10									
2:10 - 2:20									
2:20 - 2:30	ENRICHMENT 2:33 - 3:13	ENRICHMENT 2:33 - 3:13	ENRICHMENT 2:33 - 3:13	ENRICHMENT 2:33 - 3:13	ENRICHMENT 2:33 - 3:13	ENRICHMENT 2:33 - 3:13	ENRICHMENT 2:33 - 3:13	ENRICHMENT 2:33 - 3:13	ENRICHMENT 2:33 - 3:13
2:30 - 2:40									
2:40 - 2:50									
2:50 - 3:00									
3:00 - 3:13									

2012/2013

Enrichment/Special Schedule Holbrook

1:09 - 1:49	Ashcraft (K)	Spiroska (1)	Lamerato (2)
Monday	Library	Music	Art
Tuesday	Library	Art	Gym
Wednesday	Gym	Library	Music
Thursday	Music	Gym	Library
Friday	Art	Library	Gym
1:51 - 2:31	Flowers (3)	Cavataio (4)	Baylor (5)
Monday	Library	Music	Art
Tuesday	Library	Art	Gym
Wednesday	Gym	Library	Music
Thursday	Music	Gym	Library
Friday	Art	Library	Gym
2:33 - 3:13	Graham (6HR)	Zimmer (7HR)	Knight (8HR)
Monday	Library	Music	Art
Tuesday	Library	Art	Gym
Wednesday	Gym	Library	Music
Thursday	Music	Gym	Library
Friday	Art	Library	Gym



November 28, 2012

Michigan Department of Education
Office of School Reform

To Whom It May Concern:

This is an assurance that the Hamtramck Federation of Teachers recognizes the likely implementation of the priority schools reform plan developed by the Holbrook teachers, parents and administration and will approach the bargaining process accordingly.

Sincerely,

Michelle Cook
HFT President

