

SCHOOL INFORMATION

District: Lansing

School Name: Gardner Middle School

Address: 333 Dahlia Dr.

School Code: 05696

REFORM MODEL SELECTED: PLEASE READ EACH MODEL DESCRIPTOR AND THEN SELECT ONE.

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

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

Restart – The Restart Model closes the school and reopens it under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.

Closure – The Closure Model would close the low-achieving school and enroll the students who attended that school in other high-achieving schools in the district.

-DIRECTIONS-

FIRST TIME SUBMISSIONS: If you are submitting a reform/redesign plan for the first time please complete page 2 and then proceed to the following pages to complete your plan:

Transformation Model:	Your plan will start on page 4
Turnaround Model:	Your plan will start on page 6
Restart Model:	Your plan will start on page 8
Closure Model:	Your plan will start on page 11

REVISIONS ONLY: If you are submitting revisions, please place an X indicating whether it is the first or second revision:

REVISION: __1 __2

ALL COMPLETED REDESIGN PLANS MUST BE SUBMITTED ELECTRONICALLY

TO:

MDE-SROplans@michigan.gov

For additional help, please contact the State Reform Office at 517-335-2741.

All revisions must be submitted in a different, **BOLD** font, and clearly identified in the table of contents. Only submit the section(s) you want to revise.

-TABLE OF CONTENTS-

A. TRANSFORMATION MODEL COMPONENTS

- DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS
Page 03
- COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES
Page
- INCREASED LEARNING TIME AND COMMUNITY ORIENTED SCHOOLS
Page
- PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT
Page

B. TURNAROUND MODEL COMPONENTS

- DEVELOP INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS
Page 05
- COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES
Page
- PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT
Page

C. RESTART MODEL COMPONENTS

- DISTRICT LEVEL PRE WORK NARRATIVE
Page 07
- COMMUNITY ASSESSMENT
Page
- STUDENT POPULATION
Page
- EDUCATIONAL PROGRAM
Page



REDESIGN PLAN TEMPLATE

- STUDENT RECRUITMENT AND COMMUNITY INVOLVEMENT
Page

D. SCHOOL CLOSURE

- ESTABLISH POLICY
Page 10
- PROCEDURES AND DECISION CRITERIA
Page
- OPERATE TRANSPARENTLY
Page
- ORDERLY TRANSITION OF STUDENTS AND STAFF
Page

E. APPENDIX

Appendix A: LEADER AND TEACHER EVALUATION
Page

Appendix B: PROFESSIONAL DEVELOPMENT CALENDAR
Page

Appendix C: EXECUTED ADDENDUM THAT SUPPORTS IMPLEMENTATION
Page

OF THE SCHOOL REFORM MODEL

THE TRANSFORMATION MODEL STARTS HERE:

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

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

I. TRANSFORMATION MODEL COMPONENTS

PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)

We understand that it is a requirement of this model to replace the principal. The district is in support of retaining Mr. Norman Gear as the principal of Gardner Middle School.

The staff of Gardner Middle School wish to keep Mr. Gear in place. He was named the Michigan Association of Secondary Schools Principal of the year in 2011. He was the principal for 6 out of 8 years when Gardner Middle School made Adequate Yearly Progress. The reasons for the last two years of not making Adequate Yearly Progress were out of Mr. Gear's control. Mr. Gear is recognized as an asset by the staff because of his background knowledge of the community, families, students and staff. We believe it would be valuable to keep Mr. Gear as the building principal to retain continuity with families, staff and students.

Our current administration is working to effect significant change and turn around Gardner Middle School using competencies from "School Turnaround Leaders: Selection Toolkit" from [www. Public Impact.com](http://www.PublicImpact.com).

If the MDE denies our appeal the staff would request that Angela Tarry, currently the Assistant Principal, be approached with the offer of Building Principal. She is a strong asset to the building because of her background knowledge and her central participation in the work on the Transformation Plan.

If Norman Gear or Angela Tarry are not appointed as principal then we would request that any interested candidate be interviewed by the writing team to ensure the candidates' understanding of the expectations of the staff and the transformation plan. Any administrative staff must accept these responsibilities and commit to implementation of the transformation plan as is approved by Gardner Middle School staff, the district and the MDE.

Central Administration working in conjunction with the unions involved are ultimately responsible for this decision. The staff feels it is imperative that the writing team be involved in this decision to insure the person chosen possesses the qualities needed to implement the transformation plan. This needs to be done as soon as possible to insure time for preparation and transition.

2. Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor. (Maximum 1250 characters)

The teacher evaluation tool for Gardner Middle School will continue to be the Charlotte Danielson model with an addition of a student growth component. The approved evaluation tool created by Eastern HS for their Transformation Plan as developed by a team comprised of members of the teachers' and administrators' association, and of the Central administrative team. The evaluation instrument for school leaders and teachers will include student growth/achievement components. To achieve the requirements of including student growth as a factor within the evaluation process at Gardner, an additional element will be added to domain three (3) on Instruction (component 3e) of the four (4) domains from the Framework for Professional Practice. Significant growth model will follow the percentage requirements as required by the MDE. In order to provide student growth data for use in the evaluation, the District will use multiple measures including testing, other objective criteria and data on student growth that are mutually agreed upon by the District and the LSEA. Measures may include options like standardized tests, classroom assessments or other individual measures as agreed upon by the teacher and administrator.

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

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

The evaluation model developed for this plan includes financial incentives as a reward. Teachers and administrators who are determined to be effective as determined by the student growth component will be awarded a dollar amount to be determined by the collective bargaining units and central administration. Eastern High School has an Approved transformational plan that outlined the sum of \$500 for teachers who demonstrate significant student growth.

The model also includes interventions for teachers who are not successful with students through the use of improvement plans and intensive evaluation strategies as provided in the Charlotte Danielson model. Failure of a teacher to improve once these strategies have been employed will result in dismissal from the Lansing School District using a defined process within the teachers' collective bargaining agreement (CBA). School leaders also have a process for their removal in the L ASA master

agreement. In addition, the District can make use of and comply with School Code 380.1229 for the non-renewal/non-continuation of a contract for an administrator.

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

The current school calendar allows for eight three-hour professional development days, four mandatory and four optional. Professional development will be offered on all P.D. days, and all staff will be highly encouraged to attend the optional days. Based on Gardner student achievement data, the building School Data Profile analyses, and the building School Improvement Plan, staff has identified key areas of need for professional development. The focus of staff training and professional development through the transformation plan will focus on Positive Behavior Intervention Supports, integration of technology for differentiated instruction, writing, literacy and numeracy across the curriculum through programs such as REWARDS, use of Data/Implementation Teams, SIOP training for best practices with English Language Learners, and alignment of common core standards. Training will be also be provided on how access to student data through technology with programs such as EdLine, SWIS and READ 180.

All professional development opportunities are being provided based on data analysis of AIMS Web, MEAP, ENI and classroom assessments. Student achievement results are well below where they should be. By providing the above mentioned areas of training to staff it is expected that students will show growth across all content areas (See attachment, GMS Tiered Systems of Support).

Professional development will be job embedded in a variety of ways. Highly trained instructional consultants will provide training and model best practice strategies to develop teachers' understanding of integrating literacy and numeracy in all content areas through a multi-tiered system of support. Modeling of best practices will occur in the classroom setting.

All staff will have the opportunity for collaboration during team planning, departmental meetings, and data/implementation team meetings that will occur every Wednesday afternoon when the students are released early. Staff will be encouraged to improve their craft and share new ideas and practices that work.

A strong mentoring program for new staff and staff who are determined to need additional support will be put into place. New staff will have a mentor to help in assimilating to the building procedures, curriculum changes, and the transformational plan. Building administration will be responsible for determining,

through the use of data, who may need additional support and will appoint mentors who have demonstrated strong leadership skills and improved student achievement.

The inclusion of the Behavior Intervention Room (see B7) will create a scholarly climate and culture in which teachers are able to extended student learning. In addition, the Behavior Intervention Room will allow the building administration the time to be instructional leaders and mentor all staff.

Staff will be responsible for implementation of all training provided to impact student outcomes. Building administration will monitor implementation by conducting classroom walk-throughs and by reviewing data collected through programs such as Teachscape.

Staff highly skilled in a PD topic will assist in presentation and facilitation of training as well as the implementation of strategies to help meet the varying training and support needs of staff.

Please attach a copy of the Professional Development calendar into Appendix B

5. Detail how the school will implement strategies such as, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school.
(Maximum 3750 characters)

Gardner Middle School offers an alternative schedule, collegial time built into the school day, strong mentoring system, professional development and student resources that are available to no other middle school in the area.

The Data Team Process is a key strategy that will be implemented with all staff that will have extensive impact and reach. Not only will the teams encourage and expand shared leadership, Gardner staff will also gain new skills, increase collaboration and collegiality, and ultimately create a positive data-driven culture that enables retention and recruitment of staff.

The Data Team process will be an essential component of job embedded professional development. The teams will meet on Wednesday afternoons, following the model provided in MDE/MI Excel training. Gardner will be contracting with the Leadership and Learning Center to provide Data Team training for the initial process in year one. The consultants will provide collegial training to assist the full staff in gathering, evaluating and basing decisions on data as well as researched-based instructional strategies such as differentiated instruction.

The Data Team process will support colleagues academically and emotionally while providing time for teachers to focus on analyzing student progress data gained from AIMSWeb, pre and post tests, MEAP data, and district assessments. The data teams will be able to determine the effectiveness of evidence based strategies such as Read 180, Train the trainer coaching, SIOP, differentiated instruction and PBIS for students. Staff will have increased opportunities for leadership and growth in the profession. The mentoring support, job-embedded professional development and embedded collaboration through the data teams will be strategies to recruit and retain staff better able to meet the needs of students.

Early release Wednesdays will allow staff operational flexibility and incentive to accommodate for the increased student contact time on Mondays, Tuesdays, Thursdays, and Fridays.

The Behavior Intervention Center will allow for an alternative to suspension that will service the needs of those students as well as provide teachers support for an orderly learning environment with less time required to help students catch up after behavioral intervention. This allows teachers and administrators an option to reach our most at risk students in a way that is unique to our district and an additional benefit for staff.

During years two and three, these programs will continue to be monitored for their effectiveness based on student progress collected and analyzed by the data teams. In year two, Reading Apprenticeship Program will also be implemented and monitored into year three along with the expansion of Read 180.

All of these components will serve to attract and keep teachers and encourage them to grow in their profession and want to be a part of our school

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

6. Specify how the school will use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. (Maximum 6250 characters)

A key component of the Gardner Transformation Plan is the continuation and full implementation of a comprehensive, multi-tiered system of support for all students. Through the school improvement plan, Gardner Middle School staff have been involved in training and implementation of aspects of the multi-tiered approach to learning through Response to Intervention (RtI) and Michigan's Initiative for Behavioral and Learning Supports (MiBLSi).

Gardner staff will focus on implementing universal screening of all students, data-based decision-making through a problem solving approach, and continuous progress monitoring of students at each tier of instruction and support. Staff will use the Data Team process and individual student data to drive decisions that will ensure the success of 80% of students, as well as to determine and implement a continuum of evidence-based instructional strategies and interventions to support the achievement of students identified for Tier 2 group-based instruction and interventions. Gardner data teams will also use state assessments such as MEAP, ACT Explore, classroom assessments, and universal screeners such as AIMS Web and behavior assessment data through SWIS to identify students needing tier 2 intervention support.

TIER 1

Gardner Middle School has several initiatives planned to implement multi-tiered systems of support. In order to improve the quality of core Tier 1 instruction, teachers will be provided with training on identified evidence-based, best-practice instructional strategies that can be used across all content areas. Analysis of current data indicates the need to improve instructional practices that address nonfiction writing, vocabulary, reading, math, differentiation and positive behavior supports. To sustain best practices in core instruction, instructional coaches will demonstrate research-based strategies in classrooms to assist teachers in meeting the needs of all learners. Coaches will also provide instructional feedback and provide job-embedded professional development. Teachers will attend ongoing professional development in literacy and math to support the implementation of differentiated instructional strategies as they relate to common core state standards.

Gardner staff will continue to attend MiBLSi training sessions to drive this work, and will collaborate extensively with Ingham ISD to ensure critical features of the multi-tiered system of support are effectively established, implemented, and monitored.

Gardner staff will also continue to engage in training and implementation of school-wide Positive Behavior Interventions and Supports (PBIS). As staff conducted a diagnostic evaluation of weaknesses in maintaining fidelity to the building school improvement plan and reviewed the research on turning around struggling middle schools, it became evident that that Gardner's building culture mirrored the Rand Foundations findings as expressed in FOCUS ON THE WONDER YEAR: CHALLENGES FACING THE AMERICAN MIDDLE SCHOOL, by Jaana Juvonen which highlights the challenges facing middle schools.

The book states "discipline issues decrease the principal time on leadership issues." One of the key components this plan must provide, in addition to the school wide positive behavior supports, is an alternative to the administrative team's role being primarily discipline. The Behavior Intervention Center (BIC) is the alternative being suggested (see item B7). The BIC will help provide the time necessary for building administrators to monitor plan implementation and professional practices in the building.

TIER 2

Gardner is following the recommendations of the *What Works Clearinghouse, Time to Act* report, and the *Reading Next* and *Writing Next* reports to inform the use of interventions. READ 180 is an intervention that will be implemented this year to provide additional supports for students struggling in reading and writing. READ 180 draws on the best of cognitive science, pedagogy, and adaptive

technology to serve students reading below the proficient level in grades 6-12. More than ten years of validation through research and practice has affirmed READ 180's effectiveness. READ 180 will provide interventions for 60-100 struggling students to improve literacy skills across content areas. Additionally, research based programs that have proven to effect significant growth in short periods of time such as Spalding Road to Reading and Writing, REWARDS, and Kumon or Singapore math will be implemented. To support math interventions, Gardner Middle School will continue to utilize the Educational Assistance Program (EAP). EAP provides intensive intervention for student struggling with math. Gardner offers a Reading class using the REWARDS program to assist students identified as needing additional support in literacy. Students enrolled in this class based on MEAP scores. Special education students requiring intensive support in reading and math are enrolled in smaller study skills classes to replace an elective class.

TIER 3

Mathletes and the Language Arts Club are after school programs offered two days per week, one hour per day. Students are invited to attend these programs based on MEAP and AIMSweb test scores, and participation in these programs is voluntary. Participants receive intensive instruction in the specific content. For the 2012-2013 school year after school support programs will be added in the content areas of science and social studies.

Saturday School will provide students additional instruction in core content areas and positive behavior supports. The focus of Saturday school is to prevent middle school retentions to assist in drop out prevention.

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7. Describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs. (Maximum 6250 characters)

Gardner staff will be provided with training on the implementation and ongoing use of Data/Implementation Teams to promote the continuous use of individual student data. Gardner will be contracting with the Leadership and Learning Center to provide training for the initial process in year one. The consultants will provide collegial training to assist the entire staff in gathering, evaluating and basing decisions on data. The Data Team process will be an essential component of providing job embedded professional development. Not only will the teams encourage and expand shared leadership, Gardner staff will also gain new skills, increase collaboration and collegiality, and ultimately create a positive data-driven culture.

The collaborative teams will meet on Wednesday afternoons, following the model provided in MDE/MI Excel training. Teachers will meet either by grade level, department, or as an entire staff to analyze data collected through classroom assessments, state assessments (MEAP), universal screeners (AIMS Web), progress monitoring and behavior collection systems (SWIS). The data will be used to drive instruction and interventions. The Data Team Process is a key strategy that will be utilized by all staff and have extensive impact and reach. Data Team training will provide staff with the necessary tools to quickly access student data to inform and drive instruction. Teachers will receive training on aligning the common core standards with instruction and assessments. Staff will analyze data, identify students requiring Tier 2 and 3 interventions using summative and formative data, and implement research based strategies to most effectively impact student learning. Using data to guide differentiation of instruction based on student need is a critical component of Data Teams.

Teachers will continue to be involved in Multi-tiered Systems of Support/Response to Intervention (RtI) initiatives to ensure the implementation of evidenced-based instruction in all tiers. The Data Team training and process will assist teachers in analyzing student data to determine whether core, Tier 1 instruction is reaching 80% of Gardner students, as well as assist in identifying necessary supports in all tiers for students needing additional intervention. Implementing research based instructional strategies will help meet the needs of all students with varying learning styles.

Staff will continue with SIOP training to gain instructional strategies for working with English Language Learners which also lends to best practices for students in all Tiers.

Gardner Middle School will continue to utilize the Educational Assistance Program (EAP). Currently the EAP is focused on working with students in Tier 2 or 3 for intensive intervention in the area of math. Gardner will increase the use of EAP to provide intensive supplemental instruction in all core content areas. Student achievement data will be used to identify the most at risk learners. The EAP will provide Tier 3 students with strategies to be successful with common core standards.

The implementation of Application classes will provide Tier 2 students math and reading interventions and all students with project based learning opportunities to provided

relevance to the common core. Programs such as Read 180 will provide staff with a productive and innovative way to integrate technology into the classroom.

The climate and the culture of a school is a critical component to positive classroom management and quality instruction. Gardner Middle School's Building Leadership Team will continue to be involved in the trainings provided by the Ingham ISD on Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi). Gardner Middle School currently uses Edward Ford's Responsible Thinking Process as the school wide Positive Behavioral Interventions and Supports (PBIS). Staff has received and will continue to receive training on using the Responsible Thinking Process as the foundation for classroom and school behavior management. This process puts the ownership of behavior in the hands of the students. It provides students with a tool to think about and self-evaluate their behavior and its' impact upon themselves and others.

Students without any discipline referrals for a specified period of time will be allowed to participate in "Do the Right Thinking" celebrations, which occur 5 - 8 times per year. These celebrations reward positive behavior and allow students to plan and choose the activities offered. Students not eligible to attend will use the Responsible Thinking Process to come up with a plan to allow them to attend the next celebration.

There is a portion of Gardner Middle Schools' population that the Responsible Thinking Process of positive behavioral intervention is not reaching. There are many discipline and truancy issues which affect the culture and climate of the school. Students who cause major disruptions to the learning environment need alternative behavioral interventions. Gardner will utilize the Behavior Intervention Center (BIC) to address these behaviors; to reduce absenteeism, discipline referrals and out of school suspension rates.

The BIC will be staffed by a certified teacher and a behavioral specialist who will recommend the course of action for each student referred. Students who are sent to the office for a major infraction of the Student Code of Conduct will be able to continue with their class work while in the BIC. Their assignments will be provided by their teacher for the duration of the students' assignment to the BIC. Special Education students will continue to receive services. Caseload managers will oversee instruction, thus preventing lawsuits for being out of compliance with state regulations.

The implementation of the BIC will allow the building administration to be instructional leaders and mentor all staff. Currently administrators spend an exorbitant amount of time dealing with discipline issues and are unable to effectively conduct staff evaluations, such as walk-throughs, to insure that students' instructional needs are being met. In addition the BIC will provide an alternative to suspension which is especially critical for our students with disabilities.

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

activities for students and increased collaboration time for teachers. (Maximum 3750 characters)

Gardner Middle School will establish a new student schedule to have enrichment activities and interventions that supplement Core academic subjects for all students built into the school day designed to meet the needs of students in Tiers one, two and three. The new school day will begin at 7:45am and end at 3:10pm, on Mondays, Tuesdays, Thursdays and Fridays. Students will have 50-minute class periods for their four academic periods and two elective periods. 42-minutes will be added to the daily schedule in order to provide all students with a 60-minute Applications block (APPS). This time will be used to provide tiered supports in core reading and mathematics skills as well as an increase of core academics in a variety of areas with an emphasis on real world applications and enrichment in the arts, community projects, and school newspaper or health awareness. These classes may also include partnerships with community resources such as Project Lead the Way, RSVP or Highfields, Inc. These classes will focus on implementing the core content areas in real and meaningful ways for our students.

Students who are meeting grade level benchmarks and identified as Tier 1 students will be engaged in real-world application of core content area learning. The Tier 1 applications can, and will, serve both as extended learning and enrichment for students who demonstrate mastery, as well as an opportunity to deepen student understanding of the content area, thereby increasing proficiency. Staff will determine focus areas for instruction based on trend data from MEAP items and GLCE/Common Core Standards analyses as well as formative classroom assessments and curriculum based measures.

Students who are not meeting grade level benchmarks in reading and mathematics will be placed in Tier 2 “double-dose” Applications (APPS) sections, during which students will receive instruction and support in reading and/or mathematics skills. Teachers will use AIMSWeb data and/or other screening data to identify key areas of student skill deficiency, and target group-based instructions on the needs emerging from the data. Instruction will focus on the use of research-based instructional strategies designed to maximize student success.

In addition, students will have the opportunity to attend the Mustang Fast Track for 12-hours, two weeks before school starts. Mustang Fast Track will occur in the summer before school starts to provide additional instruction in all Core content areas.

After school intervention clubs for Core content areas will be offered 2 days per week for 1-hour each day for 36 weeks for an addition of 72-hours. Intervention clubs outside of the regular school day will focus on Tier 2 and Tier 3 levels of support for identified at risk students in their core academic classes depending on their needs.

Saturday School will be offered 18 Saturdays per year for 3-hours per Saturday for an addition of 64-hours. Saturday School will provide students additional instruction in core content areas and positive behavior supports. The focus of Saturday school is to prevent middle school retentions to assist in drop out prevention.

Staff collaboration/professional development time will increase by 66-hours per year. Every Wednesday will be an early release day for students to provide job embedded collaboration time for teachers. The new Wednesday schedule will begin at 7:45am and end at 12:15pm for students. Teachers will meet every Wednesday afternoon from 12:45pm to 2:15pm, which

increases teacher collaboration time approximately 45-hours. The Black Child and Family Institute have offered their support in providing academic and enrichment activities for our students, as well as Highfields, Inc. and RSVP.

Every Wednesday teachers will work in data/implementation teams to collect and analyze data to drive student instruction, align instruction with common core standards, differentiate instruction and create common classroom assessments. The use of programs will provide teachers with meaningful data and resources to drive instruction to meet the needs of individual students.

Professional Development: Teachers currently have four 3-hour mandatory professional development days with four 3-hour optional professional development days. Gardner staff will be encouraged to attend all eight of the 3-hour professional development days.

Attach a copy of the school schedule, sample student schedule, and teacher collaboration schedule or executed addendum to support the implementation of the extended learning time model in Appendix C.

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

An important component of the Gardner Transformation Plan is to increase parent contact and presence in the building. It is believed that a more comfortable, easy flow of information and participation between school personnel and parents will result in student achievement. The staff is already in contact with parents by phone, email and through Edline. Parents are invited in for conferences and special activity nights. These efforts will be enhanced and enlarged in this plan.

Gardner staff will actively engage and be engaged with the community by developing community partnerships that benefit the students at Gardner. Currently, the Gardner fields are used for Saturday football games and the building opens to the public for a variety of events. Staff will capitalize on these current opportunities to increase both parent and community involvement with the school.

Currently, an orientation is held prior to the start of school for incoming sixth graders that welcomes new students and parents to Gardner. To enhance parent involvement, staff will expand the orientation to include all three grade levels of students and their parents.

The orientation will focus on building relationships with parents and students, establishing a welcoming culture and initiating two-way communication methods.

To that end, during the orientation, parents will:

- Meet their child(ren)'s teachers
- Set up computer access and establish an Ed-line connection to monitor student progress
- Learn about opportunities to be involved in School Improvement and understand their critical role
- Receive important school information and dates

Students will to:

- Receive their schedules and meet teachers
- Be assigned and practice using lockers
- Learn about clubs and sports offered at GMS

To establish the school as a community resource for students and families, representation from organizations such as these will be on site

- Black Child and Family Institute
- Boys and Girls Clubs
- Reaching Higher
- Capital Area District Library
- Faith communities
- Retired Senior Volunteer Program
- Ele's place
- CSI- cyber bullying
- Refugee Development Center
- Cristo Rey

Parents will be invited to attend GARDNER SHOWCASE in the fall. This event will show student work to encourage parents to come into the school. Advisor/advisee groups will create displays, and teachers will hand out syllabi and promote attendance at parent/teacher conferences and Math and Literacy nights. A brief

overview will explain parents' critical role in the school culture and their children's success.

Staff plan to open the building to parents on football Saturdays when games take place on Gardner's field, with computer access to Edline available and offer the opportunity for community organizations to host events.

Staff will also implement family engagement events throughout the year, such as Family Fun Night, Math and Literacy Nights, Parent education sessions to introduce parents to what students are learning and strategies to help their students succeed, and a monthly Parent and Teen Book Club.

Parent-Teacher Conferences will also be altered to increase parent attendance. Mid-term conferences that are held at Gardner will offer ice cream vouchers for all parents attending, and end-of-year conferences will be held at community venue such as YMCA or Boys and Girls Club.

School improvement team meeting times are scheduled to engage more parents. Meeting times will be the second Monday of the month at 7:15 am and the fourth Monday of the month at 5:30 pm.

A Parent/Community Involvement Committee will be established to monitor involvement efforts, assist in the design and implement surveys and recommend changes to further increase engagement.

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

1. Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. (Maximum 3750 characters)

Central Administration will continue its excellent support of teaching and administrative staff in their efforts to increase student achievement. Student focused budgeting will allow the funding of crucial programs like the Behavioral Intervention Room. Support departments, like transportation or cafeteria services, will support the changes necessary to implement this plan. Our board, after seeing the value in this plan, will insure central administration's support. We are all focused on student success.

Building administration has the authority to work with departments to collaboratively plan for the master schedule and making teaching assignments. Administrators are able to determine course offerings, within the framework provided by the District, based upon student requests. Building budget is determined through collaboration between the building administration, department chairs and the School Improvement team and is directly linked to the school improvement plan. The teachers' collective bargaining agreement delineates a contract deviation process, which allows schools the flexibility to adjust calendars and school hours based upon a vote of the teaching staff and approval of building administration and Professional Council.

2. Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations. (Maximum 3750 characters.)

Gardner Middle School will receive ongoing technical assistance and related support through Ingham ISD, the approved External Service Provider for the SIG activities. Ingham ISD staff will provide support and assistance for the components of the Transformation Plan, as outlined below.

Assistance in planning, implementing and evaluating ongoing, high quality, job-embedded Professional Development.

- Professional development needed for implementation teams (school wide, grade level and departmental)

- Multi-tier systems of support (RtI)

- Positive Behavioral Interventions and Supports

- On-going universal screening

- On-going progress monitoring (At-Risk)

- Creation and use of common formative assessments

- Data driven decision making through the use of a problem solving process

- Collection, analysis and use of appropriate data

- Core curriculum and delivery modifications based on data

- Creation and use of common formative assessments

- Curriculum realignment to the Common Core State Standards

Comprehensive Instructional Reform Strategies:

Ongoing support (financial, resource, data collection, analysis and use, and related training) through MiBLSi, PBIS, and other RTI initiatives

Data-driven Decision Making Through the Use of a Problem Solving Process

IISD staff will assist Gardner staff in data collection to monitor progress of implementation and impact of the Transformation Plan.

IISD staff will support building staff in analyzing AIMSweb, Early Warning Sign and other screening assessment data for students, and staff will be trained in the implementation and use of screeners and data analysis.

IISD staff will also provide training and support in data collection for progress monitoring of interventions and to assess implementation fidelity.

Support will be provided with staff training on the implementation and on going use of Data Teams, including how to access student data to inform and drive instruction, using data to differentiate instruction based on student need, aligning the common core standards with instruction and assessments, and evidence-based instructional strategies to deliver instruction to meet the needs of all students.

All data analysis assistance will focus on data driven decision making through the use of a problem solving process to align with RtI efforts.

Plan Evaluation

Ingham ISD staff will assist in designing an evaluation plan for the Gardner Transformation Plan, which will focus on implementation and impact of each component of the Transformation Plan.

TRANSFORMATION SCHOOLS WILL STOP HERE.

MAKE SURE TO UPDATE APPENDIXES A-C

THE TURNAROUND MODEL STARTS HERE:

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

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

II. TURNAROUND MODEL COMPONENTS

PART A: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leaders name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement or increase graduation rates. (Maximum 3750 characters)

2. Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school. (Maximum 3750 characters)

Please attach a copy of the adopted competency tool or the evaluation tools that includes a significant connection with student growth in Appendix A of this template.

3. Specify how the school will screen all existing staff and rehire no more than 50 percent. (Maximum 3750 characters)
4. Detail how the school will implement strategies such as, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school. (Maximum 3750 characters)

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

5. Describe plans and time lines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development is

aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies. (Maximum 6250 characters)

Please attach a copy of the Professional Development calendar into Appendix B

6. Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent. (Maximum 6250 characters)
7. Detail how the use of data will identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. (Maximum 6250 characters)
8. Describe how the school will promote the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs. (Maximum 6250 characters)

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

9. Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content, by expanding the school day, week or year. How much extra time has been added? Also how will the increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers? (Maximum 6250 characters)

Attach a copy of the school schedule, sample student schedule, and teacher collaboration schedule or executed addendum to support the implementation of the extended learning time model in Appendix C.

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

**TURNAROUND SCHOOLS WILL STOP HERE.
MAKE SURE TO UPDATE APPENDIXES A, B AND C**

THE RESTART MODEL STARTS HERE:

Descriptor: The **Restart Model** School is when districts close the school and reopens it under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.

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

III. RESTART MODEL COMPONENTS

PART A: District Narrative

1. Explain how the district will engage parents and community members to discuss the charter school option, including the parameters of converting a school to charter status. (Maximum 2500 characters)
2. Specify how the district will research and prioritize Charter Management Organizations (CMOs) that may address district needs. (Maximum 2500 characters)
3. Describe how the district will develop and use a rigorous selection process to identify charter school applicants. (Maximum 2500 characters)
4. Detail how the district will develop a databank of individuals interested in serving on charter school boards. (Maximum 2500 characters)
5. Describe how the district will clearly articulate the autonomy to be provided to newly formed charter schools. (Maximum 2500 characters)
6. Specify how the district will develop a set of non-negotiable performance benchmarks to serve as the basis for holding and sustaining a charter. (Maximum 2500 characters)

RESTART/Charter School Narrative Section

Part B: COMMUNITY ASSESSMENT

1. Describe the characteristics of the population and community where the proposed charter school will be located. Provide detail as to the assets and liabilities of the community within a given radius for the proposed location of the school. (Maximum 2500 characters)
2. Provide a thoughtful and detailed description of the unmet educational needs of the community with enough specificity that it becomes apparent throughout the narrative how the proposed school will serve these unmet needs. (Maximum 2500 characters)
3. Provide measurable or quantitative evidence that the community recognizes the need

for the proposed school, paying particular attention to the impetus for and level of parent and other interest in the school. Where possible, detail any objective market research, surveys, or other measures of local demand for the proposed educational program. (Maximum 3750 characters)

Part C: STUDENT POPULATION

4. Detail the proposed grade levels and range of ages of students to be served, along with plans for future growth. Detail the proposed charter school's anticipated enrollment in years one through five, projecting the minimum and maximum enrollment the school is prepared to serve in each year. (Maximum 2500 characters)
5. Identify the demographic makeup of the proposed population and where these students are most likely being educated currently. Estimate the percentage of students the proposed charter school expects to qualify for federal free and reduced lunch subsidies. (Maximum 2500 characters)
6. List and describe the existing schools in the area (public, private and parochial) serving the community, and detail the competitive advantages that will set the proposed charter school apart and attract students. (Maximum 2500 characters)
7. Show how your plan has been shaped by the developmental and learning needs of students to be served. (Maximum 2500 characters)

Part D: EDUCATIONAL PROGRAM

8. Describe the vision, mission and educational goals of the proposed charter school. The description of educational goals should be complete, measurable, ambitious, tailored to the expected student population, and coordinated with the mission and vision. (Maximum 2500 characters)
9. Describe the evaluation process and the criteria used by the development team to compare curricular and instructional approaches. Describe the approaches considered and explain why the approach chosen fits the Public School Academy (PSA) target market and its educational goals. Explain why other specifically identified approaches considered were not chosen. (Maximum 3750 characters)
10. Provide a general description of the curricula to be used. Explain how you have determined (or will determine) that these curricula will lead *all* students to mastery of the Common Core Standards, Michigan's Grade Level Content Expectations (GLCE) or High School Content Expectations (HSCE), as appropriate. (Maximum 2500 characters)
11. Provide an overview of the instructional design and program to be emphasized by the school, with particular emphasis on how this approach is unique and will enhance student achievement. Be sure to detail the research foundations for the educational approach to be utilized. Outline steps the school will take to ensure that its teachers

understand, gain skills needed for and practice the instructional model chosen. (Maximum 2500 characters)

12. Detail the interventions and support services to be provided by the school, such as - extended time, Head Start, latchkey, extracurricular activities, tutoring, computer training, social work services, accelerated learning for advanced students. Additionally, explain why these services were chosen to address the needs of the target population. Describe the plan for how the proposed services will be implemented. (Maximum 3750 characters)

13. Describe the ways in which the proposed charter school will ensure high-quality services to students with special needs. Describe how the services to students with special needs will be innovative. Include a description of how the proposed charter school will participate in development of the county-specific Intermediate School District (ISD) special education plan, which ensures compliance with the Individuals with Disabilities Act (IDEA). (Maximum 3750 characters)

14. Specify the proposed charter school's anticipated date of opening, and briefly describe the proposed school calendar and school day schedule. Identify if you will seek any waivers of federal or state requirements that you believe will be necessary to implement the proposed calendar and schedule. (Maximum 2500 characters)

Part E: STUDENT RECRUITMENT AND COMMUNITY INVLOVEMENT

15. Briefly describe the proposed charter school's advertising and recruitment plans, and provide an outline of the planned policy and procedures for enrollment and how the proposed school will meet state and federal requirements for open enrollment. Indicate if the proposed school plans to enter into any matriculation agreements for the purpose of providing enrollment priority to student applicants for enrollment. (Maximum 2500 characters)

16. Describe any early intervention and/or other retention strategies which will be employed to maximize the number of students who remain enrolled year-to-year, and to ensure equal access for all. (Maximum 2500 characters)

17. Describe proposed methods for involving parents and community members in the design of the school and the education of enrolled students. Describe parent involvement in the design and development process to date. (Maximum 3750 characters)

RESTART SCHOOLS WILL STOP HERE.

IV. CLOSURE MODEL COMPONENTS

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

PART A: ESTABLISH POLICY

1. Describe how closing a low-achieving school contributes to the larger district reform effort? Describe the extent to which current (or past) school interventions have failed to improved school performance and detail the strategies used to increase student performance and why they failed. (Maximum 6250 characters)

PART B: ESTABLISH CLEAR PROCEDURES AND DECISION CRITERIA FOR CLOSING SCHOOLS

2. Identify the key stakeholders; including parents, teachers, the community and business leaders that were involved in developing the criteria for closing schools Describe how the criteria and data is used to assess school performance, such as achievement, attendance and enrollment.(Maximum 6250 characters)

PART C: OPERATE TRANSPARENTLY

3. Describe how the decision to close the school will be communicated to the students, staff, parents and the general community. Provide any protocols or speaking scripts that might be used.(Maximum 3750characters)

PART D:PLAN FOR THE ORDERLY TRANSITION OF STUDENTS AND STAFF

4. Detail your transition plan for students and staff and the final closing of the school building. (Maximum 12500 characters)

CLOSURE SCHOOL MODELS WILL STOP HERE.

**APPENDIX A
COPY AND PASTE YOUR:**

Copy of Leader and Teacher Evaluation Tool (for Transformation Schools)
 Or
 Copy of Adopted Competencies Tool (for Turnaround Schools)
 (unlimited characters)

Using Student Growth as a Factor in Teacher Evaluation

Individual performance shall be the majority factor in making the decision about teacher effectiveness and shall consist of, but is not limited to evidence of student growth, which shall be used in assessing an employee’s individual performance in a year-end evaluation as shown in the chart below.

School Year	% of Student Growth calculated in Year-End Evaluation
2012-2013	13%
2013-2014	25%
2014-2015	40%
2015-2016	50%

Student Growth as a factor in evaluation is determined by an individual Student Growth Goal and is determined by the principal in collaboration with the teacher. The Student Growth Goal must be aligned with the School Improvement Plan and Common Core Standards. Student Growth Goals are identified during the initial evaluation meeting which is conducted with all probationary and non-probationary staff no later than October 15 of each school year. Student Growth Goals are recorded during the initial meeting on the IDP form for Plan I or the Teacher Evaluation Goal Outline Form for Plan II A.

Individual Student Growth Goal

To determine progress towards the Individual Student Growth Goal, teachers will identify multiple measures for student achievement that may include a district approved pre- and post- common assessment. By 2013 - 2014 all teachers will utilize pre and post assessment data that shows growth in literacy and numeracy. When reviewing student growth data mobility rates, long-term suspensions (10+) and absences (10+) within each semester will be taken into consideration.

Secondary Level (6 - 12) Core teachers administer a pre and post common assessment. Core Teachers use their most recently revised common assessment as their pre and post assessment. Pre and post common assessments are used minimally each semester for each course based on objectives aligned with the School Improvement Plan and Common Core Standards. Teachers split between buildings are linked to the building that contains the largest percentage of their teaching assignment.

Special Education teachers administer pre and post assessments for the subject(s) they are teaching. For periods when special education teachers are co-teaching or not in a specific classroom assignment they will establish a Student Growth Goal appropriate to their area with their assigned evaluator.

Elective teachers administer a common pre and post assessment by grade level or identified by the SIP Team and reviewed with teachers during the initial evaluation meeting. Teachers split between buildings are linked to the building that contains the largest percentage of their teaching assignment.

Instructional Support/Services teachers Social workers, speech pathologists, psychologists and other district staff not associated with a specific building or classroom assignment will establish a Student Growth Goal appropriate to their area with their assigned evaluator.

Best-Practice Strategies to Support Student Growth

For student growth goals, best-practice strategies are identified during the initial evaluation meeting and recorded on the appropriate Plan I or Plan II A planning worksheet. Best practice strategies to support the individual student growth goal may be developed by the teacher in collaboration with other department members or grade level teachers and are approved by the principal.

To support the implementation of Student Growth Goals such strategies may include but are not limited to the following:

Action Research	Visitation Days
Peer-Coaching	Conferences
Video Taping	Classroom Observations
Mentoring	Development of Teaching materials/instructional units
Workshops and/or conference attendance	Discussion Groups

Indicators of Progress

Indicators of progress for achieving Student Growth Goals are identified and approved during the initial evaluation meeting and are recorded on the appropriate Plan I or Plan II A planning worksheet.

Indicators of progress may include such items as the following:

Assessment results	Student responses
Student work portfolios	Performance assessment
Professional portfolios	Reflective journal entries
Videotapes of classes	Case study analysis
Peer Observations	Benchmarks
Administrator observation	Anecdotal records
Parent responses	Statistical measures
Written curriculum	

Determining Effectiveness

The effective teacher demonstrates the continuous improvement of student learning. Student growth is determined by Individual Student Growth Goals and is aligned with School Improvement Goals. The highly effective designation assumes effective attributes have been met. Sample indicators of effectiveness are below.

Ineffective	None of the targeted growth goals were met.
Minimally Effective	Positive student growth is evident in one or more areas.
Effective	Positive student growth meets expectations in all targeted areas.
Highly Effective	All targeted goals were met, and exceeded in some targeted areas.

Year-End Evaluation Meetings

A year-end evaluation meeting will be held for teachers according to the timelines provided in the Madison District Schools Teacher Evaluation system. In advance of the year-end evaluation meeting, teachers shall provide their evaluator with student performance results as identified in the initial meeting and evidence of any indicators of progress.

Standard I: Classroom Environment.

The effective teacher maintains a classroom environment that enhances student learning. Sample indicators appear below. The highly effective designation assumes effective attributes have been met.

	Level of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Teaching enthusiasm	No communication of enjoyment and enthusiasm for teaching and students.	Teacher displays minimal enjoyment and enthusiasm for teaching and students.	Teacher maintains a welcoming and positive classroom environment.	Teacher contributes to creating a welcoming and positive building culture.
Teacher interaction with students	Teacher interaction with students is negative or inappropriate. Students exhibit disrespect for teacher and one another.	Teacher interaction with students is minimal and demonstrates an indifference towards genuine caring and respect. Students show little respect for teacher as an individual.	Teacher-student interactions demonstrate genuine caring and respect. Students show respect for teacher as an individual.	Teacher creates and/or coordinates opportunities for students to demonstrate caring and respect through classroom interactions, service projects, etc.
Instructional materials and resources	Instructional materials and resources are not used to enhance the classroom environment.	Instructional materials are not used adequately to create a positive learning environment and to engage students. Students rarely contribute to classroom displays.	Instructional materials and resources establish a positive environment and engage students mentally. Student contributions enhance displays.	Instructional materials and resources are created and shared. Student displays are coordinated with other classes/ departments/buildings.
Expectations for learning and behavior	Expectations for learning are not conveyed. Students do not demonstrate pride in their work. They are not expected to complete tasks, not motivated to do high quality work and have no expectations for appropriate behavior	Modest expectations of student work are conveyed. Students demonstrate little pride in their work. They are expected to complete tasks and have minimal motivation to do high quality work and display	Both teacher and students establish a learning environment that reflects high expectations. Students take pride in their work and respond appropriately in the classroom.	Teacher enables students to define high expectations and initiate improvement of their own work and behavior.
Commitment to diversity and equity	Teacher interaction with students reflects a disregard for diversity with inappropriate or insensitive comments. There is no allowance for individual viewpoints or perspectives.	Teacher interaction with students reflects minimal regard for diversity and students have few opportunities to share individual viewpoints and perspectives.	Teacher interactions with students are appropriate and sensitive to diversity. Individual viewpoints and perspectives are encouraged.	Teacher initiates building and /or district activities to raise sensitivity to diversity.
Trusting environment	Creativity and discovery are not considered in lesson planning. Students are not given opportunities to participate in learning groups. Students are not encouraged to explore or consider multiple solutions/methods/ activities	Creativity and discovery are minimally used in lesson planning. Students have limited opportunities to participate in learning groups and are rarely encouraged to work cooperatively or consider divergent thinking	Interactions and lessons promote exploration, creativity and discovery. Frequent regrouping of students encourages cooperation, respect and divergent thinking.	Teachers create, model and share interactive lessons that promote exploration, creativity and discovery.
Classroom rules and expectations	Classroom rules have not been communicated to students. Students are unaware of classroom procedures.	Classroom rules have been communicated to students but are not consistently followed.	Classroom rules have been communicated and standards of conduct are clear to all students.	Teacher guides student participation in the process of determining classroom rules and procedures and teacher acknowledges adherence to
Safe accessible and orderly environment	Classroom physical environment impedes learning and/or is unsafe. Environment restricts access to resources.	Classroom physical environment is safe but is not conducive to learning.	Classroom physical environment is safe, provides equal access to resources, and promotes learning.	Classroom procedures allow students to adjust physical environment to advance their own purposes and learning.

Standard II: Preparation and Planning.

The effective teacher plans for student learning. Sample indicators appear below. The highly effective designation assumes effective attributes have been met.

	Level of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Content knowledge	Teacher does not display knowledge of content, content related current research and best practices. No interdisciplinary connections.	Teacher seldom displays basic knowledge of content and best practices. Interdisciplinary connections, when made, are inconsistent.	Teacher displays knowledge of content, content related current research and best practices. Teacher makes interdisciplinary connections.	Teacher displays extensive knowledge in content area and current best practices (publication of articles, conference attendance, professional presentations, etc.) and incorporates expertise into interdisciplinary lesson planning and teaching.
Knowledge of students	Planning does not recognize important student variables such as characteristics of age group, skill level, or cultural heritage.	Teacher is inconsistent in addressing student variables and demonstrating understanding of group dynamics.	Teacher displays an understanding of important student variables and uses this understanding to inform planning (grouping, interventions, activities, etc.).	Teacher assists and/or collaborates with other teachers in planning instructional activities that address student variables.
Knowledge of Cognitive Learning	Lesson planning does not allow for different levels of cognitive learning.	Lesson planning occasionally allows for multiple levels of learning. Activities do not have meaning or benefit to all students.	Lesson planning incorporates activities and instruction that addresses multiple levels of learning.	Lesson planning that incorporates activities and instruction that address multiple levels of learning are developed and shared with other staff members.
Knowledge of resources	Resources to assist student learning are not used.	Teacher is inconsistent in selecting appropriate resources. Technology is utilized only intermittently and not maximized.	Teacher is able to select and access appropriate resources to assist student learning. Technology is used to enhance learning.	Teacher uses a variety of effective resources to assist students learning including visual, auditory and hands on activities. Technology is integrated into instruction and enhances the learning experience.
Lesson development	Lessons are not developed and lack clear objectives. District curriculum is not followed. Assessments have not been determined.	Lessons plans are rarely developed and have few clear objectives. District curriculum is occasionally followed and assessments are not well planned to provide meaningful and timely feedback.	Lesson plans are based on district and state curriculum. Instruction relates new information to previous learning. Appropriate assessments are planned.	Lesson plans demonstrate knowledge of the unit design approach and incorporate clearly defined content objectives, meaningful activities that integrate lesson concepts, and multiple assessments that provide meaningful and

Standard III: Instruction

The effective teacher provides instruction that enhances student achievement. Sample indicators appear below. The highly effective designation assumes effective attributes have been met.

	Level of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Lesson clarity	Lesson presentation has no defined structure nor is based on district curriculum.	Lesson presentation has some elements of structure, but lacks clarity. District and state curriculum are represented marginally.	Lesson presentation is clear, logical and based on district and state curriculum. Multiple techniques relate new information to previous	Model lessons are designed and shared with other teachers to improve understanding and practice across the curriculum.
Engagement	Student learning is not monitored. Instruction does not engage students in meaningful learning.	Student learning is loosely monitored, but frequent lapses in student engagement occur due to inconsistent use of instructional strategies.	Teacher monitors learning using a variety of strategies and adapts instruction based on student response to engage students in meaningful learning.	All students are engaged in rigorous instructional activities that reflect individual needs and interests and that are connected to real world experiences.
Questioning strategies	Questioning strategies are not apparent. Students are not expected to participate.	Questioning strategies are underutilized; student participation is welcomed but not encouraged.	Questioning strategies are varied, equitable and allow for appropriate response time. All students are expected to participate and demonstrate learning.	Students are taught self-questioning techniques that allow for higher levels of comprehension.
Instructional methods	Instructional methods do not support cognitive levels of instruction.	Instruction tends to rely on a single method. Differentiation is not observable. Technology is not used effectively.	Teacher implements a variety of methods to differentiate instruction. Technology is consistently integrated.	Instruction supports self-directed learning. Student participation in goal setting and development of organizational systems is evident.
Student-directed	Self-directed learning is not encouraged or supported in the classroom.	Self-directed learning is occasionally encouraged or supported in the classroom.	Instruction supports student-initiated learning and goal setting.	Instruction supports self-directed learning. Student participation in goal setting and development of organizational systems is evident.

Standard IV: Assessment

The effective teacher uses assessment to provide feedback to students, design future instruction, and monitor progress toward curriculum goals. The highly effective designation assumes effective attributes have been met.

	Level of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Use and interpretation of assessment.	Assessment is not used to evaluate student progress. Assessment does not guide instruction.	Assessments are used with minimal effectiveness. Teacher collects some data but does not gather information from data to inform instruction.	Performance and product assessments are used to plan for groups and individuals and to evaluate student progress. Teacher uses assessment data to guide instruction.	Teacher uses a variety of formal and informal assessments to document student progress. Teacher actively contributes to building or district efforts to analyze results and uses information to improve student achievement.
Design of assessment	Assessment design is not congruent with district, state, or national standardized tests.	Assessment design is marginally congruent with district, state, or national standardized tests.	Assessment design is mostly congruent with district, state and/or national standardized tests.	Teachers design exemplary assessments that address specific needs identified by district, state or national standardized tests.
Communication of assessment	No assessment standards of performance are communicated to students.	Assessment standards of performance are communicated to students, but not in a manner which is timely or useful.	Assessment criteria and standards are clearly communicated to students in a timely manner and in a variety of ways (rubrics, exemplars, etc.).	Teacher involves students in the development of assessment criteria and students routinely engage in self-assessment activities and monitor personal progress.

Standard V: Communication and Professional Responsibilities

The effective teacher demonstrates positive communication skills and maintains professional and personal responsibilities. Sample indicators appear below. The highly effective designation assumes effective attributes have been met.

	Level of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Relationships	Positive relationships have not been developed or maintained with students, colleagues and/or parents.	Teacher rarely develops positive relationships with students, colleagues and/or parents.	Support and cooperation characterize relationships with students, colleagues and/or parents.	Teacher assumes a leadership role in developing positive professional relationships with students, colleagues, and/or parents.
Contributions	Little or no participation in school and district projects. Contractual obligations are not met.	Teacher occasionally participates in school and district projects and rarely works collaboratively with colleagues. Contractual obligations are	Teacher participates in school and district projects, works collaboratively with colleagues, and meets contractual obligations.	Teacher takes a leadership role in school and district projects, or volunteers in school or district events above and beyond contractual obligations.
Record keeping	Records for maintaining student progress and procedural activities/duties are unorganized, incomplete and/or inaccurate and are not communicated effectively.	Records for maintaining student progress and procedural activities/duties are untimely, sometimes inaccurate and rarely communicated to parents.	Records for maintaining student progress and procedural activities/duties are accurate and timely, and routinely communicated to parents.	Records reflect student academic and social growth, and are reported to parents through a variety of venues. Teacher participates in district activities to monitor and evaluate record keeping
Professional growth	Teacher does not actively participate in professional development activities. There is no evidence of new learning in classroom instruction.	Teacher participation in professional development is limited to required district activities. Professional growth is either undocumented or unsubstantiated.	Teacher seeks professional development opportunities to enhance knowledge and skills, actively participates and implements new knowledge/skills into lessons.	Teacher develops, presents and/or conducts professional development activities.
Professionalism	Professional obligations are not met in a timely manner. Teacher does not participate in team/department/building/district decision making.	Professional obligations are rarely met in a timely manner. Teacher sometimes participates in team/department/building/district decision making.	Professional obligations are met in a timely manner. Teacher participates in	Teacher takes a leadership role in team/department/building/district decision making.

APPENDIX B
COPY AND PASTE YOUR:
Professional Development Calendar or Timeline
(unlimited characters)

Professional Development, Purpose and Research Evidence

Professional Development	Purpose	Research Evidence
AIMS-Web	<p>AIMS Web training to identify Tier 2 and Tier 3 students. is a formative assessment system that "informs" the teaching and learning process by providing continuous student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction. AIMSweb includes Curriculum-Based Measures in the areas of early literacy, reading, math and writing for grades K-8.</p>	<ul style="list-style-type: none"> Evidence located at www.aimsweb.com .
<p>Wed Collaboration Data Driven Decision Making (Data Teams) and</p> <p>Data Team Support Professional Development</p>	<p>Data Driven Decision Making: Using Data and Data Teams to Drive Instruction. Staff will analyze formative and summative data to select research-based instructional strategies to impact on student learning for Tier 2 and 3 students.</p> <p>The "Leadership and Learning Center" will also provide professional development to train staff on effective, research-based strategies including differentiated instruction.</p>	<ul style="list-style-type: none"> Seminar presented by "Learning and Leadership Center" and recommended by the Michigan Department of Education.
ExCels	<p>Grant Project with Central Michigan University to improve science instruction – Focus on direct vocabulary and instructional strategies in science.</p>	<ul style="list-style-type: none"> "Improving Adolescent Literacy: Effective Classroom and Intervention Practices" – What Works Clearinghouse "Teaching Science with Everyday Language Study" What Works Clearinghouse

Pamela Miller-Thompson, consultant.	Consultant to model and support SIOP training for staff; SIOP strategies will increase academic achievement for ELL students.	<ul style="list-style-type: none"> “ Sheltered Instruction Operational Protocol” - What Works Clearinghouse
PBIS - Positive Behavior Intervention Support	Positive Behavior Intervention Support for Tier 1, 2 and 3 interventions.	<ul style="list-style-type: none"> Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi) - http://miblsi.cenmi.org/
Read 180 consultants	Technology-based , supplemental reading program for Tier 2 and Tier 3 interventions. Consultants will meet with ELA and Reading staff four times each year.	<ul style="list-style-type: none"> <u>Read 180® (Reviewed using the Adolescent Literacy Evidence Review Protocol)</u> – What Works Clearinghouse
RTI	Response to Intervention – Adolescent Literacy Training for Tier 1,2 and 3 interventions.	<ul style="list-style-type: none"> “Adolescent Literacy” – What Works Clearinghouse
SIOP Training – Sheltered Instruction Operational Protocol	SIOP Training: Reading strategies for English Language Learners.	<ul style="list-style-type: none"> “ Sheltered Instruction Operational Protocol” - What Works Clearinghouse
MIEXCEL – Mi Excell Statewide System of Support	Direct vocabulary instructional strategies for English Language Learners and students with disabilities.	<ul style="list-style-type: none"> “Improving Adolescent Literacy: Effective Classroom and Intervention Practices” – What Works Clearinghouse
Teaching American History	Teaching American History Grant to increase student achievement in Social Studies.	<ul style="list-style-type: none"> United States Department of Education - More Information can be found at http://www2.ed.gov/programs/teachinghistory/index.html
Delta Math RTI Program	Consultants to model and support Delta Math Readiness Standards aligned with Common Core Standards to assist students struggling with mathematics with a multi-tiered system of	<ul style="list-style-type: none"> What Works Clearinghouse rtisupport.oasid.org

	support.	
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Month/Year	ELA	Math	Science/Social Studies	All Staff
September 2011	<ul style="list-style-type: none"> • AIMS Web training 			<ul style="list-style-type: none"> • Data Driven Decision Making: Using Data and Data Teams to Drive Instruction Seminar • PBIS
October 2011	<ul style="list-style-type: none"> • AIMS Web training • RTI 		<ul style="list-style-type: none"> • ExCEls Science • Teaching American History Grant. 	<ul style="list-style-type: none"> • PBIS • SIOP Training • MIEXCEL Seminar
November 2011	<ul style="list-style-type: none"> • Implementation of AIMS Web 		<ul style="list-style-type: none"> • ExCels Science • Teaching American History Grant 	<ul style="list-style-type: none"> • PBIS • SIOP Training
December 2011			<ul style="list-style-type: none"> • Teaching American History Grant 	<ul style="list-style-type: none"> • PBIS
January 2012	<ul style="list-style-type: none"> • Implementation of AIMS Web testing • Read 180 observation 		<ul style="list-style-type: none"> • ExCels • Teaching American History Grant 	<ul style="list-style-type: none"> • PBIS • MIEXCEL Seminar
February 2012	<ul style="list-style-type: none"> • RTI 		<ul style="list-style-type: none"> • ExCels • Teaching American History Grant 	<ul style="list-style-type: none"> • PBIS • MIEXCEL implementation • SIOP Training • Pamela Miller-Thompson : SIOP consultant

Month/Year	ELA	Math	Science/Social Studies	All Staff
March 2012	<ul style="list-style-type: none"> Read 180 – Training and implementation 		<ul style="list-style-type: none"> Teaching American History Grant 	<ul style="list-style-type: none"> PBIS SIOP Training Pamela Miller-Thompson : SIOP consultant MIEXCEL implementation and Pretest Training for Data Driven Decision Making: Using Data and Data Teams to Drive Instruction (tentatively)
April 2012	<ul style="list-style-type: none"> Read 180 		<ul style="list-style-type: none"> Teaching American History Grant 	<ul style="list-style-type: none"> PBIS SIOP Training – Reading strategies for ELL students Pamela Miller-Thompson : SIOP consultant MIEXCEL implementation Training for Data Driven Decision Making: Using Data and Data Teams to Drive Instruction – Determining Power Standards (tentative)

Month/Year	ELA	Math	Science/Social Studies	All Staff
May 2012	<ul style="list-style-type: none"> • Implementation of AIMS Web testing • Read 180 • RTI 		<ul style="list-style-type: none"> • Teaching American History Grant 	<ul style="list-style-type: none"> • PBIS • SIOP Training – Reading strategies for ELL students. • Pamela Miller-Thompson : SIOP consultant • MIEXCEL – Post-Test and review direct vocabulary instructional strategies and process.
June 2012				
August 2012	<ul style="list-style-type: none"> • Pamela Miller-Thompson - SIOP consultant • Read 180 	<ul style="list-style-type: none"> • Delta Math RTI Program 	<ul style="list-style-type: none"> • Teaching American History Grant 	<ul style="list-style-type: none"> • PBIS • Pamela Miller-Thompson : SIOP consultant • MIEXCEL • Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction • Data Team Support PD
September 2012	<ul style="list-style-type: none"> • MIEXCEL –Give Pre-test 1A and implement direct vocabulary instructional strategies for ELL and SWD. • Read 180 	<ul style="list-style-type: none"> • Delta Math RTI Program 	<ul style="list-style-type: none"> • Teaching American History Grant 	<ul style="list-style-type: none"> • PBIS • Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction • Data Team Support PD • Pamela Miller-Thompson : SIOP consultant • MIEXCEL – Implement direct vocabulary instructional strategies for ELL and SWD.

Month/Year	ELA	Math	Science/Social Studies	All Staff
October 2012	<ul style="list-style-type: none"> • Read 180 • RTI 	<ul style="list-style-type: none"> • Delta Math RTI Program 	<ul style="list-style-type: none"> • Teaching American History Grant 	<ul style="list-style-type: none"> • PBIS • Pamela Miller-Thompson : SIOP consultant • MEXCEL • Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction • Data Team Support PD
November 2012	<ul style="list-style-type: none"> • Read 180 	<ul style="list-style-type: none"> • Delta Math RTI Program 	<ul style="list-style-type: none"> • Teaching American History Grant 	<ul style="list-style-type: none"> • PBIS • MEXCEL • Pamela Miller-Thompson : SIOP consultant • Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction • Data Team Support PD
December 2012	<ul style="list-style-type: none"> • Read 180 	<ul style="list-style-type: none"> • Delta Math RTI Program 	<ul style="list-style-type: none"> • Teaching American History Grant 	<ul style="list-style-type: none"> • PBIS • Pamela Miller-Thompson : SIOP consultant • MEXCEL • Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction • Data Team Support PD

Month/Year	ELA	Math	Science/Social Studies	All Staff
January 2013	<ul style="list-style-type: none"> • Read 180 	<ul style="list-style-type: none"> • Delta Math RTI Program 	<ul style="list-style-type: none"> • Teaching American History Grant 	<ul style="list-style-type: none"> • PBIS • Pamela Miller-Thompson : SIOP consultant • Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction • Data Team Support PD • MIEXCEL –Give Post-test 2A pre-test 3a and implement direct vocabulary instructional strategies for ELL and SWD. Review strategies and process.
February 2013	<ul style="list-style-type: none"> • Read 180 • RTI 	<ul style="list-style-type: none"> • Delta Math RTI Program 	<ul style="list-style-type: none"> • Teaching American History Grant 	<ul style="list-style-type: none"> • PBIS • Pamela Miller-Thompson : SIOP consultant • Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction • Data Team Support PD
March 2013	<ul style="list-style-type: none"> • Read 180 	<ul style="list-style-type: none"> • Delta Math RTI Program 	<ul style="list-style-type: none"> • Teaching American History Grant 	<ul style="list-style-type: none"> • PBIS • Pamela Miller-Thompson : SIOP consultant • Wed Collaboration: Data Driven Decision Making: Using Data and



				<p>Data Teams to Drive Instruction</p> <ul style="list-style-type: none">• Data Team Support PD
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Month/Year	ELA	Math	Science/Social Studies	All Staff
April 2013	<ul style="list-style-type: none"> • Read 180 	<ul style="list-style-type: none"> • Delta Math RTI Program 	<ul style="list-style-type: none"> • Teaching American History Grant 	<ul style="list-style-type: none"> • PBIS • Pamela Miller-Thompson : SIOP consultant • Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction • Data Team Support PD • MIEXCEL –Give Post-test 3A, pre-test 4a
May 2013	<ul style="list-style-type: none"> • Read 180 • RTI 	<ul style="list-style-type: none"> • Delta Math RTI Program 	<ul style="list-style-type: none"> • Teaching American History Grant 	<ul style="list-style-type: none"> • PBIS • Pamela Miller-Thompson : SIOP consultant • Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction • Data Team Support PD
June 2013	<ul style="list-style-type: none"> • Read 180 	<ul style="list-style-type: none"> • Delta Math RTI Program 	<ul style="list-style-type: none"> • Teaching American History Grant 	<ul style="list-style-type: none"> • Pamela Miller-Thompson : SIOP consultant • Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction • Data Team Support PD • MIEXCEL –Give post 4a. Review strategies and process.

Month/Year	ELA	Math	Science/Social Studies	All Staff
August 2013	<ul style="list-style-type: none"> Read 180 	<ul style="list-style-type: none"> Delta Math RTI Program 		<ul style="list-style-type: none"> PBIS Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction Data Team Support PD MIEXCEL – Review purpose and strategies.
September 2013	<ul style="list-style-type: none"> Read 180 	<ul style="list-style-type: none"> Delta Math RTI Program 		<ul style="list-style-type: none"> PBIS Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction Data Team Support PD MIEXCEL - Give pre-tests 1a and analyze data.
October 2013	<ul style="list-style-type: none"> Read 180 	<ul style="list-style-type: none"> Delta Math RTI Program 		<ul style="list-style-type: none"> PBIS Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction. Data Team Support PD MIEXCEL – Give post test 1a and analyze data.
November 2013	<ul style="list-style-type: none"> Read 180 	<ul style="list-style-type: none"> Delta Math RTI Program 		<ul style="list-style-type: none"> PBIS Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction Data Team Support PD MIEXCEL - Give pre-test 2a and analyze data.

Month/Year	ELA	Math	Science/Social Studies	All Staff
December 2013	<ul style="list-style-type: none"> Read 180 	<ul style="list-style-type: none"> Delta Math RTI Program 		<ul style="list-style-type: none"> PBIS Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction Data Team Support PD
January 2014	<ul style="list-style-type: none"> Read 180 	<ul style="list-style-type: none"> Delta Math RTI Program 		<ul style="list-style-type: none"> Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction Data Team Support PD PBIS MIEXCEL - Give post test 2a and analyze data. Review strategies and process.
February 2014	<ul style="list-style-type: none"> Read 180 	<ul style="list-style-type: none"> Delta Math RTI Program 		<ul style="list-style-type: none"> PBIS Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction Data Team Support PD MIEXCEL - Give pretest 3a and analyze data.
March 2014	<ul style="list-style-type: none"> Read 180 	<ul style="list-style-type: none"> Delta Math RTI Program 		<ul style="list-style-type: none"> PBIS Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction Data Team Support PD MIEXCEL - Give post test 3a and analyze data.

Month/Year	ELA	Math	Science/Social Studies	All Staff
April 2014	<ul style="list-style-type: none"> • Read 180 	<ul style="list-style-type: none"> • Delta Math RTI Program 		<ul style="list-style-type: none"> • PBIS • Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction • Data Team Support PD • MIEXCEL - Give pretest 4a and analyze data.
May 2014	<ul style="list-style-type: none"> • Read 180 	<ul style="list-style-type: none"> • Delta Math RTI Program 		<ul style="list-style-type: none"> • PBIS • Wed Collaboration: Data Driven • Data Team Support PD • Decision Making: Using Data and Data Teams to Drive Instruction • MIEXCEL - Give post test 4a and analyze data. Review strategies and process.

Month/Year	ELA	Math	Science/Social Studies	All Staff
June 2014	<ul style="list-style-type: none"> • Read 180 	<ul style="list-style-type: none"> • Delta Math RTI Program 		<ul style="list-style-type: none"> • PBIS • Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction • Data Team Support PD
August 2014	<ul style="list-style-type: none"> • Read 180 	<ul style="list-style-type: none"> • Delta Math RTI Program 		<ul style="list-style-type: none"> • PBIS • Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction • Data Team Support PD
September 2014	<ul style="list-style-type: none"> • Read 180 	<ul style="list-style-type: none"> • Delta Math RTI Program 		<ul style="list-style-type: none"> • PBIS • Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction • Data Team Support PD • MIEXCEL - Give pre-tests 1a and analyze data.
October 2014	<ul style="list-style-type: none"> • Read 180 	<ul style="list-style-type: none"> • Delta Math RTI Program 		<ul style="list-style-type: none"> • PBIS • Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction • Data Team Support PD • MIEXCEL – Give post test 1a and analyze data.

Month/Year	ELA	Math	Science/Social Studies	All Staff
November 2014	<ul style="list-style-type: none"> Read 180 	<ul style="list-style-type: none"> Delta Math RTI Program 		<ul style="list-style-type: none"> PBIS Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction Data Team Support PD MIEXCEL - Give pre-test 2a and analyze data.
December 2014	<ul style="list-style-type: none"> Read 180 	<ul style="list-style-type: none"> Delta Math RTI Program 		<ul style="list-style-type: none"> PBIS Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction Data Team Support PD

Month/Year	ELA	Math	Science/Social Studies	All Staff
January 2015	<ul style="list-style-type: none"> Read 180 	<ul style="list-style-type: none"> Delta Math RTI Program 		<ul style="list-style-type: none"> PBIS Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction Data Team Support PD MIEXCEL - Give post test 2a and analyze data. Review strategies and process.
February 2015	<ul style="list-style-type: none"> Read 180 	<ul style="list-style-type: none"> Delta Math RTI Program 		<ul style="list-style-type: none"> PBIS Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction Data Team Support PD MIEXCEL - Give pretest 3a and analyze data.
March 2015	<ul style="list-style-type: none"> Read 180 	<ul style="list-style-type: none"> Delta Math RTI Program 		<ul style="list-style-type: none"> PBIS Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction Data Team Support PD MIEXCEL - Give post test 3a and analyze data.
April 2015	<ul style="list-style-type: none"> Read 180 	<ul style="list-style-type: none"> Delta Math RTI Program 		<ul style="list-style-type: none"> PBIS Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction Data Team Support PD MIEXCEL - Give pretest 4a and analyze data.

Month/Year	ELA	Math	Science/Social Studies	All Staff
May 2015	<ul style="list-style-type: none"> • Read 180 	<ul style="list-style-type: none"> • Delta Math RTI Program 		<ul style="list-style-type: none"> • PBIS • Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction • Data Team Support PD • MIEXCEL - Give post test 4a and analyze data. Review strategies and process.
June 2015	<ul style="list-style-type: none"> • Read 180 	<ul style="list-style-type: none"> • Delta Math RTI Program 		<ul style="list-style-type: none"> • PBIS • Wed Collaboration: Data Driven Decision Making: Using Data and Data Teams to Drive Instruction • Data Team Support PD

**APPENDIX C
COPY AND PASTE YOUR:**

Daily School Schedule, Sample Student Schedule and Teacher Collaboration Schedule
Or
Executed Addendum to Support the Implementation of the Reform Model
(Maximum 6250 characters)

GARDNER DAILY SCHOOL, SAMPLE STUDENT SCHEDULE AND TEACHER COLLABORATION SCHEUDLE

Revised schedule to meet busing needs:

7:45 am – 3:10 pm - students

7:40 am – 3:15 pm - teachers

Monday, Tuesday, Thursday, Friday Schedule - 6th Grade Schedule

- 7:40 am Teachers Report Time
- 7:45 am to 8:00 am - Advisory/Breakfast
- 8:04 am to 8:54 am - 1st hour- 50 minutes
- 8:58 am to 9:48 am - 2nd hour- 50 minutes
- 9:52 am to 10:52 am - Apps Tier 1 Core Applications (Math or Reading & Enrichment) 60 minutes
- 10:52 am to 11:15 am - LUNCH – 23 minutes
- 11:19 am to 12:09 pm - 3rd hour - 50 minutes
- 12:13 pm to 1:03 pm - 4th hour- 50 minutes
- 1:07 pm to 1:57 pm - 5th hour- 50 minutes
- 2:01 pm to 2:51 pm - 6th hour- 50 minutes
- 2:55 pm to 3:10pm - Advisory & Snack
- Teachers leave at 3:15pm

Monday, Tuesday, Thursday, Friday Schedule – **7th Grade Schedule**

- 7:40 am Teachers Report Time
- 7:45 am to 8:00 am - Advisory/Breakfast
- 8:04 am to 8:54 am - 1st hour- 50 minutes
- 8:58 am to 9:48 am - 2nd hour- 50 minutes
- 9:52 am to 10:52 am - Apps Tier 1 Core Applications (Math or Reading & Enrichment) 60 minutes
- 10:56 am to 11:46 am - 3rd hour - 50 minutes
- 11:46 am to 12:09 LUNCH
- 12:13 pm to 1:03 pm - 4th hour – 50 minutes
- 1:07 pm to 1:57 pm - 5th hour- 50 minutes
- 2:01 pm to 2:51 pm - 6th hour- 50 minutes
- 2:55 pm to 3:10pm - Advisory & Snack
- Teachers leave at 3:15pm

Monday, Tuesday, Thursday, Friday Schedule – **8th Grade Schedule**

- 7:40 am Teachers Report Time
- 7:45 am to 8:00 am - Advisory/Breakfast
- 8:04 am to 8:54 am - 1st hour- 50 minutes
- 8:58 am to 9:48 am - 2nd hour- 50 minutes
- 9:52 am to 10:52 am - Apps Tier 1 Core Applications (Math or Reading & Enrichment) 60 minutes
- 10:56 am to 11:46 am - 3rd hour - 50 minutes
- 11:50 am to 12:40 pm - 4th hour - 50 minutes
- 12:40 pm to 1:03 pm - Lunch
- 1:07 pm to 1:57 pm - 5th hour- 50 minutes
- 2:01 pm to 2:51 pm - 6th hour- 50 minutes
- 2:55 pm to 3:10pm - Advisory & Snack
- Teachers leave at 3:15pm

Early Release Wednesdays

- 7:40am - Teachers Report Time
- 7:45 am to 8:00 am - Advisory/Breakfast
- 8:04am to 8:40am - 1st hour - 36 minutes
- 8:44am to 9:20am - 2nd hour - 36 minutes
- 9:24am to 10:00am - 3rd hour - 36 minutes
- 10:04 am to 10:40 am - 4th hour - 36 minutes
- 10:44 am to 11:20 am - 5th hour - 36 minutes
- 11:24 am to 12:00 pm - 6th hour - 36 minutes
- 12:04pm to 12:19 pm - Advisory/Lunch
- 12:19 pm to 12:44 pm - STAFF LUNCH
- 12:45 pm to 2:15 pm - Data/Implementation Teams (Collaboration Time)
- Teachers leave at 2:15 pm

With this schedule teachers are here 15 minutes extra each day Mon, Tues, Thurs and Fri. They leave 60 minutes early on Wednesday.

Currently students are at school from 8:26 – 3:09 = 343 minutes x 5 days = 1715 minutes/week

This schedule would be 7:45 – 3:10 for 445 minutes for 4 days + 7:45 -12:19 for 274 minutes for 1 day per week = 2054 minutes/week.

Gardner Transformational Intervention Model Evaluation Tool

The purpose of this addendum is to achieve compliance with the provisions of Section 1280c of the Revised School Code which requires the Lansing Public Schools Board of Education (the "Board") to submit to the State Reform/Redesign Officer a redesign plan for Gardner Middle School ("Gardner").

Pursuant to the above mentioned legal requirement, the Lansing School District administration ("District") and the Lansing Schools Education Association ("LSEA") will collaborate on an approach to address the requirements for teacher evaluation under the Transformational Intervention Model ("TIM"). Following is a proposal of the model that is expected to be agreed upon by both parties.

The teacher evaluation process is defined in the LSEA collective bargaining agreement ("CBA") for tenured and non-tenured teachers; effective 2011-2013 (Attachments A & B). The evaluation procedures in the CBA outline procedures for evaluating teachers based on the Charlotte Danielson model. Danielson's model focuses on the identification of areas of success and those needing improvement through observations, discussions, goal setting, self assessment and rating teachers based on their performance in the applied areas. The specific evaluation procedures are called "The Framework for Professional Practice and Teacher Evaluation Process" (attachments C, D, & E). This detailed process meets the criteria of rigorous, transparent and equitable evaluation. It also includes multiple observation-based assessments of performance.

Our existing evaluation process is administered to tenured teachers every three (3) years and to non-tenured teachers annually. In order to meet the requirement for the TIM, teachers will be evaluated annually.

To achieve the requirements of including student growth as a factor within the evaluation process at Gardner, an additional element will be added to domain three (3) on Instruction (component 3e) in the evaluation tool (attachment F). In order to provide student growth data for use in the evaluation, the District will use multiple measures that are mutually agreed upon by the District and LSEA.

A Professional Performance Team ("PPT") will be appointed no later than January 30, 2012, 2011, to address the details of the measures utilized in the student growth element of the enhanced teacher evaluation tool. The team will consist of 8 people; half of which will be appointed by the District Superintendent and half by the LSEA President. Upon a consensus of the PPT, the PPT will make a recommendation to the respective bargaining groups of the District and the LSEA who will add teacher evaluation as an issue to be negotiated at the bargaining table beginning March 1, 2012.

Additional Deviations/Clarifications

Advisor period shall constitute a 0.5 preparation (planning) period. Administration shall work with the individual departments to avoid individuals exceeding 3 preparations, which may result in

adjusting class assignments for specific teachers within a department. This class shall be for 0.5 credits each semester and shall be a "Pass/Fail" criterion with a standardized measure across the school. Teachers who wish to keep 3 preps and advisory (3.5 preps total) will not be discouraged from doing so and will receive compensation at the extra hourly rate of pay per the CBA, unless the teacher waives his/her right in writing.

Staff split between Gardner and another school for their regular assignment (teaching assignment) and who are not at Gardner at the end of their school day shall not have an advisor period. Staff who are split between buildings and who end their regular teaching assignment at Gardner shall have an advisor period. This will need to be managed between buildings when considering the 3 preparation limit.

Merit pay – Staff who receive a "proficient" rating for Student Growth under Domain 3, Component 3 (e), of their annual evaluation will receive an additional off schedule payment of \$200. Staff who receive a "distinguished" rating for Student Growth under Domain 3, Component 3 (e), of their annual evaluation will receive an addition off schedule payment of \$ 300. Whether a staff member should have received a designation of "proficient" or "distinguished" so as to have earned merit pay shall be grievable.

Seniority and Work Rules

Pursuant to the above mentioned legal requirement, the Lansing Schools Education Association ("LSEA") and the Board are expected to agree that various provisions of the Master Agreement, and work rules, may have to be modified to implement the Transformational Intervention Plan Redesign model at Gardner for the 2011-2013 school year. Any modification of contract provisions or work rules will be subject to the processes and procedures laid forth in the Master Agreement.

The parties also recognize that seniority is not the exclusive process by which teaching assignments are made. In addition to seniority, under Article 6.A.3 of the Master Agreement, a teacher must also be qualified; meaning state certified in the subject area and meets a minimum threshold of semester hours in the subject area or has taught in/performed the duties of the position for at least one year in the previous seven years to be qualified for a teaching assignment. Article 6.A.3 also defines qualified as meaning "highly qualified" in accordance with the No Child Left Behind Act.

The LSEA and the Board may agree that any contractual language or work rules which might be considered impediments to the full implementation of the reform plan will be dealt with through the process laid forth in Article 19 through the powers vested in the Professional Council or through the traditional bargaining process.

This entire Deviation shall:

1. Only apply to Gardner Middle School,
2. Not be precedent setting,
3. Be controlling if there shall be any conflicts between it and the Master Agreement,

4. Shall be null and void and Gardner shall be subject to the collective bargaining agreement effective on a designated date by the parties in 2013, or when Gardner Middle School is removed from the list of Persistently Low Achieving Schools or when a redesign plan is no longer required pursuant to state law, whichever comes first, and
5. Be modified and/or extended only by mutual consent.

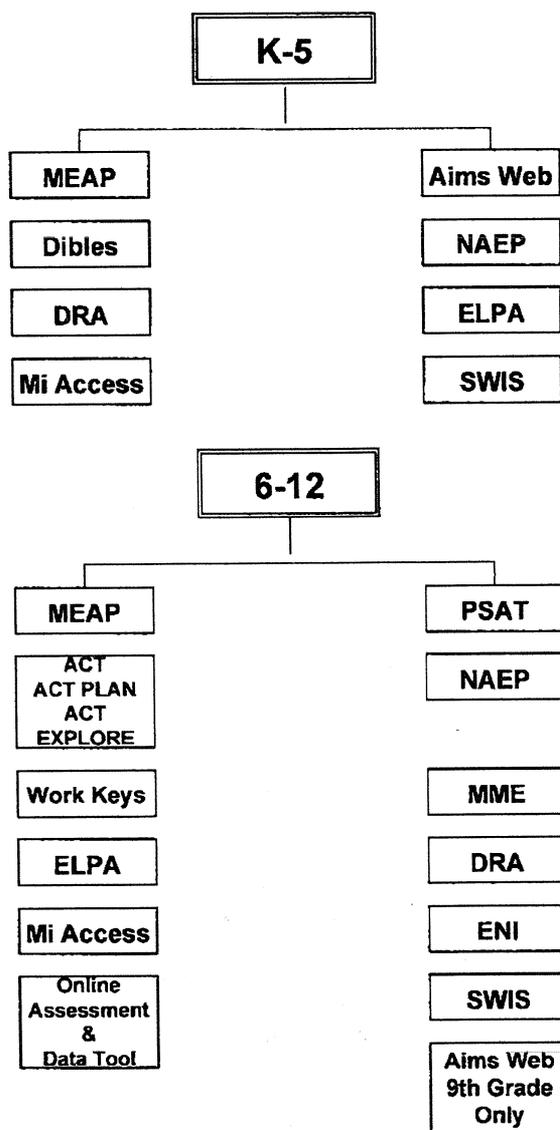
It is in the spirit of cooperation that the parties have agreed to this contract deviation to help improve the educational achievement of students at Gardner Middle School.

**Letter of Agreement
Between
The Lansing School District (LSD)
And
The Lansing School Administrators Association (LASA)**

The parties, the Lansing Association of School Administrators (LASA), along with the Lansing School District (LSD), have agreed to a method by which to evaluate the Gardner School Administration Staff (principal and one assistant principal) for the 2012-2013 school year.

As a response to the Michigan legislation to improve student achievement, the parties have developed a component of their annual performance evaluations to measure student achievement growth data. Through contract negotiations, the parties are developing a formal evaluation tool which will address the overall performance expectations for administrators. Administrators will be rated as Highly Effective, Effective, Minimally Effective, and Ineffective.

The following information specifically addresses a component within the educational leadership evaluation criteria which requires annual performance review. This will include student achievement growth measures. Whereby the detailed process, including how the measures will be selected/agreed upon, monitoring, pre-post test, etc, is being established in contract negotiations. The fundamental measures that will be used at Gardner are below.



For the District:  _____

Date: 2/8/12

For the Association: Virginia Johnson

Date: 2/8/12

APPENDIX C REVISED 8/9/12

**GARDNER DAILY SCHOOL, SAMPLE STUDENT SCHEDULE AND TEACHER COLLABORATION SCHEUDLE

7:45 am – 3:10 pm - students

7:40 am – 3:15 pm - teachers

Monday - Friday Student Schedule - **6th Grade Schedule**

- 7:40 am Teachers Report Time
- 7:45 am to 8:00 am - Advisory/Breakfast
- 8:04 am to 8:54 am - 1st hour- 50 minutes
- 8:58 am to 9:48 am - 2nd hour- 50 minutes
- 9:52 am to 10:52 am - Apps Tier 1 Core Applications (Math or Reading & Enrichment) 60 minutes
- 10:52 am to 11:15 am - LUNCH – 23 minutes
- 11:19 am to 12:09 pm - 3rd hour - 50 minutes
- 12:13 pm to 1:03 pm - 4th hour- 50 minutes
- 1:07 pm to 1:57 pm - 5th hour- 50 minutes
- 2:01 pm to 2:51 pm - 6th hour- 50 minutes
- 2:55 pm to 3:10pm - Advisory & Snack
- Teachers leave at 3:15pm

6th grade Teacher Release and Collaboration Schedule

Thursday Government Group (Carter-Hevia, Knapp, Kessler, Thomas)

- 7:40 am to 8:55 am – Release Time – Substitute Teacher will teach classes
- 8:55 am to 10:25 am – Collaboration Time - Substitute Teacher will teach classes
- 10:30 am – 3:15 pm – Resume above stated schedule

Monday - Friday – **7th Grade Schedule**

- 7:40 am Teachers Report Time
- 7:45 am to 8:00 am - Advisory/Breakfast
- 8:04 am to 8:54 am - 1st hour- 50 minutes
- 8:58 am to 9:48 am - 2nd hour- 50 minutes
- 9:52 am to 10:52 am - Apps Tier 1 Core Applications (Math or Reading & Enrichment) 60 minutes
- 10:56 am to 11:46 am - 3rd hour - 50 minutes
- 11:46 am to 12:09 LUNCH
- 12:13 pm to 1:03 pm - 4th hour – 50 minutes
- 1:07 pm to 1:57 pm - 5th hour- 50 minutes
- 2:01 pm to 2:51 pm - 6th hour- 50 minutes
- 2:55 pm to 3:10pm - Advisory & Snack
- Teachers leave at 3:15pm

7th Grade Teacher Release and Collaboration Schedules

Tuesday Law Group (Eschbach, Pierson, Purdy, Spicer, Khoury)

- 7:40 am – 12:25 pm follow above schedule
- 12:30 pm – 2:00 pm Collaboration Time - Substitute Teacher will teach classes
- 2:00 pm -3:15 pm Release Time - Substitute Teacher will teach classes

Wednesday Leadership Group (Ryan, Heyd, Novak, Yoder, Wis-Harper)

- 7:40 am – 12:25 pm follow above schedule

- 12:30 pm – 2:00 pm Collaboration Time - Substitute Teacher will teach classes
- 2:00 pm -3:15 pm Release Time - Substitute Teacher will teach classes

Monday, Tuesday, Thursday, Friday Schedule – **8th Grade Schedule**

- 7:40 am Teachers Report Time
- 7:45 am to 8:00 am - Advisory/Breakfast
- 8:04 am to 8:54 am - 1st hour- 50 minutes
- 8:58 am to 9:48 am - 2nd hour- 50 minutes
- 9:52 am to 10:52 am - Apps Tier 1 Core Applications (Math or Reading & Enrichment) 60 minutes
- 10:56 am to 11:46 am - 3rd hour - 50 minutes
- 11:50 am to 12:40 pm - 4th hour - 50 minutes
- 12:40 pm to 1:03 pm - Lunch
- 1:07 pm to 1:57 pm - 5th hour- 50 minutes
- 2:01 pm to 2:51 pm - 6th hour- 50 minutes
- 2:55 pm to 3:10pm - Advisory & Snack
- Teachers leave at 3:15pm

8th grade Teacher Release and Collaboration Schedule

Tuesday Leadership Group (Bell, Blasius, Clark, Myles, Cotter)

- 7:40 am to 8:55 am – Release Time – Substitute Teacher will teach classes
- 8:55 am to 10:25 am – Collaboration Time - Substitute Teacher will teach classes
- 10:30 am – 3:15 pm – Resume above stated schedule

Wednesday Law Group (O'Connor, Karn, Wilson, Hansen, Seaton)

- 7:40 am to 8:55 am – Release Time – Substitute Teacher will teach classes

- 8:55 am to 10:25 am – Collaboration Time - Substitute Teacher will teach classes
- 10:30 am – 3:15 pm – Resume above stated schedule

Elective and Remediation Teachers (not already associated with a group) Release and Collaboration Schedule

Thursday Government Group (Bloomquist, Pless, EAP Reading, EAP Math)

- 7:40 am – 12:25 pm follow above schedule
- 12:30 pm – 2:00 pm Collaboration Time - Substitute Teacher will teach classes
- 2:00 pm -3:15 pm Release Time - Substitute Teacher will teach classes

Friday Government Group (Leslie, Cichoki, Noecker, Grundmeir, Rebec)

- 7:40 am to 8:55 am – Release Time – Substitute Teacher will teach classes
- 8:55 am to 10:25 am – Collaboration Time - Substitute Teacher will teach classes
- 10:30 am – 3:15 pm – Resume above stated schedule

Teacher Release Time will compensate for the additional 15 minutes per day above contractual time.

Collaboration Time will be used as identified on page 15 of the Transformation Plan.

Student contact time will be 395 minutes per day x 172 days = 67,940 minutes = 1,132.3 hours.

**This replaces pages 55-57 Appendix C of the Transformation Plan