

SCHOOL INFORMATION

District: Lincoln Consolidated Schools
 School Name: Lincoln Senior High School
 Address: 7425 Willis Road, Ypsilanti, MI 48197
 School Code: 01287

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

- Transformation** – The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.
- Turnaround** - The Turnaround Model includes among other actions; replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.
- Restart** – The Restart Model closes the school and reopens it under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.
- Closure** – The Closure Model would close the low-achieving school and enroll the students who attended that school in other high-achieving schools in the district.

-DIRECTIONS-

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

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

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

REVISION: 1 2

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

ALL COMPLETED REDESIGN PLANS MUST BE SUBMITTED ELECTRONICALLY TO:

MDE-SROplans@michigan.gov

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

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THE TRANSFORMATION MODEL STARTS HERE:

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

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

I. TRANSFORMATION MODEL COMPONENTS

PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

On November 8, 2010, the Lincoln Board of Education discussed filling the upcoming vacant high school principal position (agenda item 10.11). The recommendation to fill the Executive Director of Human Resources position with the existing principal created the open high school principal position. Consequently, and simultaneously, the superintendent recommended that Mr. John Dignan be promoted to interim high school principal. This was approved by the Board of Education on November 22, 2010. Mr. Dignan served as interim principal from January 2011 through June 30, 2011. Additionally, based on discussion at the November 22, 2011, board meeting, should Mr. Dignan move the high school in a positive direction, he would be considered to interview for the permanent position.

The timeline for posting the high school principal position was discussed at the May 9, 2011, Board of Education meeting. During discussion of Agenda Item 7.1, the board decided that based on information provided, Mr. Dignan was indeed moving the high school forward in a positive direction. Subsequently, Board members were polled to determine their interest in interviewing Mr. John Dignan for the permanent position of LHS Principal at the next regularly scheduled Board meeting (Board minutes 7.1).

Following a public interview process (agenda item 6.1) at the May 23, 2011 meeting, the Lincoln Consolidated Schools Board of Education voted unanimously to hire Mr. John Dignan (agenda item 10.2) as the new Lincoln High School Principal, effective July 1, 2011. Mr. Dignan was asked specific questions pertaining to school improvement, increasing student achievement, and changing the overall culture of the high school. We believe that Mr. Dignan meets the criteria for the principal who

will lead the transformation model, and he has the full support of the Lincoln community.

Appendix A includes:

1. Interview Questions
 2. Board Agenda November 8th, 2010
 3. Board Minutes November 8th, 2010
 4. Board Agenda November 22nd, 2010
 5. Board Minutes November 22nd, 2010
 6. Board Agenda, May 23rd, 2011
 7. Board Minutes, May 23rd, 2011
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)

In the spring of 2010, the Lincoln Consolidated Schools' administration – in consultation with the Lincoln Education Association (LEA) – redesigned the evaluation process and tools for teachers K-12. A 40% student growth component was built into the evaluation, which is currently implemented for all staff. Over several meetings and iterations, the evaluation tools were finalized, as was new contract language around expectations on observations, evaluations, and assignment to Individualized Development Plans. The LEA and the District signed a letter of understanding officially authorizing the use of the new evaluation tools.

Rubrics were developed based on the Charlotte Danielson model of teacher evaluation for use with the new evaluation tools. The administrator evaluation tool was developed in collaboration with the Lincoln Administrative Association (LAA), WISD, and county schools. It is expected that this model will be implemented upon final approval and incorporates multiple student growth measures and administrator effectiveness areas.

Appendices B1 - B4 include:

1. Flow charts of evaluation process
2. Evaluation Tools
3. Evaluation rubrics
4. Letter of understanding
5. Administrator Evaluation Tool

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)

Identify and Reward

Administrators will be identified through annual improvement in aggregate MME scores in math and ELA as defined in their building school improvement plan and LAA evaluation tool. We will create a matrix of reward systems from approved PLA plans.

A subset of the PLA committee will work with stakeholders (LAA, Central Office, Board) to evaluate examples of reward systems and seek Board approval.

The terms for identifying teachers are outlined in the collective bargaining agreement. Standardized test scores are weighted at 10%, classroom assessments at 20-30%, and other measures of growth at 0-10%. Monetary reward stipends are currently identified, but a subset of the PLA committee will develop a matrix of reward systems from approved PLA plans. The PLA committee will work with stakeholders (LEA, administrators, Board) to evaluate examples of reward systems and seek Board approval. In order to ensure the process remains fair, consistent, and equitable, the oversight committee will develop systems with LEA and administration that include an annual evaluation.

The terms for identifying and rewarding other personnel not subject to the current evaluation systems (paraprofessionals, student services staff, intervention coach, and Dean of Students) will be developed from a subset of the PLA team. The subset will create a matrix of various identification and reward systems from approved PLA plans. The oversight committee will work with stakeholders to evaluate examples of reward systems and seek Board approval.

Tiered reward system of points tied to student achievement attributes include:

1. Compensatory time
2. Rewards with area businesses
3. Lead PD stipends
4. Opportunities to attend local, state, and national PD
5. Preferential appointment for extra compensation roles (dept. chair, sponsors, etc.)

Removal

LAA and LEA members will be removed following current collective bargaining agreements and new evaluation procedures. Upon expiration of these agreements, Board policies outlining the removal of administrators and teachers will be developed to meet the new legislation. Paraprofessional removal guidelines fall under current collective bargaining agreements and Board policies.

The oversight committee will work with stakeholders (LEA, LEAO, LAA, Central Office, Board) to evaluate removal policies/systems annually for revisions.

Upon expiration of the collective bargaining agreement, minimally effective and ineffective teachers will be put on an improvement plan as required under new state legislation using the teacher evaluation process. Beyond state requirements, LHS will seek to identify and remove minimally effective and ineffective teachers by taking the following steps:

1. Redesign of teacher leadership roles to ensure only effective and highly effective (as determined by the teacher evaluation process) teachers are eligible to serve in leadership roles within their department or academy.

2. Current law requires that an IDP is developed with mutually agreed upon performance-based goals for improvement between the administrator and teacher. LHS will develop and use a progressive version to include:
 - a. Goals directed by administration and removal from extra duties so the affected teacher can specifically focus on areas of improvement
 - b. Goals directed by administration and removal from extra duties, as well as and up to two days without pay in which the affected teacher is expected to visit classrooms and complete an action plan of how they will implement the effective strategies learned.
3. Continuation of the current IDP if rated minimally effective into subsequent school year
4. Dismissal upon final evaluation if still rated ineffective
4. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies. (Maximum 6250 characters)

An embedded professional development plan (Appendix C) will include key themes over a three-year period. Staff meetings (four per month) will be structured to incorporate PD time around topics outlined in this plan. Release time and summer workshops will train staff in areas most crucial to this plan. In years 1-3 the goal will include one day per week for two hours of staff development, achieved with a late start to the day. Additionally, a common plan time during the day will be developed within the master schedule so teachers in magnet clusters and departments can meet and develop interdisciplinary lessons minimally 2-3 times per week.

As identified in question six, Lincoln High School will reinvigorate and expand current professional learning initiatives in adolescent literacy, mathematics instruction, and data teams.

Reading Apprenticeship (RA)

WestEd's Reading Apprenticeship (RA) helps teachers support students to become motivated, strategic, and critical readers, thinkers, and writers. This research-based instructional framework supports adolescent students at all levels, develops positive literacy identities, and engages with challenging academic texts.

Lincoln High School has had a number of teachers trained in RA. This three-year plan is intended to revitalize the RA initiative at LHS and train the remaining staff. In addition to these previously trained teachers, LHS has developed a Reading Apprenticeship Improving Secondary Education (RAISE) team this year that includes: Renèe Whitley – ELA, Paul Marks – History/Social Studies, Amy Conant – Biology, and Sonya Haynes – Social Studies.

To reengage LHS teachers in the RA work, we propose that previously trained teachers participate in cross-district observations, debriefs of those observations, and planning for classroom implementation as a team. This group would meet monthly and will be responsible for planning and implementing RA as well as

collecting student work to share with the group. In addition to these monthly meetings, WISD RA staff will be visiting classrooms and providing feedback to track program fidelity.

Study Math Learning (SML)

Appendices C and D outline the research-based development of the Study Math Learning (SML) professional learning opportunity that will be afforded to our teachers along with the timelines. This is an outline of the professional development timeframe through remainder of this school year.

Thirteen Lincoln High School and Middle School (Algebra only) teachers will attend the initial SML training on November 3rd, 4th, 14th, and 15th. Due to the specific curricular needs in the area of secondary mathematics, Lincoln High School will coordinate follow-up sessions focusing on its needs rather than joining the county-wide group. Because the entire high school math department is involved, these follow-up sessions should be scheduled as five days per course with half of the teachers attending each course session.

The teachers attending follow-up sessions will be assigned based on their schedule (Appendix C).

Algebra: Halalay, Green, Murphy, Weathers, Weathers, Pocock, Kovacs, Crowner (8)
 Algebra II: Arington, Duchene, Hill, Malboeuf, Nowak, Stearn (6)

The initial sessions will focus on determining the major themes for each of the courses, beginning with a pacing guide that clarifies timelines and essential skills. Staff will also begin to explore the 8 Mathematical Practices from the Common Core State Standards. The remaining sessions will focus on creating, piloting, and providing feedback of three engaging lessons for each theme's unit of study. The lessons will serve as unit openers, a midpoint lesson will be used to help tie ideas together, and a culminating lesson that demonstrates student understanding of the themes. As staff work through these lessons, they will begin to add them to the pacing guide as agreed-upon instructional practices. Staff will also examine and pilot common pre-, post-, and formative assessment items.

In order to clearly understand the supports that will be necessary to complete this work, classroom observations will be necessary. The initial schedule for classroom observations is as follows (Appendix C):

November 8th (five teachers): Beginning 2nd hour – Hill (A2), Halalay (G), Duchene (G), Green (A1), Arington (A2)

November 10th (five teachers): Beginning 2nd hour – Weathers (A1), Malboeuf (A2conc), Nowak (A2conc), Murphy (G), Stearn (PC)

Building-Level Data Teams and Developing a Balanced Assessment System

Doug Reeves' research on the 90-90-90 schools has been extensive over the last decade (Reeves, 2003)

Lincoln High School will partner with The Lead and Learn Center to train all staff in the following key areas:

1. Implement and refine professional collaboration
2. Improve teaching, learning, and leadership
3. Institute teacher-based teams
4. Establish professional learning communities
5. Learn research that supports the Data Teams process
6. The Data Teams meeting process
7. How to implement the Data Teams process
8. The connection between the Decision Making for Results process and Data Teams
9. How to use solutions-based approach specific to the needs of our school
10. Other Job-Embedded Professional Learning

The research-based work of Doug Reeves and The Lead and Learn Center can be accessed through www.leadandlearn.com/on-site-professional-development.

In addition to the SML, RA, and Data Team work, staff will participate in PD over the next three years during staff meetings, during designated district PD days, after-school training, and during the summers of 2012, 2013, and 2014 as outlined in Appendix C.

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)

Lincoln High School will actively work with Central Office to provide structured opportunities for highly effective and effective faculty to engage in additional leadership roles. Further, flexible working hours will be developed to coincide with the expanded time for learning and alternate scheduling options outlined in question eight. The District and LEA leadership is committed to working together to ensure sustainability of these changes in the working conditions.

Staff evaluated as effective or highly effective will be given the following opportunities for career growth:

1. Academy coordinators
2. Professional development leaders
3. Co-department leaders (curriculum and data)
4. Enrichment positions
5. Online teaching opportunities
6. Additional Schedule B position(s)

Staff evaluated as effective or highly effective will be given the following opportunities for flexible working conditions:

1. First preference on the flexible course schedule outlined for years 2-3 once implemented
2. Preference on teaching additional hours of instruction (zero hour, early access, online courses outside of the school day)

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)

After a review of the LHS’ qualitative and quantitative data, it is clear that there are inconsistent data sources. Specifically, the only true data points come from the Michigan Merit Exam (MME), which showed significant deficiencies in ELA and math. Student performance has declined in these areas over the past several years. This is the only summative assessment given at the high school. The data (See Figures 1-2 in Appendix D) shows the number of students who have met/exceeded or not met the criteria needed to pass the MME. Although the numbers fluctuate with each cohort of students, the number of students “Not Met” is consistently higher than the number of students “Met or Exceeded” for each year in math and ELA.

To address this continued decline, staff will participate in rigorous, job-embedded, research-based professional development in math and ELA.

Study Math Learning (SML)

Study Math Learning was developed as a result of the intensive research and study of mathematical research, achievement, dispositions, premises, and beliefs of teachers and learners. A complete description of this work can be found in Appendix D. This document, *Developing Mathematical Literacy: Improving Mathematics Achievement in Livingston and Washtenaw Counties*, provides in-depth research and findings of the Mathematics Steering Committee in 2008.

The SML program creates mathematically literate students by providing opportunities for students to engage in problem solving, critical thinking, and meta-cognition. In order for students to have these opportunities, teachers must create problems that both address the mathematics that should be taught in the course with attentiveness to context and relationship with the mathematics that comes before and after the current course, as well as all access to students of all abilities. When engaging in these types of problems, all students contribute to the solution of the problem and are engaged in the work. Additionally, struggling students have opportunities for just-in-time teaching and for working through the mathematical issues that are at play so that they are open to others’ thinking and solutions. These problems also allow extension opportunities for students who are ready for more challenging work.

The SML program first allows teachers to solve these types of math problems with teachers K-12 so that they can experience first-hand how students with varying backgrounds and experiences can work together, learn from each other, and get to the same level of understanding given an appropriate problem. The second phase

allows teachers to work collaboratively to craft these types of problems for their own classrooms and to focus on teaching for understanding. Using these problems in the classroom is true differentiation without tracking students and without preventing them from accessing the same material as their peers.

The work is led and facilitated by Nicole Garcia, Math Coordinator for Washtenaw ISD and Director of LAWASC for Livingston and Washtenaw Counties.

Reading Apprenticeship (RA)

A vast amount of research went into the planning and initial framework of Reading Apprenticeship in Washtenaw County and the results have been astonishing (See Figure 3 in Appendix D).

Reading Apprenticeship is appropriate for all populations in the school setting. There are documented positive effects for students in special education, those considered "at-risk," students in minority populations, and students receiving free or reduced lunch subsidies (See Figures 4 through 6 Appendix D).

Figure 4 shows growth fall to spring in Degrees of Reading Power (DRP) units for various populations exposed to RA. Figure 5 shows DRP Gains Comparing Regular and Free/Reduced Lunch Populations. Figure 6 shows Comparison of DRP Performance for Grade 7 Students Considered to be At-Risk of Academic Failure.

As stated in question four, all LHS teachers core and non-core will be trained in RA.
Other Data Sources:

Our AdvancEd High School Student Opinion Inventory provided another lens on how students view the culture of teaching and learning. For each of the questions on the opinion inventory, students could respond SA-Strongly Agree, A-Agree, N-Neutral, D-Disagree, SD-Strongly Disagree, and NA-Do Not Know/Not Applicable.

The highest area of response was "Neutral" for most questions, and the results of the Opinion Inventory clearly indicated that we could do more to make the culture of teaching and learning a more effective and relevant experience for high school students.

A review of the National Clearing House Data gleaned the number of students from LHS who were attending two- and four-year universities and the career paths in which students were selecting as majors. This data was used to develop a list of potential magnets. By the end of December, 2011, students will complete a magnet interest survey that will identify three or four key areas for theme-based magnets that will be piloted in fall 2012 and fully developed by fall 2013.

Also reviewed were the Top 25 Fastest Growing Employment opportunities in Michigan through the year 2016 at www.michigan.jobs.topusajobs.com. The top 10 occupational titles were:

1. Network Systems/Data Communications Analysts
2. Personal and Home Health Aides

3. Computer Software Applications Engineers
4. Medical Assistants
5. Marriage and Family Therapists
6. Physical Therapist Assistants
7. Forensic Science Technicians
8. Personal Financial Advisors
9. Gaming Supervisors
10. Pharmacy Technicians

We believe the magnets will ensure that learning is meaningful and relevant, and can lead to viable employment and/or postsecondary entry.

Potential magnets range from sports medicine, engineering, cyber information assurance, to cadet teaching. Lincoln High School leadership and instructional staff will work with a consultant who has developed magnets and career pathways in schools in Oakland County.

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)

We can leverage resources to reach the next level of student achievement. The Lead and Learn Center has developed an approach to professional development that will assist LHS in increasing student achievement. This will be accomplished through the specific practices of Common Formative Assessment, Data Teams, and Power Strategies for Effective Teaching.

The process of Common Formative Assessment provides a consistent tool that Data Teams and individual educators can use to monitor practices and make adjustments throughout the year to refocus instruction and increase achievement.

Lincoln High School will see the following benefits when it develops these processes over the next two years:

1. Empowered teachers utilizing educational tools that work
2. Accurate, timely, useful data on specific student needs tied to specific standards
3. Structure to use that data to make informed decisions that target specific student achievement gains
4. Effective collaboration to ensure teacher actions target student needs
5. Greater ability to analyze student work
6. Powerful strategies to engage learners across different content areas
7. Proven processes to strengthen literacy across all levels of student understanding

Common Formative Assessments will provide teachers with a continuous flow of data to analyze and make strategic changes throughout the school year. These assessments are aligned to the standards and allow educators to understand in a timely manner exactly what students need.

It is necessary for teachers to learn how to develop their own Common Formative Assessments as vehicles for short, real-time feedback. These assessments can be compiled created for the entire district. This process will give teachers and leaders the assessment literacy they need to consistently understand student needs and to differentiate appropriately.

Benefits of using Common Formative Assessments:

1. Regular and timely feedback regarding student attainment of the most critical standards in order to better meet diverse learning needs of all students
2. Multiple-measure assessments that allow students to demonstrate their understanding in a variety of formats
3. Ongoing collaboration opportunities for grade-level, course, and department teachers
4. Consistent expectations within a grade level, course, and department regarding standards, instruction, and assessment priorities
5. Agreed-upon criteria for proficiency to be met within each individual classroom, grade level, school, and district
6. Deliberate alignment of classroom, school, district, and state assessments to better prepare students for success
7. Results that predict how students are likely to do on each succeeding assessment in time to make instructional modifications

Data Teams can be highly effective in the development of Professional Learning Communities. Common Formative Assessment then becomes a valuable tool that will dramatically increase the value of Data Teams. Teachers and administrators can harness the power and value in this supportive, organized, and accountable method, with sincere focus on continuous improvement.

Here are just a few benefits of implementing Data Team protocols:

1. Supportive accountability of educators to improve instruction
2. Empowered teachers focused on best practices that connect them to their Data Team, their school, and their district
3. Improved collaboration and instruction
4. Dramatically increased student achievement

An especially powerful way of creating a fully aligned school system is to implement Data Teams at all levels: District-level Data Teams, Building-level Data Teams, and Teacher/Instructional-level Data Teams. Lincoln High School will pave the way for this structure to be implemented district-wide.

The Center's Power Strategies for Effective Teaching seminar shows educators when to select and how to utilize the top fifteen strategies in all content areas to engage students using the most salient research-based practices. Power Strategies for Effective Teaching is an umbrella process that reaches across all curriculum areas. It teaches practitioners how to more effectively choose instructional strategies aligned with best practices to target student learning, pulling from Marzano, Danielson, Hattie, and the most up-to-date research. The focus is on determining when to use which instructional strategy for maximum impact.

Educators will benefit from Power Strategies for Effective Teaching in the following ways:

1. Ability to select more successful instructional strategies aligned with current evidence of student learning
2. Capacity to more effectively engage learners

3. Strengthened literacy in all curriculum areas
4. Dramatically increased student achievement

The following three levels of support will take place to reach deep implementation:

1. Intensive Interactive Seminar
2. Building Internal Capacity and Sustainability through Certification Training
3. Rigorous job-embedded support through coaching visits

Every tier builds a stronger level of support and internal capacity to sustainably reach school goals.

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)

Over the next three years, there will be a focus on two components.

1. We will add minutes to the day in order to do the following:

For Students:

- a. Add a 7th instructional period (with transportation options for students) at the end of the day for additional core course instruction, credit recovery, online course offerings (which could also be done from home), enrichment classes, instructional assistance, and/or instructional related internships in the senior year (Appendix E)
- b. Offer an early access component (zero hour) for students needing extra assistance, support, and/or tutoring
- c. An advisory period prior to the beginning the instructional day (after the zero hour) where students receive a structured advisory curriculum that will incorporate soft-skill development, test-taking strategies, advising on course and magnet selection (during the freshman year), and connecting students to interventions and enrichment opportunities available each day
- d. Saturday school options for students that need additional assistance and would like additional enrichment and/or online learning opportunities
- e. Summer jump start option (8.5) for students entering the high school as freshmen that have been pre-identified using the ACT Explore as at-risk of struggling in one or more of the core areas with emphasis on language arts and mathematics
- f. Development of an early warning system to provide remedial services for students who are failing two or more classes and/or performing below 70% on core course assessments. Identified students will participate in mandatory intervention(s)

For Staff:

- a. Include one day per week for two hours of staff development (Data Teams, Critical Friends Groups), which will be achieved with an early release to the day

- b. Common planning time during the day will be developed within the master schedule for teachers in magnet clusters and departments to meet and develop interdisciplinary lessons at least two to three times per week
- c. Staff meetings (four per month) will be structured to incorporate additional staff development time around Data Teams, Critical Friends Groups, and analysis of formative/summative assessments of students.

2. We will investigate student and community interest in extended day and/or evening options and alternative schedules. This will be designed to allow students to choose when they can be in school on a flexible schedule with different start and end time options. Partnerships with business and post-secondary institutions will be set up to create magnet options and/or dual enrollment choices in planned programs based on student interest and available support. Some possible flex time alternatives include:

- a. Six or seven periods in our normal time slot (7:25 to 2:40)
- b. An early start for students (6:25 to 1:40)
- c. A late start for students (10:25 to 5:40)
- d. Other alternative scheduling allowing for online classes

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)

Lincoln High School will use the following strategies and resources to engage the families and community in the development of activities around our new instructional model (magnets) and student advisory components contained within the PLA plan:

- 1. Leading Innovating Networking Creating Community (LINC) parent group charged with advising staff on issues surrounding the high school and increasing parent involvement
- 2. Development of a parent resource room that includes advising for parents and students on college selection , the application process, and scholarship/financial aid options
- 3. Curriculum nights and workshops for parents on how to help their students at home
- 4. Regional Alliance for Health Services will be put in place beginning January 2012 that will offer a full-service health center available to students all day and into the evening.
- 5. Using professional parents and business members in the community to assist the development of magnets and internships associated with each magnet program
- 6. Partnering with area universities on the development of magnets, internships, dual enrollment options, staff development, and online courses. Partners include:
 - a. The University of Michigan

- b. Eastern Michigan University
- c. Wayne State University
- d. Cleary University
- e. Washtenaw Community College
- f. Monroe Community College

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

The district will continue to collaborate and negotiate with the bargaining units at all levels to implement the PLA plan. District efforts to gather and organize data will focus on accessibility and training.

The district will support PLA efforts by encouraging the restructuring of current building-level committees. The new structure will establish a building-level leadership team whose charge is to guide LHS through the school improvement (SIP)/redesign process. All steps of the school improvement process will depend on data (perception, performance, and process). To that end, LHS will establish a site management team to gather and analyze data and then move through the school improvement process. This team will consist of data department chairs, Professional Development and Curriculum Development Committee representatives, and Council for Excellence elected members. This team will meet monthly, and they will elect a teacher to attend all district-level meetings with the LHS Principal.

The superintendent and central office staff, including members of the administrative council, is restructuring the budget creation and implementation process for the district. The goal of this restructuring is to move all building -level administrators to a site-based budgeting and planning process to align building goals with district goals and resources. The Lincoln High School redesign will be central to the budget restructuring process.

This site management team will:

1. Represent the larger staff (liaison)
2. Establish a building vision (in alignment with district vision)
3. Examine existing data to develop improvement goals
4. Develop a plan (system of interventions and strategies to accomplish goals)
5. Identify measures to monitor progress (additional data tools)
6. Identify the necessary resources in implementing the PLA plan

The site management team will also serve within the other building level PLC's. All staff will sit on at least two PLC's (of the four PLC's focused on school improvement).

Each of the PLC's will meet monthly, and staff members not involved in PLC meetings will engage in student academic or behavioral interventions. The focus of each PLC will be as follows:

1. Site Management Team: Use of data to create and monitor school improvement plan
2. Departments: Accomplishment of strategies and goals of SIP through curricular focus
3. Co-Curricular: Accomplishment of strategies and goals of SIP through extra-curricular involvement.
4. Grade- Level Teams: Accomplishment of strategies and goals of SIP through interdisciplinary efforts and development of the well- rounded student.

The district will also implement a reward system that offers incentives based on teacher evaluations, provide the professional development included as part of the redesign plan, and look for creative solutions to meet the needs of the proposed flexible/extended scheduling options.

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

The Washtenaw Intermediate School District (WISD) has been an integral partner with Lincoln High School in the redesign plan. Additionally, the WISD in partnership with Lincoln High School will provide the following professional development in support of the PLA plan

1. Study Math Learning
2. Reading Apprenticeship
3. Critical Friends Groups
4. Data Teams (in conjunction with Doug Reeves)

Other external partners include:

1. Eastern Michigan University
 - a. Ongoing Professional Development
 - i. Differentiated Instruction
 - ii. Special Education / Co-teaching/Universal Design for Learning
 - iii. Cultural Competency
 - b. Pre-service Teachers
 - c. Grant Writing
 - d. S.T.E.M Magnet Development
2. College Board
 - a. Own the Turf Counselor Training
 - b. District Diagnostic
- c. Professional Development
3. University of Michigan
 - a. Regional Alliance for Healthy Students
 - b. ACT Prep Courses

- c. Intergroup Social Work (student/teacher race relations)
- d. Young People's Project (mathematics mentor project)
- 4. Washtenaw Community College
 - a. Dual Enrollment opportunities tied to magnet programs
- 5. Cleary University
 - a. Dual Enrollment opportunities tied to magnet programs
- 6. Eastern Leaders Group of Washtenaw County
- 7. Rotary Club of Ypsilanti
- 8. South and West Washtenaw Consortium
 - a. CTE programs

**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 leader's name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)

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

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

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

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

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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

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

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

Attach a copy of the school schedule, 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 3750 characters)

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

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

CLOSURE SCHOOL MODELS WILL STOP HERE.

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)

The Lincoln Senior High School teacher evaluation tools are attached in separate document due to formatting issues within this template. You will find them listed as Appendices B1-B4. Our Appendix A has all related information and support documentation for question 1.

APPENDIX B
COPY AND PASTE YOUR:

Professional Development Calendar or Timeline

(unlimited characters)

The Lincoln Senior High School professional development calendar is attached in separate document due to formatting issues within this template. Appendix C has the entire PD calendar of events within it.

**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)

The Lincoln Senior High School teacher collaboration and student schedule are attached in separate document due to formatting issues within this template. They can be found in Appendix E



Lincoln Consolidated Schools

Teacher Performance Formal Evaluation – (Year 1 Cycle)

Teacher:	Date:
Assignment:	School:
Evaluation Completed By:	

The purpose of teacher evaluation is to improve the quality of instruction and to assist teachers to meet their potential. If any area is marked “ineffective”, additional comments should be included to indicate specific skills that need to be improved. If a teacher desires, she/he may include comments about this evaluation on an attached sheet.

Components of Professional Practice:

	Ineffective	Minimally Effective	Effective	Highly Effective
Domain 1: Planning and Preparation				
1a: Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> ➤ Knowledge of content ➤ Knowledge of prerequisite relationships ➤ Knowledge of content-related pedagogy 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b: Demonstrating Knowledge of Students <ul style="list-style-type: none"> ➤ Knowledge of characteristics (intellectual, social, and emotional) or age group ➤ Knowledge of students’ varied approaches to learning ➤ Knowledge of students’ skills and knowledge ➤ Knowledge of students’ interests and cultural heritage 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c: Selecting Instructional Goals <ul style="list-style-type: none"> ➤ VALUE: Goals represent high expectations for student; and reflect important learning and conceptual understanding, curriculum standards, and frameworks. ➤ CLARITY: Goals are clearly stated as student learning and permit sound assessment. ➤ SUITABILITY FOR DIVERSE STUDENTS: Goals reflect needs of all students in a class. ➤ BALANCE: Goals represent opportunity for different types of learning – for example, thinking as well as knowledge – and coordination or integration within or across disciplines. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d: Designing Coherent Instruction <ul style="list-style-type: none"> ➤ Learning activities ➤ Instructional materials and resources ➤ Instruction groups ➤ Lesson and unit structure 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Domain 2: The Classroom Environment	Ineffective	Minimally Effective	Effective	Highly Effective
2a: Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> ➤ Teacher interaction with students ➤ Student interaction 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b: Establishing a Culture for Learning <ul style="list-style-type: none"> ➤ Importance of content ➤ Student pride in work ➤ Expectations for learning and achievement 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c: Managing Classroom Procedures <ul style="list-style-type: none"> ➤ Management of instructional groups ➤ Management of transitions ➤ Management of materials and supplies 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d: Managing Student Behavior <ul style="list-style-type: none"> ➤ Expectations ➤ Monitoring of student behavior ➤ Response to student misbehavior 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e: Organizing Physical Space <ul style="list-style-type: none"> ➤ Safety and arrangement of furniture ➤ Accessibility to learning and use of physical resources 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

<i>Domain 3: Instruction</i>	Ineffective	Minimally Effective	Effective	Highly Effective
3a: Communicating Clearly and Accurately <ul style="list-style-type: none"> ➤ Directions and procedures ➤ Oral and written language ➤ Representation of content 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b: Using Questioning and Discussion Techniques <ul style="list-style-type: none"> ➤ Quality of questions ➤ Discussion techniques ➤ Student participation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c: Engaging Students in Learning <ul style="list-style-type: none"> ➤ Activities and assignments ➤ Grouping of students ➤ Instructional materials and resources ➤ Structure and pacing 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d: Using Assessment in Instruction <ul style="list-style-type: none"> ➤ Assessment Criteria ➤ Monitoring of Student Learning ➤ Feedback to Students 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e: Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> ➤ Lesson adjustment ➤ Response to students ➤ Persistence 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Domain 4: Professional Practice	Ineffective	Minimally Effective	Effective	Highly Effective
4a: Reflecting on Teaching <ul style="list-style-type: none"> ➤ Accuracy ➤ Use in future teaching 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b: Maintaining Accurate Records <ul style="list-style-type: none"> ➤ Student completion of assignments ➤ Student progress in learning ➤ Non-instructional records 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c: Communicating with Families <ul style="list-style-type: none"> ➤ Information about the instructional program ➤ Information about individual students ➤ Engagement of families in the instructional program 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d: Contributing to the School District <ul style="list-style-type: none"> ➤ Relationships with colleagues ➤ Service to school ➤ Participation in school and district projects 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e: Growing and Developing Professionally <ul style="list-style-type: none"> ➤ Enhancement of content knowledge and pedagogical skill ➤ Receptivity to feedback from colleagues ➤ Service to the profession 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f: Showing Professionalism <ul style="list-style-type: none"> ➤ Integrity and ethical conduct ➤ Service to students ➤ Advocacy ➤ Decision making ➤ Compliance with school and district regulations 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Summative or additional comments:

Evaluation Data

Evidence of Professional Practice

This data, combined with observations, will comprise 60% of a teacher's overall evaluation.

Teacher:

Evaluator:

During the pre-observation conference, the teacher and administrator will determine:

- Artifacts to be provided by teacher , and by what date
- Artifacts to be provided by administrator, and by what date

Domain 1: Planning and Preparation—Choose at least one, no more than two

	Teacher	Administrator	Date	Notes:
Pacing Guides/Course Calendar	<input type="checkbox"/>	<input type="checkbox"/>		
Course Syllabus	<input type="checkbox"/>	<input type="checkbox"/>		
Lesson Plans	<input type="checkbox"/>	<input type="checkbox"/>		
Self-Reflection/Anecdotal Notes	<input type="checkbox"/>	<input type="checkbox"/>		
Other:	<input type="checkbox"/>	<input type="checkbox"/>		

Domain 2: The Classroom Environment—Choose at least one, no more than two

Classroom Procedures	<input type="checkbox"/>	<input type="checkbox"/>		
Sample Assignments	<input type="checkbox"/>	<input type="checkbox"/>		
Seating Charts/Classroom Layout	<input type="checkbox"/>	<input type="checkbox"/>		
PBIS/ODR Data	<input type="checkbox"/>	<input type="checkbox"/>		
Self-Reflection/Anecdotal Notes	<input type="checkbox"/>	<input type="checkbox"/>		
Other:	<input type="checkbox"/>	<input type="checkbox"/>		

Domain 3: Instruction—Chose at least one, no more than two

Technology Integration	<input type="checkbox"/>	<input type="checkbox"/>		
Sample Assignments	<input type="checkbox"/>	<input type="checkbox"/>		
Department/Grade-Level Meeting Notes	<input type="checkbox"/>	<input type="checkbox"/>		
Sample Rubrics/Student Feedback	<input type="checkbox"/>	<input type="checkbox"/>		
Lesson Plans	<input type="checkbox"/>	<input type="checkbox"/>		
Other:	<input type="checkbox"/>	<input type="checkbox"/>		

Domain 4: Professional Practice—Chose at least one, no more than two

Maintains Accurate & Timely Reporting	<input type="checkbox"/>	<input type="checkbox"/>		
KALPA Records	<input type="checkbox"/>	<input type="checkbox"/>		
Committee Participation	<input type="checkbox"/>	<input type="checkbox"/>		
School Improvement Activities	<input type="checkbox"/>	<input type="checkbox"/>		
Professional Development Journal	<input type="checkbox"/>	<input type="checkbox"/>		
Professional Memberships	<input type="checkbox"/>	<input type="checkbox"/>		
Parent Contact Logs	<input type="checkbox"/>	<input type="checkbox"/>		
Community Involvement/Participation	<input type="checkbox"/>	<input type="checkbox"/>		
Other:	<input type="checkbox"/>	<input type="checkbox"/>		

Evaluation Data

Evidence of Student Growth

This data, combined with observations, will comprise 40% of a teacher's overall evaluation.

Teacher:

Evaluator:

During the pre-observation conference, the teacher and administrator will determine:

- Assessment results to be provided by teacher and by what date
- Assessment results to be provided by administrator and by what date
- NOTE: Standardized test scores will be weighted at 10%, classroom assessments at 20-30%, and other measures of growth at 0-10%, as necessary.
- The following is a list of choices; the teacher and administrator will select the choice(s) from each category that are most relevant. No fewer than one assessment will be chosen from each category.

Standardized Test Scores—Choose those that apply

	Teacher	Administrator	Date	Notes:
AIMS Web	<input type="checkbox"/>	<input type="checkbox"/>		
MEAP	<input type="checkbox"/>	<input type="checkbox"/>		
ACT Work Keys	<input type="checkbox"/>	<input type="checkbox"/>		
MME Scale Scores	<input type="checkbox"/>	<input type="checkbox"/>		
MI-Access	<input type="checkbox"/>	<input type="checkbox"/>		
AP Test Scores	<input type="checkbox"/>	<input type="checkbox"/>		
Graduation Rates	<input type="checkbox"/>	<input type="checkbox"/>		
Final Course Common Assessment Data	<input type="checkbox"/>	<input type="checkbox"/>		
Other:	<input type="checkbox"/>	<input type="checkbox"/>		

Classroom Assessment of Academic Growth—Choose those that apply

Progress Monitoring	<input type="checkbox"/>	<input type="checkbox"/>		
Powerschool Assignment Data/ERC	<input type="checkbox"/>	<input type="checkbox"/>		
Student Pass/Fail Rate	<input type="checkbox"/>	<input type="checkbox"/>		
Student Portfolios/Project-Based Assessments	<input type="checkbox"/>	<input type="checkbox"/>		
BAIT Data	<input type="checkbox"/>	<input type="checkbox"/>		
Pre/Post Tests/Common Assessments	<input type="checkbox"/>	<input type="checkbox"/>		
Student Self-Reflection Surveys	<input type="checkbox"/>	<input type="checkbox"/>		
Other:	<input type="checkbox"/>	<input type="checkbox"/>		

Other Measures of Student Growth—Choose those that apply

IEP Growth	<input type="checkbox"/>	<input type="checkbox"/>		
504 Progress	<input type="checkbox"/>	<input type="checkbox"/>		
MMC Personal Curriculum Progress	<input type="checkbox"/>	<input type="checkbox"/>		
Student Case Study/RTI, SST	<input type="checkbox"/>	<input type="checkbox"/>		
Intervention Progress Logs	<input type="checkbox"/>	<input type="checkbox"/>		
Other:	<input type="checkbox"/>	<input type="checkbox"/>		

Professional Practice Level (approximately 60% of overall evaluation – Observation and Evidence):

Ineffective Minimally Effective Effective Highly Effective

Student Growth Level (approximately 40% of overall evaluation - Evidence):

Ineffective Minimally Effective Effective Highly Effective

Combined Performance Level:

Ineffective Minimally Effective Effective Highly Effective

Note: Collected data should be included with evaluation document.

Summative Comments:

Required Signatures

Evaluator: _____ Date: _____

I have reviewed this summary evaluation for and discussed the contents with my evaluator. I have been informed of my performance evaluation and have been given the opportunity to make comments. My signature does not necessarily imply agreement with the appraisal or contents.

Teacher: _____ Date: _____

Cc: Personnel File



Lincoln Consolidated Schools

Teacher Performance Evaluation – Year 2 Cycle

Teacher:	Date:
Assignment:	School:
Evaluation Completed By:	

The purpose of teacher evaluation is to improve the quality of instruction and to assist teachers to meet their potential. If any area is marked “unsatisfactory, additional comments should be included to indicate specific skills that need to be improved. If a teacher desires, she/he may include comments about this evaluation on an attached sheet.

Components of Professional Practice:

	Ineffective	Minimally Effective	Effective	Highly Effective
Domain 1: Planning and Preparation				
1a: Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> ➤ Knowledge of content ➤ Knowledge of prerequisite relationships ➤ Knowledge of content-related pedagogy 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b: Demonstrating Knowledge of Students <ul style="list-style-type: none"> ➤ Knowledge of characteristics (intellectual, social, and emotional) or age group ➤ Knowledge of students’ varied approaches to learning ➤ Knowledge of students’ skills and knowledge ➤ Knowledge of students’ interests and cultural heritage 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

	Ineffective	Minimally Effective	Effective	Highly Effective
Domain 2: The Classroom Environment				
2a: Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ➤ Teacher interaction with students ➤ Student interaction 				
2b: Establishing a Culture for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ➤ Importance of content ➤ Student pride in work ➤ Expectations for learning and achievement 				

Comments:

	Ineffective	Minimally Effective	Effective	Highly Effective
Domain 3: Instruction				
3a: Communicating Clearly and Accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ➤ Directions and procedures ➤ Oral and written language ➤ Representation of content 				
3b: Using Questioning and Discussion Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ➤ Quality of questions ➤ Discussion techniques ➤ Student participation 				
3c: Engaging Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ➤ Activities and assignments ➤ Grouping of students ➤ Instructional materials and resources ➤ Structure and pacing 				

Comments:

Domain 4: Professional Practice	Ineffective	Minimally Effective	Effective	Highly Effective
4a: Reflecting on Teaching <ul style="list-style-type: none"> ➤ Accuracy ➤ Use in future teaching 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b: Maintaining Accurate Records <ul style="list-style-type: none"> ➤ Student completion of assignments ➤ Student progress in learning ➤ Non-instructional records 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c: Communicating with Families <ul style="list-style-type: none"> ➤ Information about the instructional program ➤ Information about individual students ➤ Engagement of families in the instructional program 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Summative or additional comments:

Evaluation Data

Evidence of Professional Practice

This data, combined with observations, will comprise 60% of a teacher's overall evaluation.

Teacher:

Evaluator:

During the pre-observation conference, the teacher and administrator will determine:

- Artifacts to be provided by teacher , and by what date
- Artifacts to be provided by administrator, and by what date

Domain 1: Planning and Preparation—Choose at least one, no more than two

	Teacher	Administrator	Date	Notes:
Pacing Guides/Course Calendar	<input type="checkbox"/>	<input type="checkbox"/>		
Course Syllabus	<input type="checkbox"/>	<input type="checkbox"/>		
Lesson Plans	<input type="checkbox"/>	<input type="checkbox"/>		
Self-Reflection/Anecdotal Notes	<input type="checkbox"/>	<input type="checkbox"/>		
Other:	<input type="checkbox"/>	<input type="checkbox"/>		

Domain 2: The Classroom Environment—Choose at least one, no more than two

Classroom Procedures	<input type="checkbox"/>	<input type="checkbox"/>		
Sample Assignments	<input type="checkbox"/>	<input type="checkbox"/>		
Seating Charts/Classroom Layout	<input type="checkbox"/>	<input type="checkbox"/>		
PBIS/ODR Data	<input type="checkbox"/>	<input type="checkbox"/>		
Self-Reflection/Anecdotal Notes	<input type="checkbox"/>	<input type="checkbox"/>		
Other:	<input type="checkbox"/>	<input type="checkbox"/>		

Domain 3: Instruction—Chose at least one, no more than two

Technology Integration	<input type="checkbox"/>	<input type="checkbox"/>		
Sample Assignments	<input type="checkbox"/>	<input type="checkbox"/>		
Department/Grade-Level Meeting Notes	<input type="checkbox"/>	<input type="checkbox"/>		
Sample Rubrics/Student Feedback	<input type="checkbox"/>	<input type="checkbox"/>		
Lesson Plans	<input type="checkbox"/>	<input type="checkbox"/>		
Other:	<input type="checkbox"/>	<input type="checkbox"/>		

Domain 4: Professional Practice—Chose at least one, no more than two

Maintains Accurate & Timely Reporting	<input type="checkbox"/>	<input type="checkbox"/>		
KALPA Records	<input type="checkbox"/>	<input type="checkbox"/>		
Committee Participation	<input type="checkbox"/>	<input type="checkbox"/>		
School Improvement Activities	<input type="checkbox"/>	<input type="checkbox"/>		
Professional Development Journal	<input type="checkbox"/>	<input type="checkbox"/>		
Professional Memberships	<input type="checkbox"/>	<input type="checkbox"/>		
Parent Contact Logs	<input type="checkbox"/>	<input type="checkbox"/>		
Community Involvement/Participation	<input type="checkbox"/>	<input type="checkbox"/>		
Other:	<input type="checkbox"/>	<input type="checkbox"/>		

Evaluation Data

Evidence of Student Growth

This data, combined with observations, will comprise 40% of a teacher's overall evaluation.

Teacher:

Evaluator:

During the pre-observation conference, the teacher and administrator will determine:

- Assessment results to be provided by teacher and by what date
- Assessment results to be provided by administrator and by what date
- NOTE: Standardized test scores will be weighted at 10%, classroom assessments at 20-30%, and other measures of growth at 0-10%, as necessary.
- The following is a list of choices; the teacher and administrator will select the choice(s) from each category that are most relevant. No fewer than one assessment will be chosen from each category.

Standardized Test Scores—Choose those that apply

	Teacher	Administrator	Date	Notes:
AIMS Web	<input type="checkbox"/>	<input type="checkbox"/>		
MEAP	<input type="checkbox"/>	<input type="checkbox"/>		
ACT Work Keys	<input type="checkbox"/>	<input type="checkbox"/>		
MME Scale Scores	<input type="checkbox"/>	<input type="checkbox"/>		
MI-Access	<input type="checkbox"/>	<input type="checkbox"/>		
AP Test Scores	<input type="checkbox"/>	<input type="checkbox"/>		
Graduation Rates	<input type="checkbox"/>	<input type="checkbox"/>		
Final Course Common Assessment Data	<input type="checkbox"/>	<input type="checkbox"/>		
Other:	<input type="checkbox"/>	<input type="checkbox"/>		

Classroom Assessment of Academic Growth—Choose those that apply

Progress Monitoring	<input type="checkbox"/>	<input type="checkbox"/>		
Powerschool Assignment Data/ERC	<input type="checkbox"/>	<input type="checkbox"/>		
Student Pass/Fail Rate	<input type="checkbox"/>	<input type="checkbox"/>		
Student Portfolios/Project-Based Assessments	<input type="checkbox"/>	<input type="checkbox"/>		
BAIT Data	<input type="checkbox"/>	<input type="checkbox"/>		
Pre/Post Tests/Common Assessments	<input type="checkbox"/>	<input type="checkbox"/>		
Student Self-Reflection Surveys	<input type="checkbox"/>	<input type="checkbox"/>		
Other:	<input type="checkbox"/>	<input type="checkbox"/>		

Other Measures of Student Growth—Choose those that apply

IEP Growth	<input type="checkbox"/>	<input type="checkbox"/>		
504 Progress	<input type="checkbox"/>	<input type="checkbox"/>		
MMC Personal Curriculum Progress	<input type="checkbox"/>	<input type="checkbox"/>		
Student Case Study/RTI, SST	<input type="checkbox"/>	<input type="checkbox"/>		
Intervention Progress Logs	<input type="checkbox"/>	<input type="checkbox"/>		
Other:	<input type="checkbox"/>	<input type="checkbox"/>		

Professional Practice Level (approximately 60% of overall evaluation – Observation and Evidence):

Ineffective Minimally Effective Effective Highly Effective

Student Growth Level (approximately 40% of overall evaluation - Evidence):

Ineffective Minimally Effective Effective Highly Effective

Combined Performance Level:

Ineffective Minimally Effective Effective Highly Effective

Note: Collected data should be included with evaluation document.

Summative Comments:

Required Signatures

Evaluator: _____ Date: _____

I have reviewed this summary evaluation for and discussed the contents with my evaluator. I have been informed of my performance evaluation and have been given the opportunity to make comments. My signature does not necessarily imply agreement with the appraisal or contents.

Teacher: _____ Date: _____

Cc: Personnel File



Lincoln Consolidated Schools

Teacher Performance Evaluation – Year 3 Cycle

Teacher:	Date:
Assignment:	School:
Evaluation Completed By:	

The purpose of teacher evaluation is to improve the quality of instruction and to assist teachers to meet their potential. If any area is marked “ineffective”, additional comments should be included to indicate specific skills that need to be improved. If a teacher desires, she/he may include comments about this evaluation on an attached sheet.

Components of Professional Practice:

	Ineffective	Minimally Effective	Effective	Highly Effective
Domain 1: Planning and Preparation				
1c: Selecting Instructional Goals <ul style="list-style-type: none"> ➤ VALUE: Goals represent high expectations for student; and reflect important learning and conceptual understanding, curriculum standards, and frameworks. ➤ CLARITY: Goals are clearly stated as student learning and permit sound assessment. ➤ SUITABILITY FOR DIVERSE STUDENTS: Goals reflect needs of all students in a class. ➤ BALANCE: Goals represent opportunity for different types of learning – for example, thinking as well as knowledge – and coordination or integration within or across disciplines. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d: Designing Coherent Instruction <ul style="list-style-type: none"> ➤ Learning activities ➤ Instructional materials and resources ➤ Instruction groups ➤ Lesson and unit structure 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

	Ineffective	Minimally Effective	Effective	Highly Effective
Domain 2: The Classroom Environment				
2c: Managing Classroom Procedures <ul style="list-style-type: none"> ➤ Management of instructional groups ➤ Management of transitions ➤ Management of materials and supplies 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d: Managing Student Behavior <ul style="list-style-type: none"> ➤ Expectations ➤ Monitoring of student behavior ➤ Response to student misbehavior 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e: Organizing Physical Space <ul style="list-style-type: none"> ➤ Safety and arrangement of furniture ➤ Accessibility to learning and use of physical resources 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

	Ineffective	Minimally Effective	Effective	Highly Effective
Domain 3: Instruction				
3d: Using Assessment in Instruction <ul style="list-style-type: none"> ➤ Assessment Criteria ➤ Monitoring of Student Learning ➤ Feedback to Students 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e: Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> ➤ Lesson adjustment ➤ Response to students ➤ Persistence 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Domain 4: Professional Practice	Ineffective	Minimally Effective	Effective	Highly Effective
4d: Contributing to the School District <ul style="list-style-type: none"> ➤ Relationships with colleagues ➤ Service to school ➤ Participation in school and district projects 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e: Growing and Developing Professionally <ul style="list-style-type: none"> ➤ Enhancement of content knowledge and pedagogical skill ➤ Receptivity to feedback from colleagues ➤ Service to the profession 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f: Showing Professionalism <ul style="list-style-type: none"> ➤ Integrity and ethical conduct ➤ Service to students ➤ Advocacy ➤ Decision making ➤ Compliance with school and district regulations 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Summative or additional comments:

Evaluation Data

Evidence of Professional Practice

This data, combined with observations, will comprise 60% of a teacher's overall evaluation.

Teacher:

Evaluator:

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- Artifacts to be provided by teacher , and by what date
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Domain 1: Planning and Preparation—Choose at least one, no more than two

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Lesson Plans	<input type="checkbox"/>	<input type="checkbox"/>		
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Other:	<input type="checkbox"/>	<input type="checkbox"/>		

Domain 2: The Classroom Environment—Choose at least one, no more than two

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PBIS/ODR Data	<input type="checkbox"/>	<input type="checkbox"/>		
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Professional Memberships	<input type="checkbox"/>	<input type="checkbox"/>		
Parent Contact Logs	<input type="checkbox"/>	<input type="checkbox"/>		
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AP Test Scores	<input type="checkbox"/>	<input type="checkbox"/>		
Graduation Rates	<input type="checkbox"/>	<input type="checkbox"/>		
Final Course Common Assessment Data	<input type="checkbox"/>	<input type="checkbox"/>		
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Classroom Assessment of Academic Growth—Choose those that apply

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Powerschool Assignment Data/ERC	<input type="checkbox"/>	<input type="checkbox"/>	
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Student Portfolios/Project-Based Assessments	<input type="checkbox"/>	<input type="checkbox"/>	
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Pre/Post Tests/Common Assessments	<input type="checkbox"/>	<input type="checkbox"/>	
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MMC Personal Curriculum Progress	<input type="checkbox"/>	<input type="checkbox"/>	
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Required Signatures

Evaluator: _____ Date: _____

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Teacher: _____ Date: _____

Cc: Personnel File

SCHEDULE F
LINCOLN CONSOLIDATED SCHOOLS
INDIVIDUAL PROFESSIONAL GROWTH PLAN

TEACHER _____ SCHOOL YEAR _____

ASSIGNMENT _____ SCHOOL _____

The purpose of the Individual Professional Growth Plan is to choose one domain from the formal evaluation to research and develop specific areas for professional growth and mastery of skills.

DOMAIN OF FOCUS:

PROFESSIONAL GROWTH PLAN:

RESOURCES:

SUPPORT TO BE GIVEN BY ADMINISTRATION TO ASSIST IN PROFESSIONAL GROWTH;

Implementation Date: _____ Teacher Signature: _____

Administrator Signature: _____



Washtenaw Intermediate School District

Washtenaw Intermediate Schools
Pilot Administrator Evaluation Performance-Based Process

INTRODUCTION

ACKNOWLEDGEMENTS

A team of Washtenaw Intermediate School District and education administrators met in fall of 2011 to develop an Administrator Evaluation Process that will meet the guidelines of PA 102.

This process can be adapted to meet the needs and expectations of the individual school district. However, it is advisable to consider the contents of this Evaluative Process as those that meet the minimum requirement of the new legislation and should not be lessened.

It was the goal of this team to develop an evaluative process that would ensure education administrators could be evaluated in such a manner that would lead to high-quality performance of the administrator, their staff and students. The ultimate goal of the evaluative process to ensure an annual increase in student academic performance.

PROCESS

The evaluation process is divided into three stages; goal setting, mid-year and summative review:

Goal Setting

The first stage, goal setting is to be conducted by mid-November of each calendar year.

Mid-Year

The second stage, mid-year is to be conducted by mid-February of each calendar year.

Summative Review

This final stage, the summative review is to be conducted by mid-June of each calendar year.

Administrator Improvement Plan

This stage is for an administrator who is minimally effective or ineffective and needs to complete the AIP in order for continued employment to be considered. This could be used at any time.

Annually, administrators will be evaluated in the following three*areas:

- Performance Standards
- Supportive Documentation (Documentation Log)
- Professional Growth Plan

*Administrator Improvement Plan (if applicable)

REQUIRED FORMS:

Performance Standards-Summative Performance Standard Report; Observation Record Form

Professional Growth Plan- Administrator Professional Growth Plan; Client Survey Summary

Supportive Documentation Log-Documentation Log

Other-Final Summative Review Form; Evaluation Schedule; Administrator Improvement Plan and Additional Notes

Appendix- Examples of Student Growth Measures

PERFORMANCE STANDARDS

What are the Performance Standards?

The performance standards used for the Administrator Evaluative Process are from the state of Michigan's Program Standards for the Preparation of School Principals adopted in 2004 by the State Board of Education. The entire document can be found on the Michigan Department of Education website at www.michigan.gov/mde.

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success of the students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7: A school administrator is an educational leader who understands and comprehensively applies technology to advance student achievement.

Standard 8: A school administrator is an educational leader who synthesizes and applies knowledge and best practices and develops skills through substantial, sustained, standards-based work in real settings to advance student achievement.

PERFORMANCE STANDARDS CRITERIA

STANDARD	CRITERIA
<p>Standard 1: Vision of Learning</p>	<ul style="list-style-type: none"> <input type="checkbox"/>the vision and mission of the school are effectively communicated to staff, parents, students and community members <input type="checkbox"/>the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities <input type="checkbox"/>the core beliefs of the school vision are modeled for all stakeholders <input type="checkbox"/>the vision is developed with and among stakeholders <input type="checkbox"/>the contributions of school community members to the realization of the vision are recognized and celebrated <input type="checkbox"/>progress toward the vision and mission is communicated to all stakeholders <input type="checkbox"/>the school community is involved in school improvement efforts <input type="checkbox"/>the vision shapes the educational programs, plans and actions <input type="checkbox"/>an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated <input type="checkbox"/>assessment data related to student learning are used to develop the school vision and goals <input type="checkbox"/>relevant demographic data pertaining to students and their families are used in developing the school mission and goals <input type="checkbox"/>barriers to achieving the vision are identified, clarified and addressed <input type="checkbox"/>needed resources are sought and obtained to support the implementation of the school mission and goals <input type="checkbox"/>existing resources are used in support of the school vision and goals <input type="checkbox"/>the vision, mission and implementation plans are regularly monitored, evaluated and revised
<p>Standard 2: Instructional Programming</p>	<ul style="list-style-type: none"> <input type="checkbox"/>all individuals are treated with fairness, dignity and respect <input type="checkbox"/>professional development promotes a focus on student learning consistent with the school vision and goals <input type="checkbox"/>students and staff feel valued and important <input type="checkbox"/>the responsibilities and contributions of each individual are acknowledged <input type="checkbox"/>barriers to student learning are identified, clarified and addressed <input type="checkbox"/>diversity is considered in developing learning experiences <input type="checkbox"/>life long learning is encouraged and modeled <input type="checkbox"/>there is a culture of high expectations for self, student and staff performance <input type="checkbox"/>technologies are used in teaching and learning <input type="checkbox"/>student and staff accomplishments are recognized and celebrated <input type="checkbox"/>multiple opportunities to learn are available to all students <input type="checkbox"/>the school is organized and aligned for success <input type="checkbox"/>curricular, co-curricular, extra-curricular program are designed, implemented, evaluated, and refined <input type="checkbox"/>curricular decisions are based on research, expertise of teachers, and the recommendations of professional organizations <input type="checkbox"/>the school culture and climate are assessed on a regular basis <input type="checkbox"/>a variety of sources of information is used to make decisions <input type="checkbox"/>student learning is assessed using a variety of techniques <input type="checkbox"/>multiple sources of information regarding performance are used by staff and students <input type="checkbox"/>a variety of supervisor and evaluation models is employed <input type="checkbox"/>pupil personnel programs are developed to meet the needs of students and their families

<p>Standard 3: Learning Environment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> knowledge of learning, teaching and student development is used to inform management decisions <input type="checkbox"/> operational procedures are designed and managed to maximize opportunities for successful learning <input type="checkbox"/> emerging trends are recognized, studied, and applied as appropriate <input type="checkbox"/> operational plans and procedures to achieve the vision and goals of the school are in place <input type="checkbox"/> collective bargaining and other contractual agreements related to the school are effectively managed <input type="checkbox"/> the school plant, equipment, and support systems operate safely, efficiently and effectively <input type="checkbox"/> time is managed to maximize attainment of organizational goals <input type="checkbox"/> potential problems and opportunities are identified <input type="checkbox"/> problems are confronted and resolved in a timely manner <input type="checkbox"/> financial, human, and material resources are aligned to the goals of schools <input type="checkbox"/> the school acts entrepreneurially to support continuous improvement <input type="checkbox"/> organizational systems are regularly monitored and modified as needed <input type="checkbox"/> stakeholder are involved in decisions affecting schools <input type="checkbox"/> responsibility is shared to maximize ownership and accountability <input type="checkbox"/> effective problem-framing and problem-solving skills are used <input type="checkbox"/> effective conflict resolution skills are used <input type="checkbox"/> effective group-process and consensus-building skills are used <input type="checkbox"/> effective communication skills are used <input type="checkbox"/> a safe, clean, and aesthetically pleasing school environment is created and maintained <input type="checkbox"/> human resource functions support the attainment of school goals <input type="checkbox"/> confidentiality and privacy of school records are maintained
<p>Standard 4: Collaboration with Community</p>	<ul style="list-style-type: none"> <input type="checkbox"/> high visibility, active involvement and communication with the larger community is a priority <input type="checkbox"/> relationships with community leaders are identified and nurtured <input type="checkbox"/> information about family and community concerns, expectations, and needs is used regularly <input type="checkbox"/> there is outreach to different business, religious, political and service agencies and organizations <input type="checkbox"/> credence is given to individuals and groups whose values and opinions may conflict <input type="checkbox"/> the school and community serve one another as resources <input type="checkbox"/> available community resources are secured to help the school solve problems and achieve goals <input type="checkbox"/> partnerships are established with area businesses, institutions of higher education, and community groups <input type="checkbox"/> strengthen programs and support school goals <input type="checkbox"/> community youth family services are integrated with schools programs <input type="checkbox"/> community stakeholders are treated equitably <input type="checkbox"/> diversity is recognized and valued <input type="checkbox"/> effective media relations are developed and maintained <input type="checkbox"/> a comprehensive program of community relations is established <input type="checkbox"/> public resources and funds are used appropriately and wisely <input type="checkbox"/> community collaboration is modeled for staff <input type="checkbox"/> opportunities for staff to develop collaborative skills are provided

<p>Standard 5: Integrity and Fairness</p>	<ul style="list-style-type: none"> <input type="checkbox"/>examines personal and professional values <input type="checkbox"/>demonstrates a personal and professional code of ethics <input type="checkbox"/>demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance <input type="checkbox"/>serves as a role model <input type="checkbox"/>accepts responsibility for school operations <input type="checkbox"/>considers the impact of ones administrative practices on others <input type="checkbox"/>uses the influence of the office to enhance the educational program rather than for personal gain <input type="checkbox"/>treats people fairly, equitably and with dignity and respect <input type="checkbox"/>protects the rights and confidentiality of students and staff <input type="checkbox"/>demonstrates appreciation for and sensitivity to the diversity in the school community <input type="checkbox"/>recognizes and respects the legitimate authority of others <input type="checkbox"/>examines and considers the prevailing values of the diverse school community <input type="checkbox"/>expects that others in the school community will demonstrate integrity and exercise ethical behavior <input type="checkbox"/>opens the school to public scrutiny <input type="checkbox"/>fulfills legal and contractual obligations <input type="checkbox"/>applies laws and procedures fairly, wisely and considerately
<p>Standard 6: Political and Social Influence</p>	<ul style="list-style-type: none"> <input type="checkbox"/>the environment in which schools operate is influenced on behalf of students and their families <input type="checkbox"/>communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate <input type="checkbox"/>there is ongoing dialogue with representatives of diverse community groups <input type="checkbox"/>the school community works within the framework of policies, laws and regulations enacted by local, state and federal authorities <input type="checkbox"/>public policy is shaped to provide quality education for students <input type="checkbox"/>lines of communication are developed with decision makers outside of the school community
<p>Standard 7: Application of Technology</p>	<ul style="list-style-type: none"> <input type="checkbox"/>integrated technology-based educational tools are used for staff and students <input type="checkbox"/>management and operational systems are improved by the effective and efficient use of technology <input type="checkbox"/>resources are allocated to ensure the appropriate monitoring, implementation and sustainment of technology <input type="checkbox"/>there is alignment of technology in all improvement efforts (strategic planning, district and school improvement plans)
<p>Standard 8: Professional Growth and Learning</p>	<ul style="list-style-type: none"> <input type="checkbox"/>professional learning and growth opportunities are provided for all staff <input type="checkbox"/>new learning and job-embedded professional development is applied and skills developed to advance student achievement. <input type="checkbox"/>teacher evaluation system and feedback mechanisms are used to ensure highest quality of student learning and instruction. <input type="checkbox"/>there is ongoing monitoring, planning, evaluating and adjusting of professional learning for staff based staff and student needs <input type="checkbox"/>practices of self-assessment and professional reflection regularly and encouraged for all staff

PERFORMANCE STANDARD RATINGS

EFFECTIVENESS RATING	
Highly Effective (4)	<p>High Quality Performance of Standard</p> <ul style="list-style-type: none"> · exceeds in the demonstration of knowledge, disposition and performance of standards as expressed in the evaluation criteria description · continually seeks opportunities to learn and apply new skills · consistently exhibits behaviors that have a strong positive impact on staff, students and the school climate · serves as a role model for other administrators
Effective (3)	<p>Quality Performance of Standard</p> <ul style="list-style-type: none"> · meets the demonstration of knowledge, disposition and performance of standards as expressed in the evaluation criteria description · demonstrates a willingness to learn and apply new skills · exhibits behaviors that have a positive impact on stakeholders and the school climate · seeks to become a role model for other administrators
Minimally Effective (2)	<p>Inconsistent Performance of Standard</p> <ul style="list-style-type: none"> · requires support in meeting the demonstration of knowledge, disposition and performance of standards as expressed in the evaluation criteria description · requires support in seeking to learn and apply new skills; resulting in less than quality work performance · requires support in exhibiting behaviors that have a positive impact on stakeholders and school climate · professional improvement needed to become a role model for other administrators
Ineffective (1)	<p>Unacceptable or Poor-quality Performance of Standard</p> <ul style="list-style-type: none"> · does not meet the demonstration of knowledge, disposition and performance of standards as expressed in the evaluation criteria description · exhibits difficulty in learning and applying new skills; resulting in poor performance · consistently requires support in exhibiting behaviors that have a positive impact on stakeholders and school climate · lack of professional improvement may result in the administrator not being recommended for continued employment

Washtenaw Intermediate School District
Performance Standard Observation Record Form

Administrator's Name: _____ School: _____
 Evaluator: _____ Title: _____

This form serves as a continuous record of specific examples of administrators performing their work related to the performance standards. An evaluator notes the date, example, and indicates which performance standard(s) relate(s) to the work observed. Evaluators share this form with administrators at the summative evaluation conference and other evaluation-related meetings.

Date	Work Observed (specific example)	Performance Standard
		Standard 1 <input type="checkbox"/> Standard 2 <input type="checkbox"/> Standard 3 <input type="checkbox"/> Standard 4 <input type="checkbox"/> Standard 5 <input type="checkbox"/> Standard 6 <input type="checkbox"/> Standard 7 <input type="checkbox"/> Standard 8 <input type="checkbox"/>
		Standard 1 <input type="checkbox"/> Standard 2 <input type="checkbox"/> Standard 3 <input type="checkbox"/> Standard 4 <input type="checkbox"/> Standard 5 <input type="checkbox"/> Standard 6 <input type="checkbox"/> Standard 7 <input type="checkbox"/> Standard 8 <input type="checkbox"/>
		Standard 1 <input type="checkbox"/> Standard 2 <input type="checkbox"/> Standard 3 <input type="checkbox"/> Standard 4 <input type="checkbox"/> Standard 5 <input type="checkbox"/> Standard 6 <input type="checkbox"/> Standard 7 <input type="checkbox"/> Standard 8 <input type="checkbox"/>
		Standard 1 <input type="checkbox"/> Standard 2 <input type="checkbox"/> Standard 3 <input type="checkbox"/> Standard 4 <input type="checkbox"/> Standard 5 <input type="checkbox"/> Standard 6 <input type="checkbox"/> Standard 7 <input type="checkbox"/> Standard 8 <input type="checkbox"/>
		Standard 1 <input type="checkbox"/> Standard 2 <input type="checkbox"/> Standard 3 <input type="checkbox"/> Standard 4 <input type="checkbox"/> Standard 5 <input type="checkbox"/> Standard 6 <input type="checkbox"/> Standard 7 <input type="checkbox"/> Standard 8 <input type="checkbox"/>
		Standard 1 <input type="checkbox"/> Standard 2 <input type="checkbox"/> Standard 3 <input type="checkbox"/> Standard 4 <input type="checkbox"/> Standard 5 <input type="checkbox"/> Standard 6 <input type="checkbox"/> Standard 7 <input type="checkbox"/> Standard 8 <input type="checkbox"/>

Washtenaw Intermediate School District
Summative Performance Standard Report

Administrator's Name: _____ School: _____

Position: Principal Assistant Principal School Year _____

Directions:

Evaluators use this form annually, no later than June 15th, to provide the administrator with an assessment of performance. The administrator should receive a copy of the form at the end of each evaluation year. The signed form is submitted annually to the Central Office by June 30th.

Performance Standard 1: Vision of Learning

Comments:

Rating
 Highly Effective
 Effective
 Minimally Effective
 Ineffective

Performance Standard 2: Instructional Programming

Comments:

Rating
 Highly Effective
 Effective
 Minimally Effective
 Ineffective

Performance Standard 3: Learning Environment

Comments:

Rating
 Highly Effective
 Effective
 Minimally Effective
 Ineffective

Performance Standard 4: Collaboration with Community

Comments:

Rating
 Highly Effective
 Effective
 Minimally Effective
 Ineffective

Performance Standard 5: Integrity and Fairness

Comments:

Rating
 Highly Effective
 Effective
 Minimally Effective
 Ineffective

Performance Standard 6: Political and Social Influence

Page 9

Rating
 Highly Effective
 Effective
 Minimally Effective
 Ineffective

Comments:

Performance Standard 7: Application of Technology

Comments:

Rating	
<input type="checkbox"/>	Highly Effective
<input type="checkbox"/>	Effective
<input type="checkbox"/>	Minimally Effective
<input type="checkbox"/>	Ineffective

Performance Standard 8: Professional Growth and Learning

Comments:

Rating	
<input type="checkbox"/>	Highly Effective
<input type="checkbox"/>	Effective
<input type="checkbox"/>	Minimally Effective
<input type="checkbox"/>	Ineffective

PROFESSIONAL GROWTH PLAN

What is the Professional Growth Plan?

The professional growth plan provides the administrator with the opportunity to set measurable goals that align with his/her school building improvement plan. The administrator is responsible for setting goals that incorporate student attendance, client surveys and specified percentages of student growth on appropriate measures.

As part of the process, the administrator should document areas of growth, achievement and reflection toward meeting developed goals.

PROFESSIONAL GROWTH PLAN RATINGS

EFFECTIVENESS RATING	
Highly Effective (4)	<p>High Quality Performance of Growth Plan</p> <ul style="list-style-type: none"> · exceeded in the planning, preparation and implementation of the professional growth plan · exceeded goals of professional growth plan · developed goals using SMART goal format · exceeded the criteria of client survey and student attendance in the development of the SMART goals; completed and exceeded information requested on the client survey summary · Provided 5 or more forms of evidence of how they are supporting the attainment of specified student growth measures through monitoring, adjusting and revising of instructional programming to meet the needs of student learners
Effective (3)	<p>Quality Performance of Growth Plan</p> <ul style="list-style-type: none"> · met the planning, preparation and implementation requirements of the professional growth plan · met goals of professional growth plan · developed goals using some of SMART goal format · met the criteria of client survey and student attendance in the development of the professional growth plan goals; completed client survey summary · Provided 2-4 forms of evidence of how they are supporting the attainment of specified student growth measures through monitoring, adjusting and revising of instructional programming to meet the needs of student learners
Minimally Effective (2)	<p>Inconsistent Performance of Growth Plan</p> <ul style="list-style-type: none"> · requires support in the planning, preparation and implementation requirements of the professional growth plan · requires support in reaching the goals of professional growth plan · required support to develop goals using SMART goal format · professional growth plan did not include both client survey and student attendance; client survey summary not fully complete · Provided less than 2 forms of evidence of how they are supporting the attainment of specified student growth measures through monitoring, adjusting and revising of instructional programming to meet the needs of student learners

EFFECTIVENESS RATING	
Ineffective (1)	<p>Unacceptable or Poor-quality of Growth Plan</p> <ul style="list-style-type: none"> · does not complete the planning, preparation and implementation requirements of the professional growth plan · does not meet goals of professional growth plan · does not set goals following the SMART format · professional growth plan does not include either the client survey or student attendance; client survey summary not completed · Provided NO forms of evidence of how they are supporting the attainment of specified student growth measures through monitoring, adjusting and revising of instructional programming to meet the needs of student learners

ADMINISTRATOR PROFESSIONAL GOAL PLAN

Administrator's Name: _____ Building: _____
School Year: _____ Grade Level(s): _____

<p>Administrator's SMART Goal(s). Minimum of two (2) goals linked to your building School Improvement Plan (SIP). Goals can overlap to achieve multiple criteria below (40% Total).</p> <ul style="list-style-type: none">· One goal must be linked to student academic growth measures (see Appendix) (20%).· One goal must be linked to student attendance (10%).· One goal must incorporate student, teacher and/or parent client surveys (10%).
<p>SIP Goal(s):</p>
<p>Goal Attainment Plan (include how goal will be achieved and how achievement will be determined/measured):</p>

<p>Documentation of Achievement:</p>
<p>Administrator's Self-Assessment:</p>

Administrator's Signature _____ Date _____

Supervisor's Approval _____ Date _____

(All attachments/data/artifacts to be returned to Administrator unless otherwise noted.)

Washtenaw Intermediate School District
Client Survey Summary

Administrator's Name _____ School Year _____
Survey Version Given: STUDENT: Grade 5 or Grade 8 Grade 11
STAFF: PARENT

Analyze survey responses and answer the following questions. Answers can be narrative or in list form. Complete a SEPARATE form for each client group.

1. What did clients perceive as your major strengths?

2. What did clients perceive as your major weaknesses?

3. List factors that might have influenced these results.

4. How will you use this information

DOCUMENTATION LOG

What is a Documentation Log?

A documentation log complements the observation components of the administrator evaluation system. Similar to a professional portfolio, the Documentation Log is a tool carefully crafted to appropriately showcase, using multiple sources, the work of a professional while providing evidence of career growth. It should be a reflective process, allowing the administrator to provide evidence that he/she has met all of the required criteria.

The Documentation Log is:

- identified as appropriate work samples by the administrator.
- a work in progress and is to be continually maintained throughout the evaluation period.
- user-friendly (neat, organized).
- maintained by the administrator until the final summative review
- available at each evaluation meeting.
- maintained during the evaluation period and any other improvement process

For how long is the documentation kept?

The Documentation Log is maintained for the length of the administrator's employment. Documentation Logs, with accompanying evidentiary documents are to be scanned and electronically stored by Human Resources at the end of each single evaluation year. The original binder should be returned to the administrator by September 1st of each year.

DOCUMENTATION LOG RATINGS

EFFECTIVENESS RATING	
Highly Effective (4)	<p>High Quality Performance of Documentation Log</p> <ul style="list-style-type: none"> · Exceeds items within the description of the Documentation Log in quality, quantity and/or presentation · Contains more than one item as evidence of demonstration for each of the eight performance standards
Effective (3)	<p>Quality Performance of Documentation Log</p> <ul style="list-style-type: none"> · Meets the description of the Documentation Log in quality, quantity or presentation · Contains at least one item as evidence of demonstration for each of the performance standards

EFFECTIVENESS RATING	
Minimally Effective (2)	<p data-bbox="545 245 1089 275">Inconsistent Performance of Documentation Log</p> <ul data-bbox="586 310 1357 470" style="list-style-type: none"> <li data-bbox="586 310 1330 375">· Disconnect between log detail, evidentiary documentation and performance standards <li data-bbox="586 407 1357 470">· Log detail and evidentiary items are incomplete or missing for at least one performance standard
Ineffective (1)	<p data-bbox="545 497 1133 527">Unacceptable or Poor-quality of Documentation Log</p> <ul data-bbox="586 562 1386 722" style="list-style-type: none"> <li data-bbox="586 562 1386 627">· Does not submit items within the description of the Documentation Log <li data-bbox="586 659 1386 722">· Contains no items as evidence of demonstration for each performance standard are absent for multiple performance standards

DOCUMENTATION LOG

Administrator's Name: _____ School: _____

School Year: _____ Grade Level(s): _____

Administrator Standard	Type of Document			Evaluative Stage	
	Name	PGP	DL	Mid-Year	Summative
Standard 1: Vision of Learning *(Documentation must include copy of SIP)					
Standard 2: Instructional Programming					
Standard 3: Learning Environment					
Standard 4: Collaboration with Community					
Standard 5: Integrity and Fairness					
Standard 6: Political and Social Influence					
Standard 7: Application of Technology					
Standard 8: Professional Growth and Learning *(Documentation must include random sample of teacher evaluations)					

*required

PGP= Professional Growth Plan
DL=Documentation Log

FINAL SUMMATIVE REVIEW FORM

Administrator's Name: _____ Building: _____
 School Year: _____ Grade Level(s): _____

Item to be reviewed:	Effectiveness Rating(1-4)	Weighted Score
Standard 1: Vision of Learning (5%)		0
Standard 2: Instructional Programming (5%)		0
Standard 3: Learning Environment (5%)		0
Standard 4: Collaboration with Community (5%)		0
Standard 5: Integrity and Fairness (5%)		0
Standard 6: Political and Social Influence (5%)		0
Standard 7: Application of Technology (5%)		0
Standard 8: Professional Growth and Learning (5%)		0
Professional Growth Plan (40%) -Student Growth Measures (20%)* -Attendance (10%) -Client surveys (10%)		0
Documentation Log (20%)		0
**Total Evaluative Score:		0

****Overall Effectiveness Rating:** _____

Administrator's Signature _____ Date _____

Supervisor's Signature _____ Date _____

*Highly Effective=4
 Effective=3
 Minimally Effective=2
 Ineffective=1

Evaluation Schedule for Administrators

Evaluative Stage	Forms and Tools	Timeline
Goal Setting	Professional Growth Plan; Documentation Log	By November 15
Mid-year Conference	Client Survey Tools; Documentation Log	By February 15
End of Year	Performance Standards Report; Observation Record Form; Documentation Log; Data Sources; Final Summative Review	By June 15

Evaluation Forms by Responsible Party

	Professional Growth Plan	Documentation Log	Client Surveys	Summative Performance Standard Report	Final Summative Review	Performance Standard Observation Record Form	*Administrator Improvement Plan
Evaluator				X	X	X	X
Administrator	X	X	X				X

* The Administrator Improvement Plan is completed jointly by both the evaluator and administrator.

Washtenaw Intermediate School District
Administrator Improvement Plan*

Administrator _____ School _____

Evaluator _____ School Year _____

Performance standard(s) requiring improvement:

Objectives and strategies for improvement:

Performance Objective	Procedures/Resources	Target Dates

Results of improvement plan¹:

Performance Objective	Comments	Review Dates**

Recommendation based on outcome of Administrator Improvement Plan (Please check one):

- Sufficient improvement has been achieved: The administrator is no longer on an improvement plan.
- Some improvement has been achieved but more improvement is needed: The administrator remains on an Administrators Improvement Plan.
- Little or no Improvement has been achieved: The administrator is recommended for dismissal.

*Additional sheets should be added, if needed.

**Review dates should be prior to target date for each performance objective. Each review should include documentation.

Evaluator's Signature/Date Initiated _____	Administrator's Signature/Date Initiated _____
---	---

Evaluator's Signature/Date Completed _____	Administrator's Signature/Date Completed _____
---	---

Additional Notes:

SMART GOALS -

SMART goals are:

Specific
Measurable
Attainable
Results-oriented
Time bound

SMART goals consider:

Who	• Who is involved?
What	• What do I want to accomplish?
Where	• Identify a location
When	• Establish a time frame
Which	• Identify requirements and constraints.
Why	• Specific reasons, purpose or benefits of accomplishing the goal

OTHER RECOMMENDATIONS AND RECOGNITIONS-

- The elements of this evaluative process can be added to, but should not be lessened.
- Administrator percent of student growth measure through 2013 should be equal to or greater than teacher growth measure.
- Percentages of growth measures will change in 2013; so should the percentages in document.
- Districts should develop random process for selecting random sample of teacher evaluations.
- All administrators at each level in district should be evaluated on SAME student growth measures
- This is a working document that will continue to evolve as we receive guidance from legislation and input from implementation.
- Client survey use will be based on previous year client survey as part of annual November goal setting. Surveys should be given in Spring of each year.

Appendix:

EXAMPLES OF STUDENT GROWTH MEASURES

Elementary School (K-5)	Middle School (6-8)	High School (9-12)
<ul style="list-style-type: none"> · MEAP Scale Scores · NWEA · MLPP · DIBELS · Common Assessment/Content Area Student Performance Project Based SRI/SMI · IEP Goals · MI-Access · Brigance Inventory · Woodcock Johnson · Test of Written Language · Kaufman Test of Ed. Achievement · Other 	<ul style="list-style-type: none"> · MEAP Scale Scores · NWEA · Department Common Assessments · Number of Students Pass/Fail Rate Student Performance Project Based Explore/Plan · SRI/SMI · IEP Goals · MI-Access · Brigance Inventory · Woodcock Johnson · Test of Written Language · Kaufman Test of Ed. Achievement · Other 	<ul style="list-style-type: none"> · MME Scale Scores · NWEA · Department Common Assessments · Number of Students Pass/Fail Rate Number of Students Credit Earned AP Test Scores · Graduation Rates · ACT Work Keys · Student Performance Project Based SRI/SMI · IEP Goals · MI-Access · Woodcock Johnson · Test of Written Language · Kaufman Test of Ed. Achievement · Other

Appendix C – Professional Development Plan

Reading Apprenticeship

Current Status of Reading Apprenticeship

Teacher Name	Current Course Assignment	Year Trained
Emmy Baker	At-Risk Intervention	2008
Jason Elstone	ELA	2009
Barb Flemming	No Longer At HS	2007
Marsha Frank	ELA/School to Work	2009
Kyla Gurganus	Science	2008
Nicole Holden	Asst Principal	2008
Jennifer Kellerman	Special Education	2007
Pam Lopez	ELA	2008
Terrilyn McManus	Special Education	2009
Lori Minthorn	Social Studies	2009
Brianna Murphy	Math	2009
John Pahle	ELA	2008
Vinti Pathak	Science	2008
Julia Sullivan	Special Education	2009
Anne Walz	Counseling	2008
Jean Winborn	Life Management	2008
Jessica Winters	ELA	2008
Carrie Wollam	Dean of Students	2008

“Immediate” Schedule: January 2012 – June 2012

Participants:

Baker, Elstone, Frank, Gurganus, Kellerman, Lopez, McManus, Minthorn, Pahle, Pathak, Sullivan, Winborn, Winters (13)

Date	Activity
January	Peer Observation – Willow Run (Academic Literacy) Strategy Sharing Collaborative Planning
February	Peer Observation – Ypsilanti (Carli Pacheko) Strategy Sharing Looking at Student Work Collaborative Planning
March	Peer Observation – Ann Arbor (Maryan Mastey or Amy Deller-Antieau) Strategy Sharing Looking at Student Work Collaborative Planning
April	Peer Observation – Ann Arbor (Janae Thompson or Amie Snapke) Strategy Sharing Looking at Student Work Collaborative Planning
May	Plan presentation to staff focused on how RA supports the daily work and structure of content area classrooms

June 2012: RA training for 4 teams of 6 teachers (1 team per magnet including 3 core content teachers and 3 elective teachers). Additional teams to be determined in April 2012 when magnets are further defined.

Year 1: July 2012 – June 2013

Reading Apprenticeship Leadership Institute for Reading Apprenticeship (LIRA) training for two additional facilitators to be identified by administration in collaboration with WISD.

Reading Apprenticeship Collaborative Meetings

These meetings could potentially take place during the school day with the restructured schedule depending upon administrative decisions. If these do not take place during the school day, sub for 6 meetings with all RA teachers (these may staggered by magnet, but the costs would be the same regardless). The content of the meetings will be similar to the content of the training during the 2011-2012 school year.

Academic Literacy Training in June 2013 (RAAL National Training) for two facilitators to be identified by administration in collaboration with WISD.

June 2013 RA Training – Remaining teachers

Year 2: July 2013 – June 2014

All teachers will have been trained. We will now be in sustainability mode.

Reading Apprenticeship Collaborative Meetings

It is recommended that meetings take place during the school day with the restructured schedule in established PLCs, and during district PD days. If these do not take place during the school day, subs for 6 meetings with all RA teachers (these may staggered by magnet, but the costs would be the same regardless). The content of the meetings will be similar to the content of year 2011-2012.

Year 3: July 2014 – June 2015 – Full Implementation

Reading Apprenticeship Collaborative Meetings

It is recommended that meetings take place during the school day with the restructured schedule in established PLCs and during district PD days. If these do not take place during the school day, subs for 6 meetings with all RA teachers (these may staggered by magnet, but the costs would be the same regardless). The content of the meetings will be similar to the content of year 2011-2012.

Study Math Learning

Arington	Consumer Math	Consumer Math	PREP	Algebra 2	Algebra 2	Algebra 2
Duchene	Alg. 2 Con Part A	Alg. 2 Con Part A	Geometry	Geometry	Alg. 2 Con Part A	PREP
Green	Geometry Con.	Geometry Con.	Algebra 1	PREP	Algebra 1	Algebra 1
Hill	Algebra 2	Algebra 2	Algebra 2	Alg. 2 Con Part A	PREP	Alg. 2 Con Part A
Halalay	Algebra 1	PREP	Geometry Con.	Geometry Con.	Geometry Con.	Algebra 1
Malboeuf	Geometry	Geometry	Alg. 2 Con Part A	Alg. 2 Con Part A	PREP	Stats
Murphy	Algebra 1	Algebra 1	Algebra 1	PREP	Geometry	Geometry
J. Nowak	Alg. 2 Con Part B	Pre-Calc	POE	Alg. 2 Con Part B	PREP	Alg. 2 Con Part B
Stearn	Pre-Calc	AP Calc	PREP	Consumer Math	AP Calc	Pre-Calc
Weathers	Alg 1 Assist	Alg 1	Alg 1 Assist	Algebra 1	PREP	Geometry Con.

Follow-up SML Schedule and Classroom Observations

	Algebra I	Algebra II
Initial Session	December 14	December 15
Session 2	January 9	January 13
Session 3	February 16	February 13
Session 4	March 21 pm	March 23 pm
Session 5	April 25 pm	April 26 pm

The initial sessions will focus on determining the overall big ideas for each of the courses, beginning a pacing guide that clarifies timeline and essential skills for big ideas, and beginning to explore the 8 Mathematical Practices from the Common Core State Standards. The remaining sessions will focus on creation, piloting, and providing feedback of 3 engaging lessons for each big idea's unit of study. The lessons will serve as the unit opener, a midpoint lesson to help tie ideas together, and a culminating lesson that demonstrates student understanding of the big ideas. As we work through these lessons, we will begin to add them to the pacing guide as agreed upon lessons that each course teacher agrees to do. We will also examine and pilot pre-, post-, and formative assessment items that are agreed upon for the course.

In order to better understand the supports that will be necessary to complete this work, classroom observations will be necessary. The initial schedule for classroom observations is as follows:

November 8(5 Teachers):Beginning 2nd hour – Hill (A2), Halalay (G), Duchene (G), Green (A1), Arington (A2)

November 10 (5 Teachers): Beginning 2nd hour – Weathers (A1), Malboeuf (A2conc), Nowak (A2conc), Murphy (G), Stearn (PC)

Building-Level Data Teams and Developing a Balanced Assessment System

2011-2012 School Year: Creating the Foundation for Improved Practice and Student Achievement

Date	Description
January 2012	<p>District-level Data Teams Seminar</p> <p>2-day session with administrative team of Lincoln Consolidated School District Estimated 15 participants</p>
January 2012	<p>Building-level Data Teams Seminar</p> <p>2-day session with administrative team of Lincoln High School Estimated 10 participants</p>
January 2012	<p>Common Formative Assessments Seminar</p> <p>2-day session with leaders and educators of Lincoln High School Estimated 60 participants</p>
March 2012	<p>Instructional/Teacher-level Decision Making for Results and Data Teams Seminar</p> <p>2-day session with leaders and educators of Lincoln High School Estimated 60 participants</p>
School Year 2011–2012	<p>Implementation Coaching Visits</p> <p>Job-embedded coaching visits for Lincoln HS administrators and staff, and Lincoln CSD district leaders, throughout the school year, focusing on implementing the practices of the District-level Data Team, Building-level Data Team, Instructional-level Data Team, and Common Formative Assessments Estimated 2 days per month, February 2012-June 2012</p>
June 2012	<p>Power Strategies for Effective Teaching Seminar</p> <p>2-day session with educators of Lincoln High School Estimated 60 participants</p>

Date	Description
January 2012	<p>Shipment of all necessary materials for 2011-2012 and 2012-2013 School Years, including Shipping and Handling (includes quantity discounts of 5-20%)</p> <p>25 copies of Leaders Make it Happen 15 copies of Data Teams for Central Office Training Manual 10 copies of Data Teams for School Leaders Training Manual 120 copies of Common Formative Assessments Training Manual 120 copies of Common Formative Assessments 120 copies of Data Teams Training Manual 120 copies of Data Teams: A Guide for Effective Meetings 120 copies of Decision Making for Results Training Manual 120 copies of Beyond the Numbers, 2nd Edition 60 copies of Power Strategies for Effective Teaching Training Manual 60 copies of Classroom Instruction that Works</p>

2012-2013 School Year: Begin to provide support for all Lincoln CSD educators, focus on deep implementation of best practices

Date	Description
August 2012	<p>Common Formative Assessments Seminar</p> <p>2-day session with leaders and educators from throughout Lincoln CSD and additional participants from Lincoln HS if needed Estimated 60 participants Necessary training materials</p>
August 2012	<p>Instructional/Teacher-level Decision Making for Results and Data Teams Seminar</p> <p>2-day session with leaders and educators from throughout Lincoln CSD and additional participants from Lincoln HS if needed Estimated 60 participants Necessary training materials</p>
Fall 2012	<p>Decision Making for Results and Data Teams Certification Training</p> <ul style="list-style-type: none"> • 3 days of training for 20 lead educators from throughout Lincoln CSD • 1 follow-up on-site implementation visit • Permanent resource materials • Continuous support from Center consultants • License to utilize the intellectual property of The Center once certified and train colleagues for three years

Fall 2012	<p>Common Formative Assessments Certification Training</p> <ul style="list-style-type: none"> • 3 days of training for 20 lead educators from throughout Lincoln CSD • 1 follow-up on-site implementation visit • Permanent resource materials • Continuous support from Center consultants • License to utilize the intellectual property of The Center once certified and train colleagues for three years
School Year 2012– 2013	<p>Implementation Coaching Visits</p> <p>Lincoln High School will receive one implementation visit per month; Lincoln CSD as a whole will receive one day per month to be shared among other schools, support differentiated for schools as needed (totaling two consecutive days per month, September 2012-May 2013, totaling 18 visits)</p>

Other Job-Embedded Professional Development

Immediate beginning in January – August 2012:

- A book study with staff on Fires in the Bathroom, by Kathleen Cushman
- Critical Friends Group Training for staff to establish a collaborative working culture
- “Own the Turf training” from College Board for counseling staff

Year 1 – 2012-2013

- Interdisciplinary instruction and designing magnet curriculum
- Training in how to set up an advisory program and curriculum for all staff

Year 2 – 2013-2014

- Interdisciplinary instruction and designing magnet curriculum continued

Year 3 – 2014-2015

- Continued implementation and sustainability of Data Teams, SML, RA and other professional development listed above.

Letter of Understanding

Between the Washtenaw Education Association WCEA/LEA

and

The Lincoln Board of Education

The Association and the Representatives of the Board agree continued work and development of teacher evaluation language as required by the State of Michigan will be completed by August 31, 2011.



For the Association

7-6-11

Date



For the Board

7/06/11

Date

Redesign Plan Signature Page



SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Lincoln Consolidated Schools School Name: Lincoln Senior High School Address: 7425 Willis Road Ypsilanti, MI 48197 School Code: 02187	Name: John Dignan Position and Office: Principal Telephone: 734-484-7000, x7060 Fax: 734-484-7012 Email: dignan@lincolnk12.org
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Ellen Bonter Signature: X <u><i>Ellen Bonter</i></u> Date: 11/23/11	Telephone: 734-484-7001 Fax: 734-484-7014 Email: bontere@lincolnk12.org
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: John Dignan Signature: X <u><i>John Dignan</i></u> Date: 11/23/11	Telephone: 734-484-7000, x7060 Fax: 734-484-7012 Email: dignan@lincolnk12.org
LEA SCHOOL BOARD PRESIDENT	
Signature: X <u><i>Kimberly A. Samuels</i></u> Date: 11-23-11	
LOCAL TEACHER BARGAINING UNIT	
Signature: X <u><i>Jacklyn J. Shock</i></u> Date: 11-23-11	
<p>The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.</p>	