



# **Single Building District Improvement Report - Priority**

Three Lakes Academy  
Three Lakes Academy

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## **Introduction**

Single building districts do not have the same central office structure as districts that support elementary and secondary schools. Priority and Focus Schools that are single building districts are required to complete the ERS Strategic School Diagnostic Tool as an alternative to the ERS ResourceCheck. This School Diagnostic Tool asks the school leadership to self-assess against Resource Principles that characterize high performing schools. The results of this diagnostic gives leadership focus areas for resource allocation.

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## Executive Summary

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## **Introduction**

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

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

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## Description of the School

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

Three Lakes Academy is a very small school in a rural community of the Eastern Upper Peninsula. We live in a low-income area (about 64% of our students qualify for free or reduced lunch) and are a single-building district. There are ninety children in grades kindergarten through seventh.

In the past three years, we've had two administrators, new policies and procedures put into place, and yearly staff turnover. Replacing staff members we lose each year has been one of our biggest challenges as a school. Due to the small size of our school, (we have six classroom teachers, two paraprofessionals, and one special education teacher) we do not have a large budget, therefore teacher pay is the base minimum of our regional area. For this reason, it is difficult to recruit highly-qualified and/or experienced staff. Our community is small as well, which makes it difficult to retain staff that live in the area or would like to move to this area.

Our school is located near the Seney National Wildlife Refuge and is also surrounded by water. For these reasons, our school has an environmental focus, and we try to get students outdoors as much as possible. It has been difficult to sustain an environmentally-focused program due to frequent staff turnover and lack of teachers who have received proper professional development in that area.

Before we were Three Lakes Academy, the school building was run as Curtis Elementary by our closest public district. It was closed in 2008 due to budget cuts by the larger district of the area. Community members pulled together, obtained funds from the state, obtained a charter through a community college, and opened the school within a year of its closing. The community knows the importance of education and has always played a huge role in Three Lakes Academy's operation. Our doors are always open to families and community involvement, and we hope to keep it that way.

Many parents and community members are volunteers at Three Lakes Academy. From making copies and laminating, to taking care of the school garden, there is always something for volunteers to do. Every December, an appreciation dinner is held by Three Lakes Academy staff for our volunteers. We know that without our community support, our school would cease to exist. We strive to keep a positive relationship with families and community members.

One example of the exemplary community involvement is that each year, the Portage Anglers put on an all school ice fishing trip. Local restaurants donate food and hot chocolate for the students, the anglers donate their time, expertise, and supplies for the students to fish, and families are welcome to attend. The Lions Club donates thousands of dollars to the school and sends supplies and volunteers as needed. In return, the students plant flowers each spring in flower boxes outside local businesses, clean up garbage around town, and put on plays/puppet shows for community members.

Three Lakes Academy community volunteers partner with staff and work hard to make sure all educational needs are met. Fundraisers are held multiple times a year, and all money goes back into the school. Teachers receive a stipend of \$200 a year from the community volunteers for books, field trips, and anything they may need for the classroom. When Three Lakes Academy needed more space, the volunteers, along with the Lions Club, donated their time and money to pay for a new storage facility.

Staff helps the community by volunteering at various community events such as Curtis Oktoberfest, Winter Carnival, and Lions Club brunches. Staff members also contribute by helping the community volunteers with various fund raisers, such as the pasty sale in November.

## School's Purpose

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

Three Lakes Academy is dedicated to building a partnership among the community, parents, and school staff to assure each child the best educational environment, the best teaching practices, and the highest expectation for mastering skills and acquiring the knowledge to be successful in today's world.

Three Lakes Academy will provide a dynamic, hands-on learning environment of rigorous curriculum, with a specific focus on environmental education.

Our mission statement is, "Inspiring a life-long love of learning."

Our beliefs are that no child should be left inside, all children should have a voice in their education, high, rigorous academic standards are expected, in maintaining positive relationships with students and families, and that community volunteers and mentors are essential to student and Three Lakes Academy's success.

Three Lakes Academy does not select students; Three Lakes' mission is to create select students who do the right thing because it is right to do, not because of the fear of consequences. Although Three Lakes Academy has clear rules and consequences, detailed in the Discipline Code, the goal is first and always to have children understand the expectations for being a good citizen.

General Expectations:

Parents, students and school staff must be partners in knowing and practicing the expectations for all children and adults who make up the Three Lakes Academy and Three Lakes Family.

Each Academy student is expected to

Walk quietly through the school

Keep his/her locker clean and the door closed

Push chairs under the desk or out of the way when not being used

Sit properly with his/her feet on the floor

Raise his/her hand when wanting to participate in class

Not chew gum or eat candy during class time

Say "please, thank you, and excuse me" when it is appropriate

Use acceptable language at all times

Be considerate and respectful to others

Three Lakes Academy embodies our purpose by enabling all students to have access to a general education curriculum that is aligned to state standards and is taught with the highest expectations for all students. During school hours, on education trips, and out side of school hours, our students are expected to uphold our school's values and citizenship roles and responsibilities. We pride ourselves in having a family-like atmosphere where students are comfortable to express themselves and are free to learn without barriers. Our school has a focus of environmental education which allows all students the opportunity to obtain and utilize knowledge, attitudes and skills in real-world situations. We offer various after school activities that uphold the school's beliefs in citizenship and fundamental knowledge and skills. Our connection with our community is very strong as we intertwine the community into our school on a daily basis from volunteers to guest speakers. We offer many community events that include or honor our community members, businesses, and partners within this area.

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## Notable Achievements and Areas of Improvement

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

For the past two years, there has been consistency in administration, which has been a struggle since the school re-opened four years ago. Continuity of administration is a goal of ours for the next three years (or more). Policies and procedures are being put into place and consistency in enforcing them has been established where it was not seen before.

Another notable achievement is the strong, positive relationship we have with our community. Three Lakes Academy would not function without the help of volunteers, community members, businesses and local partnerships. We understand the importance of a strong tie to the community.

For the next three years, Three Lakes Academy would like to see a reduction in the achievement gap between the lowest and highest achieving students, primarily in the target areas of math and reading.

We would also like to see common curriculum and language implemented with fidelity throughout the school. For the first few years of operation, no common curriculum was used between grades at Three Lakes Academy in any subject except mathematics. This lack of connectivity from grade to grade is believed to be the cause of our achievement gap and lack of proficiency in standardized testing data. Another goal is to see more research-based tier two and three interventions that will support our students and help them gain the knowledge and skills to function in the general population without difficulty. Currently, we have many opportunities for extended practice, but do not provide a concise plan of improvement for targeted skills. By obtaining professional development in this area, we will have in place the research-based interventions needed to provide students with the skills they need to work successfully within the general education population.

## Additional Information

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

Three Lakes Academy was approved to re-open in the summer of 2009 after being closed by the larger district in the area. The new staff hired had less than three months to get a school on its feet from ground zero. There were no policies or procedures in place, no classroom materials (desks, chairs, computers), no instructional materials (curriculum materials and classroom supplies), and not all staff was hired immediately.

Once all staff was on board, there was a principal/administrator/full-time teacher, a special education teacher, and three general education teachers, two of which were brand new. This small group of employees had the task of spending the grant money awarded to the school by March of that school year. Most of the year was spent creating curriculum from knowledge and researching what would be best for the school. With little experience, this proved to be an overwhelming feat.

An outside source was brought in to help with curriculum choice, but by the time choices were made and materials were distributed to teachers, the school year was nearly over.

The principal/administrator/teacher resigned at the end of the school year, leaving the three general education teachers the task of spending the rest of the grant money to purchase technology, curriculum, and classroom supplies for the next four years.

The following year, a new principal/administrator, three new general education teachers, one new special education teacher, and three new paraprofessionals were hired, and the school expanded from K-6 to K-7. Training in curriculum and professional development of any kind was intermittent, and staff collaboration was minimal. Curriculum changed periodically and several grades still were without a full curriculum for certain subjects. This left little consistency in policy, and rules were not enforced regularly.

One of the new teachers hired that year resigned in October, which left Three Lakes Academy scrambling to fill the position. A substitute filled in until a new teacher was hired a month later.

In March of that same year, the administrator resigned and the special education teacher stepped up to fill the position. With the hiring of this administrator came regularity in procedures, routines, and collaboration.

The following year, half of the staff resigned due to relocation and new staff were hired. Recruitment and retention of highly-qualified staff has been nearly impossible due to rural location, base salary pay, and the heavy workload of a teacher at a small school.

The 2012 school year is the first year that all staff has had the same curriculum for reading, writing, and math. We are working towards common curriculum and language, as well as solid procedures and routines for the school.

Even though the last few years have been difficult, all staff members are dedicated to the success of the students, partnerships, and the school. Community and staff have positive, mutual feelings about the benefit Three Lakes Academy is to the families we serve and the surrounding area. By working in tandem with our local resources, community, and families we feel that we can overcome any obstacles and exceed the expectations of those we serve.

# Transformation Redesign Diagnostic

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## **Introduction**

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

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## PART A: REFORM TEAM PERSONNEL

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

Debra Mersnick, Teacher, dmersnick@eup.k12.mi.us

Rachel Niemela, Teacher, rniemela@eup.k12.mi.us

Susan Pann, Administrator and Principal, spann@eup.k12.mi.us

Dee Phinney, School Board Trustee, dphinney@eup.k12.mi.us

Lindsay Brindley, School Improvement Facilitator, brindley@eup.k12.mi.us

Michelle Ribant, EUPISD Technology Director, mribrant@eup.k12.mi.us

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## PART B: TEACHING AND LEARNING PRIORITIES

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

### Big Idea #1: Academic Growth and Extended Learning Time in Reading and Mathematics

In June of 2012, Three Lakes Academy staff members analyzed the NWEA and MEAP data to determine content expectations in which students lacked proficiency. Any MEAP strand that showed less than 75% proficiency was noted as an area of concern. These target areas were further analyzed to determine school-wide trends. The trends that emerged showed that all core subjects were lacking, but were indicative particularly of the need for a focus on reading and math, driving the development of our Big Ideas.

Teachers and administration met in August of 2012 to discuss changing classroom schedules for the following school year. We determined three schedule changes were necessary. First, we evaluated our environmental education class, and because it lacked a structured curriculum aligned to the science GLCE's, and science MEAP data indicated no increase in student proficiency, we decided to eliminate it. Second, we examined how we were delivering fine arts services to our students. Following an analysis of effectiveness, we determined that the content being delivered in our music course could be more effectively integrated into our general instructional time, allowing teachers to continue to expose students to the most important aspects of fine arts education, while also furthering their literacy across the core subjects. It was decided that the music program be removed. Finally, in previous years, the scheduling and time allotment for student recess was determined by individual teachers and was inconsistent and, at times, excessive. As a staff, it was decided that the allowable time allotment for recess is limited building wide. This limitation has resulted in an estimate of up to forty-five minutes of additional instructional time per day.

### Big Idea #2: Align Curriculum to Common Core Standards and Attain Professional Development

During the week of summer in-service in 2013, all staff will analyze the data resulting from the Survey of Enacted Curriculum conducted that spring and align curriculum to the Common Core State Standards for language arts and math. Drafts of Next Generation Science Standards will be considered and will be fully implemented upon official state adoption. Upon pending release, the C3 Framework for social studies will also be adopted. All staff will fully align their academic plan (curriculum, instruction, and assessment) for the 2013-2014 school year to all adopted standards and will participate in professional development as outlined in the Transformation Plan.

Professional Learning Communities (PLC's) of staff members will meet twice a month, or more as needed, to align curriculum and address needs as identified through analysis of the data resulting from the Survey of Enacted Curriculum. Sign-in sheets, minutes, and agendas will serve as evidence. We will have a standard agenda format for all PLC's that aligns to the research-based definition of a PLC, including both data analysis and longitudinal professional learning implemented between meeting dates and progress monitored at each meeting (see Assurances). Data analysis will be conducted utilizing the Data Driven Dialogue Protocol developed by Bruce Wellman and Laura Lipton. As one component of the completion of the School Data Profile in ASSIST, perception data surveys will be administered to all parents and staff in the winter of 2013. The resulting data will be analyzed and utilized to determine necessary areas of improvement. From an informal survey done in September 2012, all staff indicated a need for more time to collaborate around the analysis of and reflection on data, and choose pertinent intervention strategies for students. Professional Learning Communities will be implemented to address this need.

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

The data that was used to identify these areas was compiled from last year's NWEA and MEAP scores. Staff members analyzed the NWEA and MEAP data to determine content on which the bulk of students were not proficient. Target standards were identified for each grade

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level. From there, the list was used to find school-wide trends in lack of proficiency. While all core subjects were lacking in proficiency, reading and math stood out as our greatest areas of concern, therefore these content areas are addressed specifically in our big ideas. In the future, the school support team will be responsible for analyzing building-level data to determine school-wide trends. All teachers and support staff will be responsible for analyzing their own classroom data for trends in proficiency and/or inability. Evidence will be recorded on the staff professional development logs required by our chartering agency. Prior to this year, teachers were allowed to choose focus areas for professional development based on personal preference. As we work to strengthen our educational development plan effectiveness, we now require all teachers to base focus areas on the target areas and strategies identified in our school improvement plan. All teachers will define one focus area in math, one focus area in reading, and a personal area to develop on the professional development goal sheets mandated by our chartering agency. Math and reading goals will be school-wide and evaluated at appropriate times throughout the year in the context of school improvement team meetings, formal evaluations by our administrator, school support team meetings, and instructional learning cycle completion.

Currently, all teachers and support staff are using last year's data to adjust/align their curriculum and teaching strategies for the 2012-2013 school year. All teachers were given access to the NWEA Reports site to allow them access to their own classroom data and DesCartes. DesCartes is a data library that allows teachers to look up a given math, reading, or science strand at students' NWEA performance level, access a collection of skills and vocabulary specifically tied to that strand, and also identify an instructional trajectory for students below, at, and above that performance level. DRA (Developmental Reading Assessment) data, teacher created standards-based assessments, and student self-assessments are also being analyzed to further supplement or adjust their curriculum.

Analyzing all data and aligning the curriculum will create a more effective learning environment for all students. Over time, staff will become highly proficient in data analysis, instructional delivery, and understanding of grade-level standards. Doing so will allow students to build upon strengths, increase proficiency in areas of weakness, and improve understanding of grade-level material, resulting in an improved learning environment for all.

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

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

The Three Lakes Academy building principal and administrator was replaced in March of the 2010-2011 school year. The Three Lakes Academy school board posted the job opening for principal and Administrator. Susan Pann was one of the applicants for the position. Based on her resume after a successful interview, the board approved her hiring for both the principal and administrative positions.

Susan has worked in the field of education for thirty years as an elementary, middle school, adult education, and special education teacher. She possesses a master's degree in Education. Staff has observed on a daily basis that she possesses all the qualities needed for a turnaround leader including team leadership, teamwork and cooperation, problem solving skills, soundness in procedures and routines, and strong parent/community relationships.

There was a great lack of continuity in leadership before Susan Pann was hired. She is the third administrator in four years at Three Lakes Academy. Upon being hired, Susan began her administrative classes through Northern Michigan University to satisfy state requirements for highly qualified staff. Her presence at the school has been a great asset due to her familiarity of the school (she had already been teaching special education there for two years) and her strong and positive involvement in the community. Staff immediately noticed a positive change in the school atmosphere under her leadership. Routines are consistent and rules and policies are in place, where in past years the rules were not regularly enforced, and there were no set policies. She meets the "two-year rule" by not having served more than two years. The staff has viewed Susan Pann as a change leader as evident in the administrator evaluation. The Three Lakes Academy staff believes she is working to make the school's procedures consistent and fair. Her resume has been uploaded along with the interview questions and board approval.

**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.**

During the 2012-2013 school year, the Eastern Upper Peninsula ISD (EUPISD) highly recommended the use of TalentED to meet all teacher evaluation criteria indicated by the State of Michigan. Three Lakes Academy has adopted this program which will be utilized for evaluations of all staff. When this program was made available to the region, Three Lakes Academy immediately volunteered to serve as a pilot school. The school recognizes TalentED as a significant platform to support commitment to improving school wide collaborative processes. Susan Pann, current administrator and principal, attended professional development at the EUPISD this fall for this program; on-going training will be available throughout this year and next.

TalentED replaces the current evaluation system at Three Lakes Academy. TalentED provides a platform for us to create a clear definition of what effective teaching is for our district. It also allows the administrator and staff to collaborate around the continued development of the evaluation process. Teachers input goals and reflect on evaluations. EDP's are developed based on standards of evaluation rubrics. The purpose of TalentED evaluations and observations are to rate the classroom teacher in terms of standards for effective teaching in order to enhance student achievement. TalentED allows the administrator and staff to collaboratively weight given criteria. The student proficiency category is comprised of six types of data including both formal summative assessments and local assessment data. This combination comprises forty percent of overall teacher effectiveness rating this year, increasing to fifty percent next year.

This fall, at a staff meeting at Three Lakes Academy, all staff was given a copy of the evaluation rubric and asked to collaborate and provide input for changes, if needed. Appropriate changes were made, following which, the rubric was officially approved. Based on collaborative

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efforts, this rubric reflects staff's definition of effective teaching.

The administration/superintendent evaluation is administered by the school board. The current evaluation does not link administrative performance to student achievement. To remedy this, the board was given a copy of Section 1249 of the Revised School Code. From this, the principal/administrator evaluation was amended to allow twenty-five percent of the overall evaluation to be based on district teacher performance. Using a rubric from the MASA/MASB Guidance Document for Performance Review Systems, basing twenty-five percent on district teacher performance will satisfy the link between principal/administrator performance and student achievement because the teacher performance evaluations are weighted for student achievement. In the 2014-2015 school year, the weight of teacher performance in the principal/administrator evaluation will increase to forty percent. In the following school years, fifty percent of the administrator's evaluation will be based on teacher effectiveness.

Staff collaborated and agreed upon a staff survey of the administrator which is separate from the board evaluation. Results of the survey will be shared with the board. (See Assurances for an example).

**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.**

Three Lakes Academy identifies high-performing teachers by using a rubric we developed based on the standards and benchmarks for teacher effectiveness contained within TalentED. This rubric was developed through collaboration of all staff members. We also identified what ineffective teaching would look like, and from that, developed IDP's. Staff had input on other possible indicators of high or low performance.

Teacher evaluations occur in December and May. A staff member will be removed after three evaluations showing ineffective teaching following administrator recommendation and board approval. (Note: at any time staff may be terminated due to breach of contract based on non-union school status.) If a teacher is rated as ineffective, they will make appropriate adjustments to IDP goals with the administrator and additional progress monitoring will be implemented to gauge improvement. Additional resources and professional development will be discussed and decided upon. If the teacher does not show improvement from one evaluation to the next, or has not followed the designated IDP, the process will be revisited and revised. If improvement is not made by the next evaluation, that staff member will be put on probation. If improvement is still not made by the next evaluation, that staff member will be removed.

In addition, the Board of Directors of Three Lakes Academy has adopted two policies regarding the termination of the administrator. The evaluation of the administrator aims at an early identification of specific areas for improvement. If the administrator fails to perform in a satisfactory manner, dismissal, or non-renewal procedures may be invoked (Policy 1420 and Policy 1241). The School Board currently does not have a policy that addresses rewards for the school leader. Three Lakes Academy staff collaboratively generated the following rewards for effective teachers. One reward is to co-op with restaurants in the area for free meals as an earned reward. This would strengthen the bonds between community members and staff. Another reward would be paid attendance at a professional development conference of choice. Letters of recognition to showcase student achievement or performance on various components of the teacher evaluation were also agreed upon. Letters would be put in teacher's permanent file and used to strengthen their professional portfolio. The administrator will step into the classroom and substitute for half-day without deducting professional development or personal days. Bonus purchases of supplemental classroom materials upon request were another reward teachers found fitting.

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

We found that none of our current strategies are presently being implemented with fidelity; thus while none of the strategies are new to all staff, all staff could benefit from varying levels of PD around each offering. Based on data analysis of MEAP and NWEA, (the appropriate target areas as referenced in the portion of the Transformation Redesign Plan specifying how the school will use data to identify and implement a research based instructional program) the appropriate target areas will be addressed through the implementation of the following PD plan. See the PD calendar in Assurances.

### Everyday Math

Components of the Everyday Math curriculum have been utilized for four years. A limited number of staff members have received minimal training in Everyday Math. All teachers need PD in this area. With all staff members fully trained in Everyday Math, the program can be implemented with fidelity and progress monitored. This will be the overarching component for all students showing growth in mathematics, as is referenced in Big Idea #1.

### Common Core Standards

In order to move forward with Big Idea #2, all staff need PD to increase their understanding of the integral components of the Common Core, including text complexity, depth of knowledge, and instructional shifts. Development is necessary to understand how to transition from the GLCE's to the CCSS, as well as the differences between them. Vertical alignment of standards relating to both curriculum and instruction will also need to be addressed. Half-day in-services at Three Lakes Academy are scheduled to be provided by an Eastern Upper Peninsula ISD (EUPISD) curriculum consultant in the 2013 schoolyear. This professional development will also include an overview of the upcoming Smarter Balanced Assessment.

### Reading Workshop (Calkins)

Based on training received outside the district, some teachers are using Reading Workshop in their classrooms. All teachers need professional development in this area to ensure that common language and instructional practices are consistent. With all staff members fully trained in Reading Workshop, the program can be implemented with fidelity and progress monitored. This correlates with Big Idea #1: all students will show growth in reading.

### 6+1 Traits (NWREL)

Some students have received minimal exposure to the 6+1 Writing Traits. All teachers need professional development in this area to ensure that common language and instructional practices are consistent. In our efforts to develop and implement a comprehensive literacy program, we are committed to the need for a close interrelation of reading and writing instruction. We recognize the power of the utilization of 6+1 Traits as a language for descriptive feedback in influencing students' reading proficiency. Thus, training in 6+1 Traits for all staff would contribute to Big Idea #1; all students will show growth in reading. An EUPISD curriculum consultant will provide an in-service at Three Lakes Academy in the 2014 school year.

### Greater Proficiency in Mathematics, Cohort 2

Currently, one staff member is participating in Greater Proficiency in Mathematics (GPM), Cohort 1. Cohort 2 begins in the spring of 2013. All staff whose target areas as identified in their personal educational development plan align with the objectives of the GPM initiative will participate in the program. GPM supports a deeper understanding of mathematical concepts, which will help us reach the goals outlined in Big Idea #1. GPM was developed to prepare teachers for the instructional rigor of the Common Core State Standards in Mathematics, which will also support Big Idea #2.

### Data Director

All staff need PD in the use of Data Director to more effectively analyze data and progress monitor student proficiency. Data Director will allow staff to house local data, create local assessments, and track both academic and behavioral trends. The Data Driven Dialogue will be conducted regularly in support of the accomplishment of both of our Big Ideas, and Data Director will generate appropriate reports used for

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progress monitoring and finding trends in data to facilitate said dialogue. In-services at Three Lakes Academy are scheduled to be provided by EUPISD Curriculum consultant in the spring of 2013.

### Professional Learning Community Training

Professional Learning Communities (PLC's) will provide the foundation for the major components of the Transformation Redesign Plan. PLC's, when conducted effectively, provide a powerful structure affecting positive systems-level change. PD is necessary for staff to understand the difference between actual PLC implementation and simply scheduling common planning time. Every Wednesday, Three Lakes Academy has a one-hour delayed start for staff meetings, during which an EUPISD curriculum consultant will meet as scheduled with staff for professional development starting in the spring of 2013.

### Instructional Learning Cycle

The ILC will drive PLC's and is the key component of our progress monitoring. It allows us to answer the questions: What do you expect students to learn? How will you know when students have learned? How will you respond when students do (or do not) learn? This relates to our big ideas because it not only allows us to gauge progress toward proficiency, but also gives us the context in which to guide data-driven decision making while promoting reflection. ILC's will be implemented as the data dictates need. ILC's will address fidelity of implementation of curriculum, instruction, and assessment, and drive professional development decisions.

### **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.**

Increased opportunities for promotion, career growth, and/or flexible working conditions are generated from our school's necessary functions as well as staff collaboration on what would be valuable in promotion, recruitment, and retention.

Teachers and staff have opportunities for promotion and growth by volunteering for special duties in many areas. One opportunity of leadership is as coordinator of various area including testing, technology, summer school, Michigan Model for Health/SPLASH, and school improvement teams. Teachers can also volunteer their expertise as members of curriculum review teams at the EUPISD level, the Coordinated School Health Team, and district data analysis teams in addition to our PLC's. Besides these opportunities, teachers are willing to assist with other community and afterschool functions. These growth opportunities are necessary in maintaining overall functions of the school.

Three Lakes Academy implements several strategies to retain highly-qualified staff. We offer benefits in health, dental, and vision or cash-in-lieu of stipend. Our staff also have flexible working conditions because we are able to arrange our classroom schedules and specials times to fit our student's needs, we also have a lot of input towards curriculum and program choices. An additional stipend from the community volunteers is given to all teachers to purchase classroom materials. We have equipped our teacher's classrooms with state-of-the-art technologies infrastructure and equipment.

We are working towards implementing a strong mentoring and induction program for newly hired teachers. Each new teacher is assigned a mentor and that mentor teacher receives a yearly stipend. The program we have chosen was developed by the Upper Peninsula Center for Educational Development and is based on the Michigan Department of Education Mentoring guidelines and follows all legislative guidelines outlined in Section 1526. This program includes a suggested schedule of potential mentor meetings and the schedule would be supplemented by participation in the mentee participation series offered annually by the EUPISD.

We also promote from within allowing qualified staff members administrative duties during the day or as an administrator substitute. Other promotional features are use of the school after hours, free coffee, and staff works at including each other in social functions in order to decrease social isolation that can occur in small rural areas.

To attract highly-qualified employees, openings are posted for 14 days internally. If the position remains available, it is posted 14 days externally to accept new candidates. Posting locations include the local newspaper, major university websites, and also the EUPISD Applitracks website as well. After the 14 days, external resumes are sorted for highly-qualified status and whether the candidate is professionally suitable for the open position. Possible candidates are interviewed by a committee comprised of the administrator, board

members, teachers, and when available a trusted parent representative. The committee uses interview questions that are based on best practices. The final selection is based on student need, qualifications, and willingness to go above and beyond expectations due to our school's small size.

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## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

Using a protocol based on defining the components of an effective multi-tiered system of support, we discovered our system lacks structure and specifics. We replicated the protocol for reading, writing, and math. We looked at the data sources currently being analyzed in our building and then looked at the interventions associated with them. We linked the data sets to instructional strategies outlined in our plan. All three of the strategies we have chosen to implement promote the continuous use of individual student data to inform and differentiate instruction to meet individual student needs.

The assessments and data we use to move students from tier to tier in reading are DIBELs, DRA, MEAP, and NWEA. DIBELs, DRA, and NWEA are all administered in the fall and spring to all students each school year. Based on our in-depth analysis of overlapping data sets, we have determined it would be more efficient to screen all students using DIBELs, and use DRA for a more detailed analysis of students identified as at-risk. We discussed reading interventions available through Title I and Special Education services and discovered that they are rich in opportunities for targeted practice, based both on classroom assessment data and instructional timelines, as well as additional assessments conducted by the Title I and Special Education teachers. In addition, we determined a need for research-based interventions in tier two and tier three. Before the 2010-2011 school year, there was no common reading curriculum and no aligned instructional strategies. This lack of consistency caused student deficiencies across all strands associated with reading; no particular area of reading (i.e.: comprehension, fluency, word study) stood out as a particular target area. Reading workshop provides the platform for continuous use of individual student data to inform and differentiate instruction based on student needs. Based on this information, Reading Workshop was chosen as the primary strategy for improving student achievement in reading, directly addressing our big idea involving student growth in reading.

In our attempt to recreate the same data analysis process we used for reading, we discovered that we have not progress monitored our students' abilities in writing. There has not been a specific writing curriculum in place throughout the school, nor has instruction been aligned, which has resulted in a lack of trend data. To address the lack in curriculum, instruction, and assessment, Writing Workshop and 6+1 Writing Traits have been chosen as strategies. A workshop approach naturally generates ongoing, continuous opportunities for progress monitoring individual students, driving instructional differentiation. Because a balanced literacy program focuses on both reading and writing, increasing student achievement in writing will also address our big idea concerning growth in reading.

For the past four years, our math data has been predominantly comprised of NWEA and MEAP results. During the 2012-2013 school year, administration of AIMS-Web math began; AIMS-Web is administered to all students in the fall and the spring of each school year. Classroom assessments also provide additional insight into identify target areas. Lack of longitudinal data prohibits accurate choice of specific target areas, but rather indicates a need for a more global, strategic approach. Therefore, Everyday Math was chosen as the strategy to address deficiencies in math performance. Before each unit test, students fill out individual self-assessments. These assessments are one example of how student data drives teacher instructional decision making and assessment building, as well as keeping the students informed of where they are in their learning, allowing them to take ownership of their personal learning goals. These components relate directly to our big idea concerning student growth in mathematics.

**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.**

## Single Building District Improvement Report - Priority

Three Lakes Academy

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Three Lakes Academy continually uses individual student data to meet individual student needs. Formative data is collected weekly through Reading & Writing Workshop and other classroom assessments to progress monitor and collect data to be used immediately to gauge the student's progress and understanding of the standards and guide instruction. Interim data will be collected approximately every 5-9 weeks through DRA and classroom assessments. Summative data will be gathered in the fall and spring through NWEA, and DIBELS. In the fall, summative MEAP testing data will be generated and results will be analyzed in spring when data is received from the State of Michigan.

The school selected Data Director Monitoring software because it is accessible through the ISD, and is free to our district. All staff has access to the data at both the classroom and the building level. All of our summative measures of data are housed in Data Director. Staff will obtain training for this software winter of 2012-2013. Training will include how to access data, build reports, and identify trends in data at both the classroom and individual student level.

The data generated from the research-based strategies addressed in question number six will be reviewed and evaluated through Professional Learning Communities of staff members which will meet twice a month to align curriculum and address needs as identified through analysis of the data. These PLC's will focus on two levels of data: adult fidelity of implementation of strategies and student impact data. The resulting data analysis will serve to guide implementation efforts, and will span formative, interim, and summative data sources.

While the PLC's will have a fairly general implementation focus, the Instructional Learning Cycle will give us a more detailed look at the specific components of each of the strategies. While we do intend to meet the quarterly requirement for ILC's, we also intend to take implementation a step further, allowing the duration of each ILC to be determined by the success with which each strategy is being implemented and the related fluctuation of student impact data.

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

In order to provide for increased time for students to learn core academic content, the school week is increasing this year by 120-160 minutes, weekly, depending on grade level. This time is dedicated maximizing the instructional effectiveness of all teachers within core subjects. Last year, our schedule included an environmental education course, a music course, and extended recess. None of these offerings were standards-based, and environmental science and music lacked in instructional materials. Through a collaborative decision by the staff to forgo these schedule components, teachers gain more instruction time with students.

Because the research-based strategies that have been outlined in this plan are general instructional strategies that encompass a wide range of target areas (Reading workshop, Writing Workshop, and Everyday Math curriculum), implementation with fidelity should guarantee the maximization of instructional time and should therefore improve learning for all students. Literacy in reading and literacy in math are cross-curricular skills that will serve not only to increase student proficiency in those specific content areas, but also in all related core contents including science and social studies.

All students will gain instructional time with teachers and support staff, but enrichment courses for advanced students and intervention support for at-risk students will provide extra time to practice targeted skills. Additional minutes for enrichment are not impeding the general education schedule. Those not attending enrichment are receiving additional academic support for specific target areas. The enrichment course is offered for upper elementary students with a focus of cross-curricular literacy for thirty minutes a day. AIMS-web data is used to progress monitor, identify at-risk students in math, and guide the choice of appropriate math interventions. Title I services provide targeted interventions for students at-risk in reading. All classrooms are fully inclusive for special education students to ensure they are still exposed to grade-level content along with receiving targeted interventions and fulfilling IEP goals.

To further assist all students in success with reading achievement, our school is currently in the application process to become a school-wide Title I school. Doing so will increase all students' access to supplemental research-based interventions.

Another way to increase instructional time is to only administer time-consuming DRA tests to students at-risk in reading. These tests will be administered by the Title I teacher instead of the classroom teacher, also maximizing instructional time for classroom teachers and students. DIBELS tests will be administered twice a year to all students, and will serve as an identifier of at-risk students. Students identified as at-risk will then be given DRA tests to determine more specific target areas.

Educators will have increased collaboration time through Professional Learning Communities, which occur twice monthly. A detailed description of Professional Learning Communities can be found throughout the plan and in our assurances. Meetings with and observations by mentor teachers will also occur according to the schedule outlined in the mentoring program, the details of which are uploaded into our Assurances.

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

Before we were Three Lakes Academy, the school building was run as Curtis Elementary. It ended up closing in 2008. Community members pulled together, obtained funds from the state, obtained a charter through a community college, and opened the school within a year. The community knows the importance of education and has always played a huge role in Three Lakes Academy's operation. Our doors are always open to families and community involvement, and we hope to keep it that way.

## Single Building District Improvement Report - Priority

Three Lakes Academy

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Many parents and community members are volunteers at Three Lakes Academy. From making copies and laminating, to taking care of the school garden, there is always something for volunteers to do. Every December, an appreciation dinner is held by Three Lakes Academy staff for our volunteers. We know that without our community support, our school would cease to exist. We strive to keep a positive relationship with families and community members.

One example of the exemplary community involvement is that each year, the Portage Anglers' put on an all school ice fishing trip. Local restaurants donate food and hot chocolate for the kids, the anglers donate their time, expertise, and supplies for the kids to fish, and families are welcome to attend. The Lions Club donates thousands of dollars to the school and sends supplies and volunteers as needed. In return, the students plant flowers each spring in flower boxes outside local businesses, clean up garbage around town, and put on plays/puppet shows for community members.

Three Lakes Academy community volunteers partner with staff and work hard to make sure all educational needs are met. Fundraisers are held multiple times a year, and all money goes back into the school. Teachers receive a stipend of \$200 a year from the community volunteers for books, field trips, and anything they may need for the classroom. When Three Lakes Academy needed more space, the volunteers, along with the Lions Club, donated their time and money to pay for a new storage facility.

Staff helps the community by volunteering at various community events such as Curtis Oktoberfest, Winter Carnival, and Lions Club brunches. Staff members also contribute by helping the community volunteers with various fund raisers, such as the pasty sale in November. Strategies for continuous engagement of families and community for our school are as follows. Each month, a minimum of one classroom family night and one whole-school community night are held at Three Lakes Academy. Each month, a different grade puts on a family night during which teacher and students present what they've been learning and eat dinner with families. Community nights are available for the entire school to attend with families. Participation is encouraged by names being put in a prize drawing for each community night attended. Families and the community members are informed of these activities and other school functions via e-mail, phone calls, newsletters, texting, notes home, and meetings.

The following are activities or programs that the community is encouraged to attend:

- ☺ Our school-wide open house
- ☺ Kindergarten round-up
- ☺ Veteran's Day program
- ☺ Thanksgiving Feast
- ☺ Christmas Program
- ☺ Halloween Parade in downtown Curtis
- ☺ Bike Safety and Pedestrian Rodeo
- ☺ Boater and ATV safety
- ☺ SPLASH taste testing event
- ☺ Jump Rope for Heart

The following are activities that the community can either attend or volunteer at:

- ☺ Walking trail committee
- ☺ Flower planting outside local businesses
- ☺ Community theater project
- ☺ School garden
- ☺ All-school ice-fishing trip put on by the Portage Angler's
- ☺ Field Day
- ☺ Community clean-up day

## PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

The district, which is also our school, will provide the school with operational flexibility to increase student achievement by doing the following tasks listed below.

Operational Flexibility:

- ϕ Our school follows the EUPISD school calendar and has the ability to choose our own professional development days.
  - o This allows for grade-level meetings and data analysis dates to be scheduled for maximum effectiveness from data availability and time constraints. Through these activities, student achievement is attained by a stronger more cohesive curriculum.
- ϕ Our professional development needs are decided through data analysis and availability through the EUPISD and outside sources.
  - o Deciding what PD we need through data analysis and teacher input, again, allows for a stronger more cohesive curriculum to enhance student learning and achievement.
  - o See PD log for this year and our general 3-year PD plan.
- ϕ Our school spends money on instructional materials, based on research and focused data-driven professional development as the need becomes apparent.
  - o Having this opportunity allows teachers, across grade-levels, the flexibility to find and perfect teaching strategies or materials that will better deliver and sustain academic curriculum.
- ϕ Classes are added and dropped based on academic need and data analysis of effectiveness. For example, this year the Environmental Education course from last year was dropped due to curriculum alignment and time constraints.
  - o Having high expectations and data-driven results from special or alternate curriculum subjects will allow us to better expose students to the grade-level specific goals. New or existing courses will end or change based on data and curricular needs.
- ϕ Afterschool test taking skills was offered at the beginning of 2012-2013 school year to prep for MEAP, NWEA and GLAD testing.
  - o Doing so will help prepare students academically and mentally to perform specific test-taking skills in a manner that will help them achieve higher success.
- ϕ After school tutoring, taught by certified teachers, is also available during specific times of the year for any student.
  - o This activity will strengthen student's current skills giving them confidence and the aptitude to succeed.

Superintendent's Dropout Challenge/Graduation Rates:

- ϕ To increase graduation rates, although not applicable at a K-7 such as ours, we can take steps to ensure students, wherever they may enroll next, will have a better chance at success. To increase rates, we will identify 10 students that fit the criteria for the designated to meet the State's Superintendent's Dropout Challenge. The Title 1 program and teachers will identify 10 students based on data, histories of academic problems, truancy, behavioral problems and retentions. Parent notification and consent to enter this program will be required before a student will enter into any services indicated below.
- ϕ Based on that data, those students will be monitored for academic and/or social behaviors after each 10-12 week intervention program. Based on Recommendation 3 (Provide academic support and enrichment to improve academic performance - targeted intervention) in the Dropout Challenge handbook on page 10, students will receive academic support through Title 1 services which may include, but not limited to individual, small group support in test-taking skills, study skills, or targeted subject areas of reading and mathematics. Based on the handbook recommendations, programs will last 10-12 weeks in length. Programs will occur within the current school day during non-core subjects as the schedule permits. Students will also have opportunities for extra study time with a volunteer or practice with Compass Learning or other online educational support sites during the targeted time or even at home. Students will also have the opportunity to sign up for a summer school enrichment program.

## Single Building District Improvement Report - Priority

Three Lakes Academy

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☺ Evidence for identification will come from initial data collection from student's academic records, teacher's behavioral logs, NWEA, DRA, and MEAP scores. Evidence for support services and progress monitoring will come from meeting logs with students that include the topic(s) addressed and activities practiced. Evaluations at the end of the 10-12 weeks of math, reading or both will also show evidence of student growth and continuous monitoring. AIMSweb math and DRA will be the main evaluation tools for math and reading respectfully, other evaluations may be used to determine progress of specifically-targeted skills. Title 1 staff and teachers will meet monthly or as needed to discuss data and decide on areas of improvement to continue or add to the student's program.

☺ Those responsible for this task will be Kris Nance and Jay Bitely. Classroom teachers will be responsible for regular meetings with Kris and Jay as well as being an integral part in identifying skills targeted for assistance. Teachers will also help by providing any data that will be helpful such as, but not limited to, DRA, behavioral logs, teacher assessments and observations.

☺ The timeline for this program will start this year 2013-2014. The program will be continued in the subsequent years of our priority school 4-year plan with the same or newly identified students.

☺ Parent Involvement and training will be in the form of a Title 1 family night but also a Title 1 family meeting that describes intervention and strategies that are used in the school and that could be implemented at home. Families that cannot attend these nights will receive an activity packet with tips and strategies they can use.

### **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.**

We are a one-building district, the building administrator is also our principal. Three Lakes Academy will ensure the school receives ongoing, intensive technical assistance and related support from the ISD, MI Dept. of Ed., or other designated external partners/organizations by doing the following:

☺ We are receiving assistance from a Michigan State University office of K-12 outreach-intervention specialist.

☺ We currently hold a contract for technical assistance through the ISD.

☺ We will receive a Regional Assistance Grant through the ISD.

☺ Michelle Ribant will work with us personally to ensure we have the programs and data we need.

☺ Our chartering agent, Bay Mills Community College, will provide resources and help as needed.

☺ The school reform team will take advantage of external technical assistance in a manner that can be effectively utilized through school policies and instructional practices as support is provided.

☺ The school provides appropriate time and resources to support the school reform effort as a top priority for the school.

# Assurances Report

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## Michigan Department of Education Assurances

### Priority Assurances

Assurance	Certified	Comment/Attachment
<p>Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)</p>	Yes	<p>The attached document contains:            Teacher Evaluation Rubric,            Teacher IDP, Professional Development Plan, K-2 Data Sets, 3-7 Data sets, Evaluation Summary Report, (Professional Development Goals Sheet), Professional Development Log, Teacher Interview Questions, Administrative Interview Questions, Staff Review of Principal Performance, Principal/Administrator Performance Standard Rubric, Three Lakes Academy Administrator's Annual Performance Review, Susan D. Pann resume and credentials, Mentoring Program and mentoring program and calendar, teacher observation report, and Teacher Eval. Contents.  <a href="#">Assurances.docx</a></p>
<p>Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)</p>	Yes	<p><a href="#">Assurance 2_PD calendar.pdf</a></p>
<p>Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)</p>	Yes	<p>Attached is our 2012-2013 school year calendar, a fifth-grade daily schedule from 2011-2012 and 2012-2013 to show changes in program and recess times to allow extended learning time.  <a href="#">Assurance 3_schedules.pdf</a></p>
<p>Our school provides additional time to improve student learning and engagement through enrichment activities for students.</p>	Yes	<p>Attached is the enrichment class calendar, administrator's newsletter and fourth-grade classroom newsletter sample  <a href="#">Assurance 4_Enrichment.pdf</a></p>

# Single Building District Improvement Report - Priority

Three Lakes Academy

<p>Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.</p>	<p>Yes</p>	<p>Attached: Professional Learning Communities (PLC's) paragraph, PLC agenda form, and 3-Tier picture which shows what we are currently using and how our professional development choices were made based on the Big Ideas. The last attached page is a Data Collection Calendar for NWEA, GLAD, DIBELS, MEAP and DRA. <a href="#">Assurance 5_PLC agenda.pdf</a></p>
<p>Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.</p>	<p>Yes</p>	<p>Attached: Board approval of the Transformation Redesign Plan, Signatures on a Letter of Commitment towards the Transformation Redesign Plan <a href="#">Assurance 6_board signatures.pdf</a></p>

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## Standard 1: Overall Classroom Environment and Feel

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

Benchmark	4 Highly Effective	3 Effective	2 Minimally Effective	1 Ineffective
<b>a. Student Behavior</b>	Response to misbehavior is highly effective and sensitive to student's individual needs; or students' behaviors are entirely appropriate; teaches, enforces, and models behavioral expectations; behavior plans are followed and the classroom environment is unaffected by atypical behavior.	Teacher is aware of student behavior; may miss activities of some students; enforces behavioral expectations.	Student behavior is not monitored and the teacher is unaware of what students are doing.	Student behavior is not monitored and the teacher is unaware of what students are doing.
<b>b. Communication of expectations</b>	High expectations are clearly communicated to ALL students; real-world connections and excitement for the content is evident.	Expectations are communicated to most students.	No or low expectations for students; negative attitude towards the class content; suggesting the class content is not important or mandated by others.	No or low expectations for students; negative attitude towards the class content; suggesting the class content is not important or mandated by others.
<b>c. Practices and procedures</b>		Organization is evident; practices and procedures are established and mostly followed.	Classroom is not conducive to learning; lacks structure and systems students can follow.	Classroom is not conducive to learning; lacks structure and systems students can follow.

## Standard 2: Preparation and Planning

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

Benchmark	4 Highly Effective	3 Effective	2 Minimally Effective	1 Ineffective
<b>a. Learning Targets</b>	Clear written and spoken student friendly learning targets (may include examples) derived from state mandated curriculum must be presented in two formats.	Use of learning targets spoken or written.	Learning targets were partially evident.	Learning targets were not evident.
<b>b. Use of time</b>	Plans for bell to bell instruction, including transitions; teacher may change plans to meet the needs of ALL students (Differentiated).	Plans for bell to bell instruction, including transitions, teacher follows plans.	Partial plans for instruction are available; no transitions or transitions are chaotic; teacher may stick to lesson even when students are not following.	Lack of plans for instruction; transitions are not planned; teacher may stick to lesson even when students are not following.
<b>c. Use of Resources</b>	Teacher understands and uses district resources including technology and seeks additional resources where needed.	Teacher understands and uses district resources including technology.	Teacher has partial understanding of district resources and technology.	Teacher lacks understanding of district resources and technology.

### Standard 3: Instruction

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

Benchmark	4 Highly Effective	3 Effective	2 Minimally Effective	1 Ineffective
<b>a. Instructional techniques</b>	Instructional techniques are appropriate, well-paced and highly effective in furthering the content knowledge and thinking routines of students.	Instructional techniques are somewhat appropriate; pacing is varied and mostly effective in furthering the knowledge of students.	Instructional techniques are in part inappropriate, pacing may be somewhat awkward; how the lesson improved the knowledge of students is somewhat unclear.	Instructional techniques are inappropriate, pacing is awkward; how the lesson improved the knowledge of students is unclear.
<b>b. Learning strategies</b>	Teacher helps build understanding by framing concept relationships, building personal connections, and utilizing various learning strategies.	Teacher helps build understanding of concepts, through different learning strategies.	Teacher used one learning strategies.	Teacher use of different learning strategies is not evident.
<b>c. Student Engagement</b>	All students are cognitively engaged in the activities and assignments in their exploration of content.	Most students are cognitively engaged in the activities and assignments.	Few students are cognitively engaged in the activities and assignments.	Few students are cognitively engaged in the activities and assignments.
<b>d. Lesson Structure</b>	The lesson's structure is highly coherent, allowing for application, reflection, and closure.	The lesson's structure is coherent, somewhat allows for application, reflection and closure.	The lesson's structure is partly coherent, little allowance for application, reflection and closure.	The lesson's structure is not coherent, little allowance for application, reflection and closure.

<b>e. Questions and Interaction</b>	Using HOT, open-ended questions and encouraging students to elaborate on their questions and their responses.	HOT, open-ended questions are used.	Questions have right/wrong answers, HOT questions were somewhat evident.	No interactive questions, HOT questions were not evident.
<b>f. Cooperative learning</b>	Using cooperative learning strategies that emphasize collaboration, respect individuality, and use division of labor tactics.	Cooperative learning strategies are evident.	Cooperative learning strategies are inappropriate.	Cooperative learning strategies are not evident.
<b>g. Student Reflection</b>	Encourages self-analysis, collection of real evidence to support ideas, and reformulation of ideas in light of new experiences and evidence, metacognition, and goal-setting strategies are seamless.	Encourages self-analysis, goal setting or metacognition.	No student centered reflection	No student centered reflection

Boxes are highlighted because the expectations for the rubric are exactly the same. The ISD said that it is almost impossible to be ineffective in these areas, so minimally effective is the worst rating you can be given.

### Standard 4: Assessment

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

Benchmark	4 Highly Effective	3 Effective	2 Minimally Effective	1 Ineffective
<b>a. Approach</b>	Uses a Balanced Assessment approach to drive student learning; pre-assessment, observation, performance, and diagnostic, peer assessment/peer editing.	Uses homework, in class assignments, and tests as primary assessment techniques.	Uses assessment techniques for the purpose of grading.	Uses assessment techniques for the purpose of grading.
<b>b. Alignment to standards</b>	Assessments align to state content expectations and are clearly communicated to students.	Tests are aligned to state content expectations.	Assessments are partly aligned; book generated.	Assessments are not aligned.
<b>c. Feedback</b>	Uses assessments to provide feedback to students and assist with goal setting.	Uses assessments to provide quality feedback to students.	Assessments are returned; feedback is minimal.	Assessments are returned without feedback.
<b>d. Use of assessments</b>	Teacher and students use assessments for personal growth.	Teachers and students sometimes use assessment for personal growth.	Assessments are distributed, but not utilized.	Assessments are distributed, but not utilized.
<b>e. Metacognition</b>	Teacher assesses metacognition strategies. May not all be visible to be considered exemplary; the exemplary teacher selects the most effective assessment for the task.			

## Plan I - Individual Development Plan

*(Use a separate sheet for each individual goal.)*

Individual Development Plan for: \_\_\_\_\_

Teacher Status:

Non-Tenured 1 2 3 (Check One)

<input type="checkbox"/> I. Overall Environment and Feel	<input type="checkbox"/> IV. Assessment
<input type="checkbox"/> II. Preparation and Planning	<input type="checkbox"/> V. Professional Contributions
<input type="checkbox"/> III. Instruction	

Goal:
Purpose of Goal:
Teacher's Plan:
Indicators of Progress:
Administrative Support:

Teacher Signature and Date \_\_\_\_\_

Administrator's Signature and Date \_\_\_\_\_

3rd-7th grade  
data sets

Building: Three Lakes Academy

Elisha Laninga

Responsible: S. Pann

## SELECTED DATA SETS

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*Data Set 1 - School Wide Value-added Student Achievement Data (based on a Building SI Goal):* NWEA

This should be based on a building wide School Improvement Goal.

*Data Set 1 Connection to School Improvement Plan:*

We want to see improvement across all core academic subject areas. This tool drives our data collection; it informs our curriculum and instruction.

How is this Data Set connected to your building SIP?

*Data Set 1 Data Needs:*

NWEA test scores in the fall and spring

What actual Data will you need to collect for this Data Set and when & where will you collect it.

*Data Set 1 Measurability Evidence:*

We will measure students' scores against regional and national data.

How will you measure this data set? Include reference to appropriate regional, UP, State or National data.

*Data Set 2 - Student Test Scores (MEAP/MME/ACT) (based on Student Growth):* MEAP  
*This can be for the current school year or last year or multiple years.*

This should be based on measuring student growth over a school year.

*Data Set 2 - Connection to Student Growth: Describe how this Data Set is connected to student growth or student achievement?*

Test scores will show student growth annually.

The Data Set should be a relevant measure of student academic growth or achievement over the school year or the length of the program being measured.

*Data Set 2 Data Needs:*

MEAP data from tests will be collected annually.

What actual Data will you need to collect for this Data Set and when & where will you collect it.

*Data Set 2 Measurability Evidence:*

Include reference to appropriate Regional, UP, State or National data.

Results will be measured to show improvement in state grade level standards against state and regional data.

How will you measure this data set?

*Data Set 3 - Other Student Achievement Data (GLAD, DIBELS, etc) (based on Student Growth):* GLAD  
*This can be for the current school year or last year or multiple years.*

This should be based on measuring student growth over a school year.

*Data Set 3 Connection to Student Growth: Describe how this Data Set is connected to student growth or student achievement?*

We want to see improvement in all core academic areas. This tool drives our data collection; it informs our curriculum and instruction.

The Data Set should be a relevant measure of student academic growth or achievement over the school year or the length of the program being measured.

**Data Set 3 Data Needs:**

**GLAD test scores in the fall and spring.**

What actual Data will you need to collect for this Data Set and when & where will you collect it.

**Data Set 3 Measurability Evidence:**

**Students' scores will be measured against regional and national data.**

How will you measure this data set? Include reference to appropriate regional, UP, State or National data.

**Data Set 4 - Classroom**

**Quarterly Report Cards**

*Performance (Portfolios, other) (based on Student Growth): This can be for the current school year or last year or multiple years.*

This should be based on measuring student growth over a school year.

**Data Set 4 Connection to Student Growth: Describe how this Data Set is connected to student growth or student achievement?**

**Quarterly grades on state standards-based report cards will show student achievement.**

The Data Set should be a relevant measure of student academic growth or achievement over the school year or the length of the program being measured.

**Data Set 4 Data Needs:**

**Will collect quarterly copy of report cards.**

What actual Data will you need to collect for this Data Set and when & where will you collect it.

**Data Set 4 Measurability Evidence:**

**This collection will show growth (or lack thereof) over time.**

How will you measure this data set? Include reference to appropriate regional, UP, State or National data.

**Data Set 5 (OPTIONAL):**

*This can be for student growth from the current school year or last year or multiple years.*

This should be based on measuring student growth over a school year.

**Data Set 5 Connection to Student Growth: Describe how this Data Set is connected to student growth or student achievement?**

The Data Set should be a relevant measure of student academic growth or achievement over the school year or the length of the program being measured.

**Data Set 5 Data Needs:**

What actual Data will you need to collect for this Data Set and when & where will you collect it.

**Data Set 5 Measurability Evidence:**

How will you measure this data set? Include reference to appropriate regional, UP, State or National data.

**Data Set 6 (OPTIONAL):**

*This can be for student growth from the current school year or last year or multiple years.*

This should be based on measuring student growth over a school year.

**Data Set 6 Connection to Student Growth: Describe how this Data Set is connected to student growth or student achievement?**

The Data Set should be a relevant measure of student academic growth or achievement over the school year or the length of the program being measured.

**Data Set 6 Data Needs:**

What actual Data will you need to collect for this Data Set and when & where will you collect it.

**Data Set 6 Measurability Evidence:**

K-2  
Data Sets

## SELECTED DATA SETS

---

**Data Set 1 - School Wide Value-added Student Achievement Data (based on a Building SI Goal):** NWEA

This should be based on a building wide School Improvement Goal.

**Data Set 1 Connection to School Improvement Plan:**

We want to see improvement in all core academic subjects. This tool drives our data collection; it informs our curriculum and instruction.

How is this Data Set connected to your building SIP?

**Data Set 1 Data Needs:**

NWEA test scores in the fall and spring.

What actual Data will you need to collect for this Data Set and when & where will you collect it.

**Data Set 1 Measurability Evidence:**

We will measure students' scores across State and National.

How will you measure this data set? Include reference to appropriate regional, UP, State or National data.

**Data Set 2 - Student Test Scores (MEAP/MME/ACT) (based on Student Growth):** GLAD  
This can be for the current school year or last year or multiple years.

This should be based on measuring student growth over a school year.

**Data Set 2 - Connection to Student Growth: Describe how this Data Set is connected to student growth or student achievement?**

We want to see improvement across all core academic subjects. This tool drives our data collection; it informs our curriculum and instruction.

The Data Set should be a relevant measure of student academic growth or achievement over the school year or the length of the program being measured.

**Data Set 2 Data Needs:**

GLAD test scores in the fall and spring.

What actual Data will you need to collect for this Data Set and when & where will you collect it.

**Data Set 2 Measurability Evidence:**

Include reference to appropriate Regional, UP, State or National data.

We will measure students' scores across regional and State data.

How will you measure this data set?

**Data Set 3 - Other Student Achievement Data (GLAD, DIBELS, etc) (based on Student Growth):** DRA  
This can be for the current school year or last year or multiple years.

This should be based on measuring student growth over a school year.

**Data Set 3 Connection to Student Growth: Describe how this Data Set is connected to student growth or student achievement?**

Test scores will show growth over time.

The Data Set should be a relevant measure of student academic growth or achievement over the school year or the length of the program being measured.

**Data Set 3 Data Needs:**

**Dra tests will be administered twice yearly.**

What actual Data will you need to collect for this Data Set and when & where will you collect it.

**Data Set 3 Measurability Evidence:**

**Data will be measured to show improvement in state grade level reading standards.**

How will you measure this data set? Include reference to appropriate regional, UP, State or National data.

**Data Set 4 - Classroom Performance (Portfolios, other) (based on Student Growth): This can be for the current school year or last year or multiple years.**

**Quarterly report cards**

This should be based on measuring student growth over a school year.

**Data Set 4 Connection to Student Growth: Describe how this Data Set is connected to student growth or student achievement?**

**Quarterly grades on state standards-based report cards will show student achievement.**

The Data Set should be a relevant measure of student academic growth or achievement over the school year or the length of the program being measured.

**Data Set 4 Data Needs:**

**Will collect quarterly copy of report cards.**

What actual Data will you need to collect for this Data Set and when & where will you collect it.

**Data Set 4 Measurability Evidence:**

**This collection will show growth (or lack thereof) over time.**

How will you measure this data set? Include reference to appropriate regional, UP, State or National data.

**Data Set 5 (OPTIONAL): This can be for student growth from the current school year or last year or multiple years.**

This should be based on measuring student growth over a school year.

**Data Set 5 Connection to Student Growth: Describe how this Data Set is connected to student growth or student achievement?**

The Data Set should be a relevant measure of student academic growth or achievement over the school year or the length of the program being measured.

**Data Set 5 Data Needs:**

What actual Data will you need to collect for this Data Set and when & where will you collect it.

**Data Set 5 Measurability Evidence:**

How will you measure this data set? Include reference to appropriate regional, UP, State or National data.

**Data Set 6 (OPTIONAL): This can be for student growth from the current school year or last year or multiple years.**

This should be based on measuring student growth over a school year.

**Data Set 6 Connection to Student Growth: Describe how this Data Set is connected to student growth or student achievement?**

The Data Set should be a relevant measure of student academic growth or achievement over the school year or the length of the program being measured.

**Data Set 6 Data Needs:**

What actual Data will you need to collect for this Data Set and when & where will you collect it.

**Data Set 6 Measurability Evidence:**

**SUMMARY OF OVERALL EVALUATION SCORE**

---

*Evidence of Professional Growth, Educational Goals - 25% for [Error: Form does not have a direct report in DirectReport.FirstName. Halting]*

The score from the Goal Review will appear here.  
If it exceeds 25 - please go back and adjust your score in this area.

*Formal Observations & McREL Walkthroughs - 25%*

The observation score will appear here.  
If it exceeds 25 - please go back and adjust your score in this area.

*Professional Contributions & Activities - 10%*

The Professional Contributions score will appear here.  
If it exceeds 10 - please go back and adjust your score in this area.

*Data Set 1 Score will be NWEA copied in here.*

*Data Set 1 Percentage - 10% copied in*

*Data Set 2 Score will be GLAD copied in here.*

*Data Set 2 Percentage - 10% copied in*

*Data Set 3 Score will be DRA copied in here.*

*Data Set 3 Percentage - 10% copied in*

*Data Set 4 Score will be Quarterly Report Cards copied in here.*

*Data Set 4 Percentage - 10% copied in*

*Data Set 5 Score will be copied in here.*

*Data Set 5 Percentage - copied in*

*Data Set 6 Score will be copied in here.*

*Data Set 6 Percentage - copied in*

*Overall Total Score (Max 100)*

Li of the parts above will be totaled here - max: 100

If the total is over 100, please review and adjust the scores where needed.

*Attached Workflow*

**Final Review**

*Professional Development  
Goals sheet  
(Teachers)*

**Professional Development Plan  
For the 20\_\_ - 20\_\_ School Year**

Name: \_\_\_\_\_

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

Instructions: In the table below, list at least two goals that you would like to achieve during this school year. For each goal identify two objectives. List next to each objective what you will need in terms of human and financial resources.

School Improvement Plan Goal Number	Goal	Objective	Action/Resources
1.	Sample: I want to increase student involvement and commitment in setting personal learning goals.	1. Develop a classroom mission statement and goals. 2. Have students develop personal learning goals aligned to the classroom goals.	1. Attend training on developing mission statements. 2. Release time to visit Mrs. Smith's classroom to observe her working with students to develop personal learning goals.
		1.	1.
		2.	2.
		1.	1.
		2.	2.
		1.	1.
		2.	2.

Teacher's Signature: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_





**TEACHER INTERVIEW QUESTIONS**

*Britt Johnson*

1. Tell us a bit about yourself and your background.
2. Why did you apply for this position?
3. Three Lakes Academy is a charter school. Tell us what your understanding of a charter school is?
4. Everyone has strengths and weaknesses... What strengths do you bring to this position?
5. If you found yourself in a situation where you had to teach or work in an area in which you did not feel comfortable, what would you do ie. How would you handle this sort of situation?
6. If a child shows signs of abuse, what action would you take?
7. Please describe ways you would involve parents with the teaching, learning and conduct of their children?
8. Do you consider yourself to be a team worker or more of an independent person? Explain. *How could you contribute to our team?*
9. In what ways have you integrated/woven environmental education into other curricular subjects?
10. Give an example of how you use curriculum mapping and pacing guides.
11. If we were to look at your lesson plans, what would we notice?
12. What instructional strategies do you regularly employ and describe their effectiveness.
13. *What would we see?* If we were to walk into your classroom how would it be evident that you were meeting the needs of all your children? ie. How would you be using differentiated instruction?
14. How could partnerships among students, faculty and staff, parents and community be cultivated?
15. Scenarios:

- A. Share a time when you observed one of your students demonstrating mastery learning. *AAA moment?*
  - B. What strategies do you practice for Response to Intervention for those students who do not master learning?
  - C. A child is repeatedly disruptive in your class. What action would you take?
  - D. You have a disagreement with a colleague. Would you ignore the situation in the hope that it will blow over or would you try to solve the problem? If you decided to face the problem, how would you do it?
16. Our teachers spend a lot <sup>of</sup> extra time at the school developing programs, tutoring, and many other things. How do you feel contributing time to further the education of our children and/or staff and program development?
17. If offered a position, would you accept it? When could you realistically start?
18. Do you have any questions for us?

*Where do you see yourself in 10-20 years?*

**ADMINISTRATIVE INTERVIEW QUESTIONS**

Score each questions on a scale of 1-5. 1 is the poorest rating and 5 is the best rating.

1. \_\_\_ Take a few minutes to tell us about yourself and the experiences you've had in education.
2. \_\_\_ What do you bring to this administration that will ensure the best education for all children?
3. \_\_\_ What is your leadership style and how would you implement it at Three Lakes Academy?
4. \_\_\_ In your opinion what makes a successful elementary school?
5. \_\_\_ Considering that the Three Lakes Academy's focus is on integrating environmental studies with the core disciplines, would you be comfortable with this concept and what are your thoughts on how this can be accomplished?
6. \_\_\_ What is your vision for Three Lakes Academy and how do you propose to achieve that vision?
7. \_\_\_ What do you envision the school becoming in the next 5 years? 10 years? Give us an idea of how this might be accomplished.
8. \_\_\_ This school has always prided itself in its community support. How would you encourage continuance of this community support? How do you envision the community being involved in the school?
9. \_\_\_ Parental involvement is important. How can a positive program with parents be developed?
10. \_\_\_ What role do you see para-professional and volunteers playing in the building ?
11. \_\_\_ What experience have you had in curriculum and staff development? Who would you involve in this process?
12. \_\_\_ Have you been involved with the MEAP testing program and in your opinion how should these results be used?
13. \_\_\_ What other testing programs have you worked with and how were those results used?
14. \_\_\_ What federal and state programs have you worked with? For example, Title 1 etc.
15. \_\_\_ The state mandates health education. What are your feelings on expanding that curriculum beyond state mandate?
16. \_\_\_ What experience have you had with computer programs? How is it best applied in the elementary school?
17. \_\_\_ What experience have you had with setting up and coordinating special education programs? Have you worked with your ISD?
18. \_\_\_ What experience have you had in developing a building budget and implementing it?
19. \_\_\_ What would you do to ensure the financial success of our charter school?
20. \_\_\_ What are your expectations of : the students, the teachers, and the staff?
21. \_\_\_ How would you deal with accountability in each of the above?
22. \_\_\_ What is your philosophy on discipline for students, teachers and staff?
23. \_\_\_ How can you take criticism, learn from it and still remain focused on the job of being school administrator?
24. \_\_\_ What are your thoughts on combining classes (ie. 5/6) and how and when would you recommend it?
25. \_\_\_ Would you be willing to teach part time if necessary?
26. \_\_\_ Have you had experience in the hiring of staff? What qualities do you look for when hiring an elementary instructor ?
27. \_\_\_ If offered this position, would you take it and when could you start?

TOTAL \_\_\_ (135 possible)

**ADMINISTRATIVE INTERVIEW QUESTIONS**

Score each question on a scale of 1-5. 1 is the poorest rating and 5 is the best rating.

1. \_\_\_ Take a few minutes to tell us about yourself and the experiences you've had in education.
2. \_\_\_ What do you bring to this administration that will ensure the best education for all children?
3. \_\_\_ What is your leadership style and how would you implement it at Three Lakes Academy?
4. \_\_\_ In your opinion what makes a successful elementary school?
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26. \_\_\_ Have you had experience in the hiring of staff? What qualities do you look for when hiring an elementary instructor?
27. \_\_\_ If offered this position, would you take it and when could you start?

TOTAL \_\_\_ (135 possible)

**Three Lakes Academy**  
**STAFF REVIEW OF PRINCIPAL PERFORMANCE**

P- 1

**Principal:** Susan D. Pann

**School:** Three Lakes Academy

**Date:**

**Directions:** Rate each behavior or competency according to the following scale: 1 = Exceeds job requirements; 2 = Meets job requirements; 3 = Area of concern; 4 = Unsatisfactory.  
To be completed anonymously and forwarded to the principal.

Rating      **THE PRINCIPAL:**

- \_\_\_\_\_ 1. Promotes opportunities for the faculty to discuss beliefs and attitudes about education.
- \_\_\_\_\_ 2. Compliments teachers as individuals or as a group.
- \_\_\_\_\_ 3. Has a sense of humor; creates a congenial working climate.
- \_\_\_\_\_ 4. Sets high professional expectations for self, faculty, and school.
- \_\_\_\_\_ 5. Involves professional educators, parents, and others from the community in the development of school goals and objectives.
- \_\_\_\_\_ 6. Administers a curricular program based upon goals and objectives and monitors student achievement toward these goals and objectives.
- \_\_\_\_\_ 7. Provides leadership for the evaluation and refinement of the instructional program.
- \_\_\_\_\_ 8. Is knowledgeable of the varied teaching strategies which teachers might appropriately utilize during instruction.
- \_\_\_\_\_ 9. Possesses instructional observation skills which provide the basis for effective evaluation of the teaching process in the classroom.
- \_\_\_\_\_ 10. Involves the staff and provides inservice programs focusing on improvement of the teaching/ learning process.
- \_\_\_\_\_ 11. Keeps teachers informed about those aspects of the total school program of which they should be aware.
- \_\_\_\_\_ 12. Develops appropriate rules and procedures.
- \_\_\_\_\_ 13. Deals effectively with job stress.
- \_\_\_\_\_ 14. Supports and operates within the policies of the District.
- \_\_\_\_\_ 15. Keeps the staff aware of new developments and ideas in education.
- \_\_\_\_\_ 16. Establishes the overall tone for discipline in the school.
- \_\_\_\_\_ 17. Is consistently fair in working relationships with staff, students and parents
- \_\_\_\_\_ 18. Sees individual worth of each student and encourages the faculty to do the same.
- \_\_\_\_\_ 19. Promotes a positive student attitude about school and self.
- \_\_\_\_\_ 20. Diagnoses the cause of conflict and successfully mediates conflict situations.
- \_\_\_\_\_ 21. Seeks teacher input on appropriate school issues and/or problems.
- \_\_\_\_\_ 22. Is receptive to suggestions.
- \_\_\_\_\_ 23. Is accessible when needed.
- \_\_\_\_\_ 24. Gives teachers the support they need to be effective.
- \_\_\_\_\_ 25. Exhibits effective oral and written communication skills.
- \_\_\_\_\_ 26. Comments (optional):

<b>Principal/Administrator Performance Standard</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
<p>The Principal/Administrator meets or exceeds the district student achievement improvement goals as established through the School/District Plan for Teacher evaluation.</p>	<p>90% or better of the school's teachers meet the annual benchmark for student progress in meeting the established school/district 3---5 year student achievement target(s).</p>	<p>70-89% or better of the school's teachers meet the annual benchmark for student progress in meeting the established school/district 3---5 year student achievement target(s).</p>	<p>40-69% or better of the school's teachers meet the annual benchmark for student progress in meeting the established school/district 3---5 year student achievement target(s).</p>	<p>Fewer than 40% of the school's teachers meet the annual benchmark for student progress in meeting the established school/district 3---5 year student achievement target(s).</p>

**THREE LAKES ACADEMY  
ADMINISTRATOR'S ANNUAL PERFORMANCE REVIEW**

**INDICATORS OF EFFECTIVE PERFORMANCE**

DLP = Desired Level of Performance  
 MALP = Minimum Acceptable Level of Performance  
 INS = Insufficient Basis for Judgment  
 U = Unsatisfactory

**GENERAL ADMINISTRATION**

1. Informs and instructs the Board on legislative matters.	DLP	MALP	INS	U
2. Enforces all applicable provision of laws and regulations.	DLP	MALP	INS	U
3. Provides professional counsel to the Board of Education in its deliberations.	DLP	MALP	INS	U
4. Prepares and distributes the agenda for Board meetings and follows up on action taken.	DLP	MALP	INS	U
5. Keeps the Board informed on issues, needs, and operation of the school system.	DLP	MALP	INS	U
6. Maintains a harmonious, active working-relationship with the Board.	DLP	MALP	INS	U
7. Makes sufficient effort to acquire needed fiscal and other resources.	DLP	MALP	INS	U
8. Utilizes a team management process.	DLP	MALP	INS	U
9. Arranges his/her schedule so that matters of greatest importance are dealt with thoroughly.	DLP	MALP	INS	U
10. Maintains sound mental and physical health and the energy needed to meet responsibilities.	DLP	MALP	INS	U

**COMMENTS:**

PLANNING AND EVALUATION

1. Provides a process which produces clear, complete statements of goals and objectives.	DLP	MALP	INS	U
2. Develops and implements long/short range plans for achieving Academy goals and objectives and recommends such plans to the Board.	DLP	MALP	INS	U
3. Recommends specific procedures and programs for attaining current operational objectives.	DLP	MALP	INS	U
4. Plans and implements continuous program evaluation.	DLP	MALP	INS	U
5. Provides supportable diagnostic data or reasons for results that do and do not meet expectations.	DLP	MALP	INS	U
6. Provides plans to maintain program strengths while remediating areas of weakness.	DLP	MALP	INS	U
7. Provides an atmosphere which encourages research and creativity among employees.	DLP	MALP	INS	U

COMMENTS:

PERSONNEL ADMINISTRATION

1. Establishes and maintains a plan for organization and assignment of personnel which provides a proper framework for accomplishing Academy goals/objectives.	DLP	MALP	INS	U
2. Delineates his/her role and role of others, including the Board's, in maintaining effective staff relationships.	DLP	MALP	INS	U
3. Provides for effective recruitment, selection, appointment, and assignment procedures.	DLP	MALP	INS	U
4. Provides for proper delegation of authority and responsibility throughout the organization. Makes effective use of available human resources.	DLP	MALP	INS	U
5. Provides for dissemination, interpretation, and administration of personnel policies in order to establish a framework within which staff members can discharge their responsibilities effectively.	DLP	MALP	INS	U
6. Establishes and maintains a personnel evaluation process which makes it possible for each staff member to assess current performance related to responsibilities and to understand how to maintain strengths while overcoming weaknesses.	DLP	MALP	INS	U
7. Maintains a sound system of collective bargaining in accordance with current laws and policies of the Board.	DLP	MALP	INS	U
8. Demonstrates leadership by modeling the behaviors expected of staff members.	DLP	MALP	INS	U

COMMENTS:

STAFF DEVELOPMENT

- |   |     |      |     |   |
|---|-----|------|-----|---|
| 1. Determines staff needs in relationship to accomplishing Academy goals.   | DLP | MALP | INS | U |
| 2. Develops and implements programs for staff growth and development which make it possible for participants to accomplish Academy goals more effectively.<br>U | DLP | MALP | INS |   |
| 3. Provides for the development of leadership necessary to guide present and future staff actions toward achievement of Academy goals.                          | DLP | MALP | INS | U |
| 4. Plans for and participates in a program of personal and professional growth.   | DLP | MALP | INS | U |

BUSINESS MANAGEMENT

- |  |     |      |     |   |
|--|-----|------|-----|---|
| 1. Directs preparation of the annual Academy budget and recommends its approval by the Board.  | DLP | MALP | INS | U |
| 2. Manages the Academy within approved budget limits.  | DLP | MALP | INS | U |
| 3. Supervises business operations to ensure efficient, productive business transactions.   | DLP | MALP | INS | U |
| 4. Makes certain that funds are invested with maximum return relative to safety of principal and that adequate control and accounting measures are utilized. | DLP | MALP | INS | U |
| 5. Provides for comprehensive financial planning for the Academy.  | DLP | MALP | INS | U |
| 6. Ensures that purchased services, equipment, and other resources meet quality standards for performance, reliability, and durability.                      | DLP | MALP | INS | U |

7. Provides for proper management of all fiscal accounts.

DLP MALP INS U

COMMENTS:

**SCHOOL AND COMMUNITY RELATIONS**

1. Works with the media and other resources to create a positive image for the Academy and public education in general.

DLP MALP INS U

2. Works effectively with County and neighboring school district administrators and board members.

DLP MALP INS U

3. Seeks and maintains the support of the community on conduct of Academy operations.

DLP MALP INS U

4. Communicates effectively with the community and other groups and agencies both orally and in writing.

DLP MALP INS U

5. Faces controversy by working effectively with it.

DLP MALP INS U

6. Participates actively in community life and affairs.

DLP MALP INS U

7. Works effectively with public and private agencies.

DLP MALP INS U

8. Represents the Academy in an effective manner at regional, state, and national professional conferences and meetings.

DLP MALP INS U

COMMENTS:

**SUMMARY PAGE**

1. General Administration	DLP	MALP	INS	U
2. Planning and Evaluation	DLP	MALP	INS	U
3. Personnel Administration	DLP	MALP	INS	U
4. Staff Development	DLP	MALP	INS	U
5. Business Management	DLP	MALP	INS	U
6. School and Community Relations	DLP	MALP	INS	U

**SUMMARY:**

**ADDITIONAL COMMENTS:**

What other general or specific comments and/or suggestions do you have as to how the Administrator could more effectively serve the Academy?

What do you feel are the major problems areas facing the Academy today?

What weaknesses have you observed in the Academy's operation?

What do you think are the significant accomplishments of the Academy during the last year?

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Date

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## Mentoring Program

We are working towards implementing a strong mentoring and induction program for newly hired teachers. Each new teacher is assigned a mentor and that mentor teacher receives a yearly stipend. The program we have chosen was developed by the Upper Peninsula Center for Educational Development and is based on the Michigan Department of Education Mentoring guidelines and follows all legislative guidelines outlined in Section 1526. This program includes a suggested schedule of potential mentor meetings and the schedule would be supplemented by participation in the mentee participation series offered annually by the EUPISD.

More information on the mentoring program is available here:

<http://www.nmu.edu/Webb/ArchivedHTML/UPCED/mentoring/default.html>

An Eastern Upper Peninsula ISD mentoring schedule is also attached.

# Mentoring Program

June/July	<ul style="list-style-type: none"> <li>Mentors plan activities for the next school year <del>12-15-17 12-17</del></li> <li>Mentor training in early August at EUPISD</li> <li>Mentors finalize mentoring schedule for the school year</li> <li>Mentors send welcome letters to new teachers</li> <li>EUPISD offers new teacher training workshop before the first day of school</li> <li>Mentors prepare welcome for new teachers the first day of school</li> <li>Mentors meet with new teachers after the first day of school</li> <li>Mentors meet daily with new teachers during the first week of school</li> <li>Mentors meet at least once a week with new teachers</li> <li>EUPISD meets with new teachers after school one day a week to cover a topic from the suggested list</li> <li>Mentor observes in new teacher's classroom before the end of the month</li> </ul>
September	<ul style="list-style-type: none"> <li>Mentors meet at least twice a month with new teachers</li> <li>EUPISD meets with all new teachers after school two times during the month to cover a topic from the suggested list</li> <li>New teacher observes in mentor's classroom once during the month</li> </ul>
October	<ul style="list-style-type: none"> <li>Mentors meet once at beginning of month with new teachers</li> <li>EUPISD meets with all new teachers after school to cover a topic from the suggested list</li> <li>New teacher observes in mentor's classroom once during the month</li> </ul>
November	<ul style="list-style-type: none"> <li>Mentors meet at least once during the month with new teachers</li> <li>EUPISD meets with all new teachers after school to cover a topic from the suggested list</li> <li>Mentor observes in new teacher's classroom once during the month</li> </ul>
December	<ul style="list-style-type: none"> <li>Mentors meet at least once during the month with new teachers</li> <li>EUPISD meets with all new teachers after school to cover a topic from the suggested list</li> <li>Mentor observes in new teacher's classroom once during the month</li> </ul>
January	<ul style="list-style-type: none"> <li>Mentors meet at least once during the month with new teachers</li> <li>EUPISD meets with all new teachers after school to cover a topic from the suggested list</li> <li>New teachers observe in a classroom of their choice</li> </ul>
February	<ul style="list-style-type: none"> <li>Mentors meet at least once during the month with new teachers</li> <li>EUPISD meets with all new teachers after school to cover a topic from the suggested list</li> <li>New teachers observe in a classroom of their choice</li> </ul>
March	<ul style="list-style-type: none"> <li>Mentors meet at least once during the month with new teachers</li> <li>EUPISD meets with all new teachers after school to cover a topic from the suggested list</li> <li>Mentor applications distributed for next year</li> </ul>
April	<ul style="list-style-type: none"> <li>Mentors meet with new teachers at least once during the month to cover end-of-year issues</li> <li>Committee (made up of current mentors and the administrator) selects new mentors for the next school year</li> </ul>

# Rachel Niemela - Non-Tenured Teacher Evaluation

Folder

	Educational Goal							
	1. Educational Goal Statements				GO TO FORM	SCHEDULE	ASSIGN	
2	Selected Data Sets *	S. Pann	Supervisor		GO TO FORM	SCHEDULE	ASSIGN	
3	Goal & Data Review *	01/10 S. Pann	Supervisor		UNLOCK			
4	IDP Meeting *	01/10 S. Pann	Supervisor		UNLOCK			
5	Classroom Observation Report 1 *	S. Pann	Supervisor		GO TO FORM	SCHEDULE	ASSIGN	
6	Classroom Observation 1 Meeting *	S. Pann	Supervisor		MARK AS DONE	SCHEDULE	ASSIGN	
7	Classroom Observation Report - 2 *	S. Pann	Supervisor		GO TO FORM	SCHEDULE	ASSIGN	
8	Classroom Observation 2 meeting *	S. Pann	Supervisor		MARK AS DONE	SCHEDULE	ASSIGN	
11	McREL Walkthrough Analysis *	S. Pann	Supervisor		GO TO FORM	SCHEDULE	ASSIGN	
12	McREL Meeting *	S. Pann	Supervisor		MARK AS DONE	SCHEDULE	ASSIGN	
13	Observation Summary & Feedback *	S. Pann	Supervisor		GO TO FORM	SCHEDULE	ASSIGN	
14	Data Analysis	S. Pann	Supervisor		GO TO FORM	SCHEDULE	ASSIGN	REMOVE
15	Teacher Professional Contributions	S. Pann	Supervisor		GO TO FORM	SCHEDULE	ASSIGN	REMOVE
16	Educational Growth Goals Review *	S. Pann	Supervisor		GO TO FORM	SCHEDULE	ASSIGN	
17	Evaluation Summary Meeting *	S. Pann	Supervisor		MARK AS DONE	SCHEDULE	ASSIGN	
18	Summary Scores from Evaluation *	S. Pann	Supervisor		GO TO FORM	SCHEDULE	ASSIGN	

Complete teacher evaluation

Contents within  
TalentEd

Legend

# Classroom Observation Report

The classroom observations should be completed each semester. One of the key parts to a classroom observation is meaningful feedback that will help the teacher improve their instruction and the students learning opportunities.

Date: \*

The Date of the Observation.

Time: \*

The time or class period of the observation.

Grade/Subject: \*

Enter the name of the class and or subject that you observed.

Student(s): \*

How many students were in the class that you observed.

Notes... General notes on the classroom observation for Rachel. The purpose is to observe the classroom in terms of the Standards for Effective Teaching to enhance student achievement. \*

The purpose is to provide feedback to the teacher around the Standards for Effective Teaching to enhance student achievement. What did you see?

## Introduction - Overall Environment and Feel

### Recommendations: Environment

#### HIGHLY EFFECTIVE:

1. Response to misbehavior is highly effective and sensitive to student's individual needs, or students' behaviors are entirely appropriate; teaches, enforces, and models behavioral expectations; behavior plans are followed and the classroom environment is unaffected by atypical behavior.
2. High expectations are clearly communicated to ALL students; real-world connections and excitement for the content is evident.

#### EFFECTIVE:

1. Teacher is aware of student behavior; may miss activities of some students; enforces behavioral expectations.
2. Expectations are communicated to most students.
3. Organization is evident; practices and procedures are established and mostly followed.

#### MINIMALLY EFFECTIVE:

1. Student behavior is not monitored and the teacher is unaware of what students are doing.
2. No or low expectations for students, negative attitude towards the class content, suggesting the class content is not important or mandated by others.
3. Classroom is not conducive to learning; lacks structure and systems students can follow.

INEFFECTIVE Progress Form Sharing Save & Submit



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1. Student behavior is not monitored and the teacher is unaware of what students are doing.

2. No or low expectations for students, negative attitude towards the class content, suggesting the class content is not important or mandated by others.

3. Classroom is not conducive to learning; lacks structure and systems students can follow.

#### Recommendations: Environment

Provide feedback and recommendations on the overall environment and feel of the classroom. The effective teacher maintains a classroom environment that maximizes student learning.

•

Provide the teacher with recommendations on how to improve their classroom environment.

#### Suggestion/Idea: Environment

Provide suggestions and ideas for improving the classroom educational environment.

•

From the Student perspective - The students ask each other for help. The students explain issues impacting their learning with the teacher. From the Teacher perspective - Teacher uses guiding questions to help students problem-solve on their own. Students who are struggling with a concept are supported by probing questions from the teacher.

#### Indication I: Overall Environment and Feel

Rate the overall educational environment and feel of the classroom on a scale of 0 - 10. \*

Based on the Rubric above and your observation, how would you rate the teacher?

	1 - Ineffective	2 - Ineffective	3 - Ineffective	4 - Ineffective	5 - Ineffective	6 - Minimally Effective	7 - Minimally Effective	8 - Effective	9 - Effective	10 - Highly Effective
Points:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

## Preparation and Planning

#### Recommendations: Preparation & Planning

##### HIGHLY EFFECTIVE:

1. Clear written and spoken student friendly learning targets (may include examples) derived from state mandated curriculum must be presented in two formats.
2. Plans for bell to bell instruction, including transitions; teacher may change plans to meet the needs of ALL students (Differentiated).
3. Teacher understands and uses district resources including technology and seeks additional resources where needed.

##### EFFECTIVE:

1. Use of learning targets spoken or written
2. Plans for bell to bell instruction, including transitions, teacher follows plans
3. Teacher understands and uses district resources including technology.

##### MINIMALLY EFFECTIVE:

1. Learning targets were partially evident.
2. Partial plans for instruction are available; no transitions or transitions are chaotic; teacher may stick to lesson even when students are not following.
3. Teacher has partial understanding of district resources and technology.



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**INEFFECTIVE:**

1. Learning targets were not evident.
2. Lack of plans for instruction; transitions are not planned; teacher may stick to lesson even when students are not following.
3. Teacher lacks understanding of district resources and technology.

**Recommendations: Preparation & Planning**

Provide feedback and recommendations on the overall preparation & planning of the classroom. The effective teacher anticipates the needs of students and plans appropriate learning opportunities. \*

What recommendations do you have for the teacher on their preparations and planning for the lesson. The effective teacher anticipates the needs of students and plans appropriate learning opportunities.

**Suggestion/Idea: Preparation & Planning**

Provide suggestions and ideas for improving the preparation and Planning. \*

Provide suggestions and ideas to help the teacher improve their lesson preparation and planning. The Highly Effective Teacher: 1. Clear written and spoken student friendly learning targets (may include examples) derived from state mandated curriculum must be presented in two formats 2. Plans for bell to bell instruction, including transitions; teacher may change plans to meet the needs of ALL students (Differentiated) 3. Teacher understands and uses district resources including technology and seeks additional resources where needed

**Indication II: Preparation & Planning \***

Rate the teachers preparation & planning for the lesson.

	1 - Ineffective	2 - Ineffective	3 - Ineffective	4 - Ineffective	5 - Ineffective	6 - Minimally Effective	7 - Minimally Effective	8 - Effective	9 - Effective	10 - Highly Effective
Points:	0	0	0	0	0	0	0	0	0	0

**Instruction**

**Recommendations: Instruction**

**HIGHLY EFFECTIVE:**

1. Instructional techniques are appropriate, well paced and highly effective in furthering the content knowledge and thinking routines of students
2. Teacher helps build understanding by framing concept relationships, building personal connections, and utilizing various learning strategies
3. All students are cognitively engaged in the activities and assignments in their exploration of content
4. The lesson's structure is highly coherent, allowing for application, reflection, and closure
5. Using HOT, open-ended questions and encouraging students to elaborate on their questions and their responses
6. Using cooperative learning strategies that emphasize collaboration, respect individuality, and use division of labor tactics
7. Encourages self-analysis, collection of real evidence to support ideas, and reformulation of ideas in light of new experiences and evidence, metacognition, and goal-setting strategies are seamless

**EFFECTIVE:**

1. Instructional techniques are somewhat appropriate, pacing is varied and mostly effective in furthering the knowledge of students
2. Teacher helps build understanding of concepts, through different learning strategies
3. Most students are cognitively engaged in the activities and assignments
4. The lesson's structure is coherent, somewhat allows for application, reflection and closure.



- 5. HOT, open-ended questions are used
- 6. Cooperative learning strategies are evident
- 7. Encourages self-analysis, goal setting or metacognition

**MINIMALLY EFFECTIVE:**

- 1. Instructional techniques are in part inappropriate, pacing may be somewhat awkward; how the lesson improved the knowledge of students is somewhat unclear
- 2. Teacher used one learning strategies
- 3. Few students are cognitively engaged in the activities and assignments
- 4. The lesson's structure is partly coherent, little allowance for application, reflection and closure.
- 5. Questions have right/wrong answers, HOT questions were somewhat evident
- 6. Cooperative learning strategies are inappropriate
- 7. No student centered reflection

**INEFFECTIVE:**

- 1. Instructional techniques are inappropriate, pacing is awkward; how the lesson improved the knowledge of students is unclear
- 2. Teacher use of different learning strategies is not evident
- 3. Few students are cognitively engaged in the activities and assignments
- 4. The lesson's structure is not coherent, little allowance for application, reflection and closure.
- 5. no interactive questions, HOT questions were not evident
- 6. Cooperative learning strategies are not evident
- 7. No student centered reflection

**Recommendations: Instruction**

Provide feedback and recommendations on the instruction. Include specific examples of what you observed. \*

Comment on the instruction that was observed. What instructional strategies, integrated technologies, differentiated instruction, etc. did you see in use in the classroom. The effective teacher provides instruction that enhances the achievement levels of ALL students.

**Suggestion/Idea: Instruction**

Provide suggestions and ideas on improving the instruction observed. \*

The effective teacher provides instruction that enhances the achievement levels of ALL students.

**Indication III: Instruction \***

Rate the instruction observed.

	1 - Ineffective	2 - Ineffective	3 - Ineffective	4 - Ineffective	5 - Ineffective	6 - Minimally Effective	7 - Minimally Effective	8 - Effective	9 - Effective	10 - Highly Effective
Points:	0	0	0	0	0	0	0	0	0	0

**Assessment**

**Recommendations: Assessment**

**HIGHLY EFFECTIVE:**

Use formative assessment approach to drive student learning; pre-assessment, observation,



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ance, diagnostic, peer assessment/peer

editing

2. Assessments align to state content expectations and are clearly communicated to students
  3. Uses assessments to provide feedback to students and assist with goal setting
  4. Teacher and students use assessments for personal growth
  5. Teacher assesses metacognition strategies
- May not all be visible to be considered exemplary; the exemplary teacher selects the most effective assessment for the task

**EFFECTIVE:**

1. Uses homework, in class assignments, and tests as primary assessment techniques
2. Tests are aligned to state content expectations
3. Uses assessments to provide quality feedback to students
4. Teachers and students sometimes use assessment for personal growth

**MINIMALLY EFFECTIVE:**

1. Uses assessment techniques for the purpose of grading
2. Assessments are partly aligned; book generated
3. Assessments are returned; feedback is minimal
4. Assessments are distributed, but not utilized

**INEFFECTIVE:**

1. Uses assessment techniques for the purpose of grading
2. Assessments are not aligned
3. Assessments are returned without feedback
4. Assessments are distributed, but not utilized

**Recommendations: Assessment**

Provide feedback and recommendations on the Assessments observed. \*

Provide feedback and recommendations related to the Assessments observed. The effective teacher uses assessment to provide feedback to students, to design future learning opportunities, and to monitor progress toward curriculum goals.

**Suggestion/Idea: Assessment**

Provide suggestions and ideas on improving the assessments observed. \*

The exemplary teacher selects the most effective assessment for the task.

**Indication IV: Assessment**

Rate the Assessment that you observed on a scale of 0 - 10. \*

How effective was the Assessment for all students?

	1 - Ineffective	2 - Ineffective	3 - Ineffective	4 - Ineffective	5 - Ineffective	6 - Minimally Effective	7 - Minimally Effective	8 - Effective	9 - Effective	10 - Highly Effective
Points:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

**Teacher Response/Reflection**





## **Three Lakes Academy Professional Development Schedule:**

### **2012-2013 School Year:**

Common Core Standards Professional Development (February)

Data Director Professional Development (February)

Professional Learning Cycle Professional Development (Spring 2013)

Greater Proficiency in Mathematics, Cohort 2 (Beginning August 2013)

Everyday Math Professional Development as soon as available

### **2013-2014 School Year:**

Greater Proficiency in Mathematics, Cohort 2 (2013-14 School Year)

6+1 Writing Traits Professional Development (2013-2014 School Year)

Reading Workshop Professional Development (2013-2014 School Year)

### **2014-2015 School Year:**

Data analysis and progress monitoring of programs being implemented, as well as what is available through the Eastern Upper Peninsula ISD will determine professional development for this year.

# Three Lakes Academy

## 2012-2013 School Calendar

July 2012						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2012						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2012						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2012						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2012						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2012						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2013						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2013						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2013						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2013						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2013						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2013						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

\*Unless otherwise noted, school begins at 8:10 am and ends at 3:30 pm.



School Closed/ Holidays



Teacher in-service Day (no school for students)



1/2 Day-Parent/Teacher Conferences. Dismiss at 1:00



1/2 day-teacher in-service day - 1:00



Delayed Start-School begins at 9:10 am



1st day of school-Full Day  
Last Day of school-Dismiss at 1:00

\*In-service days are mandated by our ISD

## Daily Schedule - 5th Grade - 2011-2012

	M	T	W	Th	F
8:00	Breakfast, gather materials		*LATE START - Staff meetings/ Teacher Collaboration	use restroom, get ready for class	
8:15	attendance/lunch, planner,			sharpen pencil, start warm-up	
8:20	Math 8:20-9:35 (1 h 15 m)	Math 8:20-9:35 (1 h 15 m)		Math 8:20-9:35 (1 h 15 m)	Math Review Practice 8:20-9:45
8:30					
8:45					
9:00					
9:15					
9:35					
9:40	recess		Writing 9:15-10:30	recess	
9:45	recess			Vocab/Spelling 9:45-10:15 (30m)	
10:00	Writing 9:45-11:00 (1 h 15 m)	Writing 9:45-11:00 (1 h 15 m)	Math 10:30-11:45	Writing 9:45-11:00 (1 h 15 m)	
10:15				IDR/AR (10:15-10:45)	
10:30				PE/Gym (Alex Fowler) 10:45-11:45 (1 h)	
10:45				IDR/AR (11:00-11:40)	
11:00	Class Meeting IDR/AR		Read Aloud	Read Aloud	
11:15	Read Aloud			Read Aloud	
11:30	Read Aloud		Lunch & Recess, bathroom		
11:45	Lunch & Recess, bathroom		Lunch & Recess, bathroom		
11:50	Lunch & Recess, bathroom		Lunch & Recess, bathroom		
12:00	Lunch & Recess, bathroom		Lunch & Recess, bathroom		
12:15	Lunch & Recess, bathroom		Lunch & Recess, bathroom		
12:30	Lunch & Recess, bathroom		Lunch & Recess, bathroom		
12:35	Reading (12:35-1:00)	Music 12:35- 1:00	Library (Linda Blanchard)	Reading (12:35-1:00)	
12:45				Reading (12:35-1:00)	
1:00				Reading (12:35-1:00)	
1:15	Vocab/Spelling (30m)	Vocab/Spelling (30m) IDR/AR	Gym/PE (Alex Fowler)	Recess	
1:30				Connected and Respected/ Social Skills	
1:35	Technology (Jennifer Wing) (1:30-2:00)	Environment Education (Mr. Bitely) (1:30-3:00) (1 h 30 m)	Science (1:30-2:30) (1 h)	Science (1:00-2:15) (1 h 15 m)	
1:45				Health & Nutrition (Tracie Abram) (Sept - Nov) (1:35-2:25)	
2:00				Recess	
2:15	Recess		Recess		
2:25	Science (2:15-3:20) (1 h 5 m)		Open Library	Recess	
2:30				Social Studies (2:25-3:20) (55m)	
2:35		Social Studies (2:25-3:20) (55m)			
2:45		Social Studies (2:25-3:20) (55m)			
3:00		Social Studies (2:25-3:20) (55m)			
3:15		Social Studies (2:25-3:20) (55m)			
3:20	Social Studies (2:25-3:20) (55m)		Social Studies (2:25-3:20) (55m)		
3:30	Dismissal		Dismissal		

Bathroom use: during natural breaks and during non-lesson time

\*Late start Wednesday are used for staff meeting/collaboration

Reminder: This is our basic schedule and changes will be made as needed

## 5th Grade Class Schedule 2012-2013

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:15	Busses arrive & breakfast	Busses arrive & breakfast	Late Start for Teacher	Busses arrive & breakfast	Busses arrive & breakfast
8:15-8:25	Attend./Lunch/AM work	Attend./Lunch/AM work	Collaboration	Attend./Lunch/AM work	Attend./Lunch/AM work
8:25-9:15	Math 8:25-9:25 - 60 min.	Math 8:25-9:25 - 60 min.	Busses arrive & breakfast Attend./Lunch/AM work 9:15-9:25	Technology 8:25-9:15 - 40 min.	Math 8:25-9:25 - 60 min.
9:15-9:25	Recess	Recess	Math 9:25-10:25 - 60 min.	Math 9:15-10:15 - 60 min.	Recess
9:25-9:45					
9:50-10:15	Begin a Writer (Wtg.) - 60 min.	Begin a Writer (Wtg.) - 60 min.		Begin a Writer (Wtg.) - 60 min.	Begin a Writer (Wtg.) - 60 min.
10:15-10:25					
10:25-10:50	Spelling & Vocabulary - 15 & 15 min.	Spelling & Vocabulary - 15 & 15 min.	Begin a Writer (Wtg.) 10:25-11:25 - 60 min.	10:15-11:00 - 45 min.	Spelling & Vocabulary - 15 & 15 min.
10:50-11:00					
11:00-11:20	Read Aloud/AR/work	Read Aloud/AR/work		Spelling & Vocabulary - 15 & 15 min.	Read Aloud/AR/work
11:15-11:30					
11:30-12:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:20-12:40	Making Meaning - Rdg.	Making Meaning - Rdg.	Making Meaning - Rdg.	Making Meaning - Rdg.	Reading - Lit. Circles - 50 min.
12:40-1:05	IDR - Reading Time	IDR - Reading Time	IDR - Reading Time	IDR - Reading Time	Recess 1:10-1:40
1:10-1:40	Science	Science	Vocabulary - 1:10-1:25	Science	
1:40-1:55	1:10-1:55- 45 min.	1:10-1:55- 45 min.	Recess 1:25-1:45	1:10-1:55- 45 min.	Health - MI Model 1:45- 2:15 - 30 min.
2:00-2:15	Recess 2:00-2:15	Block Out Bullying	Library - 1:50-2:15	Read Aloud/AR/work	
2:15-2:30	Reading - Lit. Circles 2:20-2:50 - 30 min.	Gym - 30 min.	Reading - Lit. Circles 2:20-2:50 - 30 min.	Gym - 30 min.	Gym - 30 min.
2:30-2:45			Social Studies 2:50-3:20- 30 min.	Social Studies 2:50-3:20- 30 min.	Block Out Bullying Read Aloud/AR/work
2:50-3:00	Social Studies 2:50-3:20- 30 min.	Reading - Lit. Circles 2:50-3:20 - 30 min.			
3:00-3:20	Jobs, Planner, Get Ready	Jobs, Planner, Get Ready	Jobs, Planner, Get Ready	Jobs, Planner, Get Ready	Jobs, Planner, Get Ready
3:20-3:28	Read until Dismissal	Read until Dismissal	Read until Dismissal	Read until Dismissal	Read until Dismissal
3:30					

Bathroom breaks are during natural breaks in our schedule: recess, lunch, between subjects, etc. Students will not be released from class to use the restroom unless it is an emergency or due to a medical condition. Students will then be directed to use the restrooms across the hall.

No Computer Cart  
technology special  
all day

Late Start Wednesday  
used for Staff Meetings  
and teacher  
Collaboration - weekly

**Professional Learning Communities:**

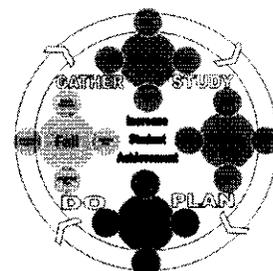
Professional Learning Communities (PLC's) will provide the foundation for the major components of the Transformation Redesign Plan. PLC's, when conducted effectively, provide powerful structure affecting positive systems-level change. Professional development is necessary for staff to understand the difference between actual PLC implementation and simply scheduling common planning time and department meetings. Every Wednesday, Three Lakes Academy has a one-hour delayed start for staff meetings, during which an EUPISD curriculum consultant will meet as scheduled with staff for timely professional development beginning in the spring of 2013.

The PLC Agenda is attached.

## Professional Learning Community Meeting Agenda Basic Components

*Below is a suggestion of what a typical PLC meeting agenda might look like. While meetings vary in length and focus, it is extremely important that **progress monitoring data** based on the strategies in your school improvement and/or transformation plan (or other related professional learning taking place) be present at every meeting, and that regular updates are being made to your plan(s) accordingly.*

1. **Establish context** (What has happened since the last time you met? What are the main objectives of your meeting today?)
2. **Analyze data – Data Driven Dialogue** (not just summative, but also formative, interim; each strategy should be generating data as it's being implemented...How's that looking?)
3. **Apply findings** to your plan, and make necessary changes (Is what you're doing working? If not, what changes need to be made to your plan? If so, how will you proceed?)
4. **Plan for notifying parties involved** (who will relate the necessary changes to other teachers? Administration? Additional stakeholders involved in plan implementation? When/by when? How?)
5. **Set agenda** for next meeting (date, time, participants, and objectives – what data should be at the table?)



RTI 3-tier pyramid







**THREE LAKES ACADEMY**

W17540 Main Street  
P.O. Box 159  
Curtis, MI 49820

*"Inspiring a Life Long  
Love for Learning"*

[www.threelakesacademy.com](http://www.threelakesacademy.com)

Phone: 906-586-6631  
Fax: 906-586-6573

Susan D. Pann, Administrator  
Lillian J. Clark, Business Manager

11/6/12

We, the school board, of Three Lakes Academy, approve the submission and fully support the implementation of the Transformation Reform and Redesign Plan required due to our status as a priority school.

Signed,

*Aimee Dwyer*  
*Nancy Sell*  
*John R. [unclear]*  
*Eric [unclear]*  
*Jon [unclear]*



## **THREE LAKES ACADEMY**

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Phone: 906-586-6631  
Fax: 906-586-6573

Susan D. Pann, Administrator  
Lillian J. Clark, Business Manager

November 26, 2012

We, the undersigned members of the Transformation Reform Plan Team fully endorse and support the development of this Reform Plan for Three Lakes Academy. Furthermore, we accept and commit ourselves to make every reasonable effort to support the implementation of Three Lakes Academy's Reform Plan for the benefit of the children and community of Three Lakes Academy.

### Reform Team Personnel

### Date

Debra Mersnick, Teacher	<u>Debra Mersnick</u>	<u>11/26/12</u>
Rachel Niemela, Teacher	<u>Rachel Niemela</u>	<u>11/26/12</u>
Susan Pann, Administrator	<u>Susan Pann</u>	<u>11-26-12</u>
Dee Phinney, Board Trustee	<u>Dee Phinney</u>	<u>11-06-12</u>
Lindsay Brindley, SIF	<u>Lindsay Brindley</u>	<u>11-27-12</u>
Michelle Ribant, EUPISD	<u>Michelle Ribant</u>	<u>11/28/2012</u>