



Redesign Plan

Hoover Elementary School

Wayne-Westland Community School District

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Executive Summary

Introduction

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

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

Description of the School

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

Hoover Elementary School Size and Demographics: Hoover Elementary School serves approximately 307 students in Kindergarten through Fourth grade. For the 2013-2014 school year Hoover is projected to have 11 general education classrooms and one multi-grade, Behavior Recovery, Special Education classroom. Hoover's general education classrooms will consist of 2 full day kindergartens, 2 first grades, 3 second grades, 2 third grades, and 2 fourth grades. In addition, Hoover has an intervention specialist, a social worker, a teacher consultant/resource room teacher, a title one paraprofessional, a building paraprofessional, 5 special area teachers, 7 student paraprofessionals, a part-time psychologist, a part-time speech pathologist, a secretary, 2 custodians, and an administrator.

Demographics for 2012-2013 reflect 307 students. Of the 307, 72% are Caucasian, 18% African American, 2% Asian, 7% Hispanic, and 1% Native American. Hoover's homeless population is 4%. Eighty percent of the student population is classified as economically disadvantaged. Hoover's population is 29% transient.

The staff at Hoover has remained consistent over the past 3 years. 3 teachers have been teaching for 3 or fewer years, 2 teachers 4-8 years, 8 teachers 9-15 years, and 7 teachers have 15 years or greater experience. Hoover has two male teachers. The entire staff at Hoover is Caucasian.

Hoover Elementary Location and Community Demographics: Hoover is located in Southeastern Michigan, in the City of Wayne. It is one of eleven elementary schools within the Wayne-Westland Community School District. According to the 2010 Census data, the city of Wayne has a population of 17, 593. The median age is 38.6. The median household income is \$42, 143. Approximately 20% are single-family householders. Sixteen percent of individuals are living below poverty level. Seventy-seven percent of the community is Caucasian, 17% are Black or African American, and 6% are other races.

Changes over the last three years: Since Hoover began to serve Kindergarten-Fourth grade in 2010-2011, we have stayed consistent in regards to enrollment and staffing. Hoover has seen an increase in students who qualify for free and reduced lunch. The percentage of students who are homeless has also increased. This is due to the opening of a domestic abuse shelter located in the Hoover attendance area. For the 2013-2014 school year, Hoover is projected to have a slight decrease in enrollment. Hoover has one teacher who is displaced due to the projected decrease in enrollment.

Unique features: There are many features that are unique to Hoover and the surrounding community. Hoover is located in a small neighborhood. Most of the students are able to walk to school. We are one of three elementary schools in the City of Wayne. We have strong partnership with the community. We work closely with Wayne Rotary, City of Wayne and the Wayne-Westland Family Resource Center. Hoover students participate in many activities in the community. The Wayne Dispatch is a local newspaper that writes many positive articles about Hoover. Parents and members of the community are invited to be on our School Improvement Team. Hoover also houses a "Cop Shop". Police Officers in the City of Wayne have an office space at Hoover. Our students benefit from being located in a small town.

Hoover offers all day Kindergarten as well as Schools of Choice. One hundred percent of our students may participate in extended learning opportunities. Students who are at risk of not making the state standards participate in Response to Intervention. Students who are above
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state targets are provided with enrichment activities during grade level response to intervention time. We offer universal breakfast daily to all of our students. Each classroom is equipped with an interactive whiteboard, as well as, 3 classroom computers and mobi tablets. All students have access to the netbook and lpad carts as well as a computer lab. Hoover has several teachers who write grants to receive additional support for their classrooms. Hoover uses federal funding to hire additional staff members to provide direct services to Hoover.

Challenges: The community is seeing an increase in abandoned homes as well as families who are renting homes. This increases the risk of transiency. Hoover's homeless population also contributes to the high transient population. The percentage of unemployment is also increasing which increases our percentage of students who are economically disadvantage. Hoover houses 1 of 2 Behavior Recovery rooms within the district. The students in this classroom have severe behavior challenges. As a result the administrator and school social worker spend a great deal of time in this classroom. Thirty percent of our students have 10 or more absences. Hoover has 60 in and out of school suspensions. With the exception of third grade reading, Hoover is below the state targets for achievement.

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.

Mission: "Learning for all. Learning for life."

Vision: Our vision is to create a child-centered school where equitable and quality learning experiences flourish. The staff commits to being knowledgeable professionals who will recognize individual differences and learning styles among students and differentiate instruction to meet each of their needs. A strong partnership between home, school, and community will contribute to our students' success.

Beliefs: We believe...

- All students can learn.
- Students learn differently and deserve instruction that meets their needs.
- In having a strong partnership between school, home, and community.
- All students have a right to quality education.
- In having high-expectations for all students.
- In creating a safe, respectable, and fair environment so that all students may work to their fullest potential.

Our mission, vision, and beliefs were developed with involvement from staff, parents, community, and students. They demonstrate an ongoing commitment to student achievement and academic excellence for all. Hoover's mission is achieved through a continuous improvement process of collaboration. Both internal and external stakeholders share accountability for a high quality education. The emphasis at Hoover is best practice teaching. Hoover utilizes Professional Learning Communities as a vehicle for teachers to communicate, analyze data, learn, and improve our practice while implementing Common Core State Standards.

Hoover offers many programs that embody the purpose, including:

Response to Intervention: Procedures are in place to make sure that students who are having difficulty learning can receive the appropriate intervention. First, the student assessment results are reviewed using several methods: MLPP, progress reports, common assessments, DRA levels, and MEAP test scores. Students who struggle on these assessments are identified as needing additional assistance. These students spend additional small group and individual time with their teacher, school interventionist, and/or student interventionist.

After several weeks of research-based interventions, students who are having difficulty meeting the grade level expectations and standards are brought to the attention of our Response to Intervention Core team. The classroom teacher and a team including teachers, the principal, the interventionist, teacher consultant, social worker, school psychologist and speech pathologist discuss the difficulties the student is experiencing. The team discusses behavior and academic concerns. A plan of action is created to help the student be successful. After a few weeks of implementation, the team meets again to discuss if the interventions are successful and to determine the next steps.

Summer School: Summer school is offered to students who are considered to be at risk. This is funded by district Title I funds.

Just in Time Tutoring: Throughout the year teachers provide tutoring in all content areas to students who are at risk of not meeting the state standards.

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Enrichment: Students who are achieving above local and state targets receive enrichment in the areas of art, music, life skills, physical education, and media.

MEAP Camp: Staff selects students who are at-risk in all content areas for a workshop that focuses on test taking strategies. This takes place at the beginning of the year for 5 weeks.

Paraprofessionals: Paraprofessionals work in classrooms under the direct supervision of highly qualified teachers, in grades K-4 supporting at risk students.

Interventionist: The Interventionist assists students by providing the appropriate research based interventions to increase achievement. The Interventionist also consults with teachers to provide the appropriate research based interventions to students who are having difficulty mastering the standards in all content areas.

Student Interventionist: The Student Interventionist assists students by providing the appropriate research based interventions to increase achievement. The Student Interventionist works under the direct supervision of the school Interventionist.

Formative and Summative Assessments: Staff members use formative assessments daily during the learning process. These assessments are used to modify teaching and learning activities, to improve student achievement. Staff members also use common summative assessments to improve student achievement.

Parent Workshops: After analyzing achievement data we provide parent workshops in the areas students are struggling in order to help parents support their child and assist with common core state standards.

OPTIMUM: Through a education grant identified Hoover students utilize the services of an OT for Optimum sessions. These sessions help to train the coordination of the left and right sides of the brain to improves concentration, creativity, and perceptivity.

Balavisx: Two days a week students meet for a half hour before school for enhanced learning. They work on balance, auditory, vision and coordination exercises using sand bags, balls and balance boards. This helps improve students' focus. Through the rhythmic bouncing of balls, students improve their hand eye coordination focusing skills. This leads to better learning, reading and grades.

Student Mentorship: Students who are struggling behaviorally or academically at Hoover are paired with a teacher (other than their classroom teacher) that they may meet with on a regular basis to discuss any need they may have.

Community Involvement: Hoover Elementary maintains very positive and purposeful relationships with the families of its students and the community in which it operates. Moreover, Hoover seeks to build relationships that can support the students and their families throughout the learning process. We are continuously involving the community in student learning and other school activities.

Family Nights: We offer many family nights at Hoover. Families can come and play games with their children. Games are provided for all content areas and are specific to areas where students tend to struggle.

Positive Behavior Support: Our school uses a Positive Behavior Support (PBS) system. This program promotes students to be respectful, responsible, and safe throughout every area of the building. Students receive eagle points for following PBS expectations. They can use their eagle points to shop at the school store once a month.

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Teacher-to-Teacher: Teachers have the opportunity to observe colleagues providing best practice instruction in their area of expertise.

Quarterly Awards Assemblies: Parents are invited to attend quarterly awards assemblies.

English Language Learner Support: Students who are English Language Learners receive additional support.

Professional Development: Hoover's professional development is paired with the school improvement plan, district initiatives and the Common Core State Standards.

Teacher Mentorship: New teachers assigned to Hoover are provided mentorship through a veteran teacher.

Professional Learning Communities: Teachers meet in weekly PLCs to analyze data, read current research, discuss student achievement, and create action plans to increase achievement.

Parent School Improvement Team: Parents have an opportunity to make decisions related to school improvement by attending monthly school improvement team meetings. Parents who are unable to attend in person may receive information via email.

Technology: Staff members and students use the interactive whiteboard daily. Staff members utilize the computer lab, Ipads and/or netbooks. In addition, teachers utilize research based software curriculum.

Teacher Support Meetings: Teachers may request a teacher support meeting to brainstorm ideas with a team of teachers and administrator in any area they may need assistance.

Broadcast Cart: Every morning students lead the pledge, give announcements, and lead brain gym over a broadcast system that is visible in every classroom. Each day the announcement ends by reciting the school's mission statement.

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.

As noted above, over the past three years Hoover has developed many programs to help our students and families achieve success. Additional notable achievements include:

- 2010 Robert and Patricia Muth Excellence in Leadership Award.
- 2011-present: Postive Behavior Support behavior program implementation
- 2011 Response to Intervention program implementation
- 2011-present: Professional Learning Communitis implementation
- 2012 implementation of new teacher evaluation rubric
- 2013 Leader in Me grant recipient

Further, our third and fourth grade students are showing a postive trend in performatce on the MEAP in both reading and math.

Over the next three years we are striving to achieve success by:

- Achieve above the state targets in all content areas.
- All staff implementing the Common Core State Standards with fidelity.
- Prepare students for the Smarter Balance Assessment
- Implementation of highly functional Professional Learning Communities across all grade levels
- Implement a process and measurable goals for all programs.
- Implementation of Leader in Me

Additional Information

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

Analysis of our parent, staff, and student surveys show overall satisfaction with Hoover.

After surveying the parents at Hoover, below are some positive remarks:

"The teachers help the students!"

"Outstanding learning programs."

"Teacher into helping students, and always keeps me up to date on progress."

"Positive energy, wonderful teachers, great principal, and nice atmosphere."

"The secretary shows great customer service."

"The administrator is highly visible"

Students responded to the survey saying:

"I feel safe at school."

"My teacher likes me."

"I feel I have an adult I can talk to."

"I like school"

In addition, Hoover will be implementing "The Leader in Me" for the 2013-2014 school year. This grant will boost student's leadership skills for an effective, academic, and social life. The grant was awarded to Hoover Elementary, and staff is beginning to implement it in our teaching practices. In the summer of 2013 all staff (teachers, custodians, paraprofessionals, etc.) will receive extensive training on how to implement "The Leader In Me".

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	Please see attached.	Teacher Evaluation Rubric and Growth Model

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	Please see attached.	Building Administrator Rubric and Growth Model

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes	See attached Memorandum/ Letter of Understanding between Wayne-Westland Community School District & the Wayne-Westland Education Association	Signed Letter of Understanding

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	Date of the meeting regarding the MOU was September 17, 2013; please see attached.	Signed Letter of Understanding

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Label	Assurance	Response	Comment	Attachment
	<p>Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.</p>	Yes	<p>Please see attached. The Hoover Assurance Signature Page has been signed by all parties.</p>	<p>Hoover Assurance Signature Page updated</p>

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 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. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

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.

STAFF	ROLE	INTERNET ADDRESS
John Besek	Principal	BesekJ@wwcs.k12.mi.us
Andrea D'Amico	Teacher	Damico@wwcsd.net
Tyler McCord	Social Worker	McCordT@wwcsd.net
Lyndsey Morgan	Teacher	MorganL@wwcsd.net
Amy Morse	Teacher	MorseA@wwcsd.net
Sandy Saad	Teacher	SaadS@wwcsd.net
Diane Deluca Smith	Intervention Specialist	DelucaSmithD@wwcsd.net
Maureen Tennant	Teacher	TennantM@wwcsd.net
Jennifer Munson	District Contact/ Executive Director of School Improvement and Innovation	Munsonj@wwcs.k12.mi.us
Camille Elkins	School Improvement Facilitator	Camilelk@comcast.net
Karen White	Lead Facilitator/MSU	Whitek@msu.com
Alyn Eastin	School Achievement Consultant	Eastina@resa.net

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

The Reform Team determined our three "Big Ideas" for the reform/redesign plan, based on the data analysis in question #2, are:

- 1) Extended Learning Time;
- 2) Best Practices focused on Differentiation of Instruction Based on Formative Assessment (Doug Reeves, Carol Tomlinson)
- 3) Stakeholder Engagement with a focus on Culture.

These areas were determined through research on highest effect size strategies, rapid turnaround improvement indicators and data from perception surveys, the Self-Assessment survey, Golden Package, Class A , Surveys of Enacted Curriculum (SEC), State Priority School website(z-scores), Positive Behavior Intervention & Supports (PBIS) and research from the Center for Innovation and Improvement.

1) The areas of Extended Learning Time for Students and Staff in Reading across the curriculum, Writing across the curriculum, and Science were determined as areas in need of greatest focus.

1) Extended Learning Time: Extended learning time attendance will be a requirement for all K-4 students. It will be utilized to significantly increase and maintain skills of students, using the specific standards and strategies identified by the Reform Team through the "data dig" done as a staff and in conjunction with the Priority Schools Intervention Specialist (IS)/MDE, School Improvement Facilitator (SIF)/RESA, District Executive Director/ School Improvement & Innovation and Lead Facilitator/ MDE. All Extended Learning Time will focus on the strategies chosen based on the above data. Extended learning time will provide additional time for core content area instruction in the areas of Reading, Writing and Science. Additionally, transportation will be offered to students in each of the programs they attend (Teaching with Poverty in Mind, 2009). In looking at our MEAP data from Fall 2012, improvements in the consistency and effectiveness of best practice instruction under the guidance of the former principal, along with increases in extended learning time, seem to have made a significant impact. Using the extended learning time plan indicated in these pages will allow us to provide additional core content time to every K-4 Hoover student as well as being able to provide significant amounts of job-embedded instructional coaching throughout the year.

Selection- Every parent of a Hoover student, grades Kindergarten through Fourth, will be given a menu of choices which is listed below. Parents are required to choose at least one program from the list that their child will attend with fidelity. This menu of choices is given to parents in an effort to gain their buy-in and work collaboratively within their schedules as we jointly work to support the increased achievement level of the students during the extended learning time. The Hoover team will review the program selections made by the parent and make final placement determinations. Hoover team may determine, based on the review of data and student progress, that students be placed in more than one (1) extended learning program.

Attendance- By April of 2014, and each subsequent year, a list of all students attending Hoover Elementary will be generated. This list will be created again by the end of the first week of school each fall, in order to ensure all students are provided at least one extended learning opportunity from the menu of choices. The roster will be updated on a monthly basis with notes included as to students who have moved, entry dates and which program selection/ attendance. Students are required to attend the selection assigned a minimum of 85% of the time. Students attending less than the minimum will be required to attend an additional program assigned by the Hoover team.

The program menu is as follows:

Choice 1: A 5-6-week summer school program at Hoover Elementary for incoming 1st-4th grade students running mid-June through the end

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of July each year. This program will run four (4) days per week, three (3) hours per day, and will include parent components with a focus on specific best practice strategies. Total time for each student: 60 hours

Choice 2: A 4-week Incoming Kindergarten Jump Start Camp running from the end of July to the end of August each year. This program will run four (4) days per week, three (3) hours per day, and will include parent components with a focus on specific best practice strategies. Total time for each student: 48 hours

Choice 3: Hoover After School English Language Arts Club will be offered to all students in grades K-4 after school with transportation provided for the sessions. The club will be scheduled three sessions per year, one each in the Fall, Winter and Spring, four weeks at a time, 3 days per week, 1 hour per day. In order to offer transportation effectively and allow for families with more than one student attending Hoover who may participate, sessions will be held during the same timeframe each year. To address our needs in science, we will embed science curriculum in the ELA Club so students can become comfortable reading and writing about science.

Approximate timelines for the programs are as follows for K-4:

*1st session: September 29- October 24th, 2014 and following years

*2nd session: January 12- February 6, 2015 and following years

*3rd session: March 2- March 27, 2015 and following years

Choice 4: During the school day, in place of one (1) enrichment/ elective area per week, students will attend Reading core content lessons for 50 minutes for a minimum of one (1) marking period (9-10 weeks). Based on student data at the end of each marking period, students will move in or out of these sessions, effectively providing four (4) marking periods where a student may attend. This class will be taught by a Highly Qualified teacher, interviewed and hand-selected specifically for this full-time position to fill the position over the course of the Reform Plan. The building principal, Reform Team members and district level Directors will be part of the interview team. Parents are allowed to choose #5 as an option. Should the student not have attended any of the other choice options during the previous year, this choice will be required and the student must attend in place of their elective. Core content material covered during this time will reflect the Reform Plan data regarding specific, targeted strands and provide enrichment and leveled reading lessons based on the child's skills and ability level. Student rosters will follow their typical enrichment/ elective schedule. For example, instead of the entire grade level class going to Music, some students will attend Music and the others will attend the class for additional Reading core content. Each 50-minute session will service 10-15 students. This will allow for the differentiation and targeting of specific Common Core skill areas. Total time for each student: Minimum 8/9 hours- Maximum 32/36 hours

-Extended Learning/ Extended School Year Programs and transportation will be offered to all students. Summer programs will run four (4) days per week, three (3) hours per day, and will include parent components with a focus on specific best practice strategies in two different programs for the areas of ELA and science (Teaching with Poverty in Mind, 2009) The programs are as follows:

2) To meet the focus of the above areas in Best Practices focused on Differentiation of Instruction Based on Formative Assessment (Doug Reeves, Carol Tomlinson) the following steps will be taken: -Initiating formative assessment in every lesson, every content. For writing it will be based on an analysis of writing in relation to narrative and informational writing rubrics.

-Writing Workshop- students will have access to differentiated writing materials during the writing workshop. Differentiated instruction will be provided during a conferring session with each student weekly.

-Reading Workshop- students will use differentiated reading materials daily during "read to self" and "read to someone" portions of reading workshop, with increased levels of informational/ non-fiction topics (at least 40% of books in student book boxes). Book levels/ choices will be based on formative assessment and student choice.

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-Daily small group lessons will differentiate reading instruction by focusing on the needs of the students as identified during formative assessments. Leveled books with science topics will be available at all reading levels for use in small group lessons.

-Making Meaning mini-lesson 2-3 times/ week for K & 1st; 4-5 times/ week for 2nd- 4th grades will teach comprehension skills that students apply when reading science text at their reading level during reading workshop.

-Whole class differentiation- Right is Right, Everybody Writes, Strong Voice, Cold Call and Stretch It techniques (Teach Like a Champion, 2010)

-Provide a significant increase in differentiated instruction using computers such as Compass Learning and Smarter Balanced assessment exemplars in order to help students prepare for computer-based assessments RESEARCH: Teach Like a Champion, 2010; District Best Practices documents based in research.

3) The area of Stakeholder Engagement with a Focus on Culture was determined as another area in need of great focus for our students. Hoover has an enrollment of approximately 286 but only 3 parents regularly attend PTO meetings. Open House and Parent/Teacher Conferences are well attended, but asking for parents to come and volunteer their time has made very little difference. The Reform team looked at the demographic data of Hoover students and found that 30% of the enrollment are transient students. 78% of the students receive Free or Reduced Lunches. During the 2012-2013 school year, approximately 30% of the students missed 10 or more full days of school. Perception data showed that parents felt their child was being challenged in school, but also showed a decrease in satisfaction that their "child was respected by classmates". The Reform Team also felt that much of the parents' angst was due to the fact that they have limited knowledge of the Common Core State Standards and what they meant to their child's education.

Based on the above data, the Reform Team worked together to set the following goals: a) Improve parent involvement in the school so that each parent will come in to the school at least 2 times each year, in addition to Open House and Parent/Teacher Conference Days. b) Improve student attendance school-wide by the increase in partnerships with parents. The numbers of students with 10 or more missed days will decrease by 2% each year. c) Hoover Elementary will be awarded the Lighthouse Award based on The Leader in Me initiative through Covey on or before September of 2017 (following the 2016-2017 Year 4 of the Reform Plan).

To meet the above goals in the Stakeholder Engagement with Focus on Culture, the following steps will be taken:

-Positive Behavior Intervention & Support (PBIS) - Staff will continue to consistently implement the PBIS system. Rewards will be based on appropriate behavior and attendance. PBIS materials will be differentiated for Kindergarten through Second Grade and Third through Fourth Grade. Parents will continue to be invited and encouraged to be part of the PbiS team, and help us find ways to positively motivate other families. The PBIS team, some of whom are part of the Reform and Lighthouse teams, will analyze students' performance and behavioral data on a monthly basis.

-Summer Institute- A Summer Institute for all staff will take place over multiple years to provide additional "The Leader in Me" training, PLC time and opportunity to adapt processes based on PBIS data.

-The Leader in Me- This process will be implemented with all staff, students, and parents over the course of three years to improve student achievement in core academic subjects, prepare students with 21st century life skills and create a friendly learning culture where students and adults feel safe and engaged. Student efficacy, respect for others and ownership in the school community will be additional benefits. Leader In Me Lighthouse Team and Reform Team will establish and maintain opportunities for partnerships for parents and stakeholders in

the building.

-Parent Involvement Program- A parent liaison will develop programs for parents, based on surveys of parents to determine their needs, to build stronger relationships with the school community and develop parent communication and coaching

State what data were used to identify these ideas

The Reform Team determined our three "Big Ideas" for the reform/redesign plan are:

- 1) Extended Learning Time;
- 2) Best Practices focused on Differentiation of Instruction Based on Formative Assessment (Doug Reeves, Carol Tomlinson)
- 3) Stakeholder Engagement with a focus on Culture.

These areas were determined through research on highest effect size strategies, rapid turnaround improvement indicators and data from perception surveys, the Self-Assessment survey, Golden Package, Class A , Surveys of Enacted Curriculum (SEC), State Priority School website(z-scores), Positive Behavior Intervention & Supports (PBIS) and research from the Center for Innovation and Improvement.

1) The areas of Extended Learning Time for Students and Staff in Reading across the curriculum, Writing across the curriculum, and Science were determined as areas in need of greatest focus.

OVERALL MEAP DATA PICTURE:

This was derived through Priority Schools data and MEAP Golden Package data that indicates a 2-year trend for:

-Reading across the curriculum, where the achievement gap is -0.9829 with improvement of -.1.5831 and an overall Z score of -1.3933. Through the Golden Package, MEAP data indicated Hoover students ranged from 16%-29% lower than the State average proficiency in grades 4 and 5. In 4th grade the aggregate proficiency was 52% below the state level and in 5th grade the aggregate proficiency was 34% below the state aggregate. Students with disabilities at the 3rd grade level in MEAP were 33% below the aggregate Hoover score, while male students were 4% below females. In 4th grade, students with disabilities were 37% below the aggregate Hoover scores, while males were 16% below females. At 5th grade, students with disabilities were 34% below the aggregate score, while males were 33% below females. Also, non-economically disadvantaged students scored 19% below economically disadvantaged students.

-Writing across the curriculum, where the achievement gap is -3.2034 with improvement of -.05156 and an overall Z score of -1.7322. Using the Golden Package, we found our MEAP data indicates 4th grade students were 13% below the State average proficiency. Our 4th grade students with disabilities were 35% below the aggregate Hoover score of 35%. The gap between students with disabilities and students without disabilities was 40%. Additionally, males scored 15% below females. Economically disadvantaged students scored 5% below the building aggregate and also had a gap of 45% between economically disadvantaged students and non-economically disadvantaged students.

-Science, where the achievement gap is -1.3876 with improvement of -.6791 and an overall Z score of -1.4952. The Golden Package and MEAP data indicated the 5th graders who took the test scored 8% lower than the State average proficiency, which is 13%. Our subgroups all scored below the aggregate Hoover score (5%). Males were 5% below the aggregate Hoover score, economically disadvantaged students scored 2% lower than the Hoover aggregate, and students with disabilities scored 5% lower than the aggregate Hoover score. In terms of gaps, males scored 9% below females, economically disadvantaged students were 10% below non-economically disadvantaged students, and students with disabilities were 6% below students without disabilities. With the exception of economically disadvantaged students, no other subgroup scored higher than 0% in Science, indicating a need for additional help in that core area through rapid and sustained turn-

around effort.

-Math, where the achievement gap is -1.2528 with improvement of $.672$ and an overall Z score of -0.8281 . Through the Golden Package, MEAP data indicates 3rd grade students were 9% below the State average proficiency and students with disabilities were 10% below the aggregate Hoover score of 30%. Economically disadvantaged 3rd graders scored 3% above the aggregate Hoover score. In 4th grade, Hoover students were 10% below the State average proficiency. Students with disabilities in 4th grade were 36% below the Hoover aggregate score of 36% proficiency, and economically disadvantaged students were 1% below the Hoover aggregate. In 5th grade, Hoover students were 25% below the State average proficiency. Students with disabilities in 5th grade were 21% below the Hoover aggregate scores of 21%, while non-economically disadvantaged students scored 8% below economically disadvantaged students.

"DRILLED DOWN" MEAP DATA

As the team looked at the data in each of these areas and after drilling down during the data dig, we recognized that the following strands are those of highest difficulty for our students.

-Reading across the curriculum strands, based on the Golden Package, indicated our students have the most struggles with the strands of comprehension, informational text, and word study. After further data analysis, standards that showed the lowest number of proficient students were compared to the Common Core State Standards (CCSS). The determined need for focus is on R.L.2 and R.IT.2 (retelling main ideas and details), R.L.9 and R.IT.9 (compare/contrast) and R.L.4 and R.IT.4 (identifying author's purpose).

-Writing across the curriculum strands, based on the Golden Package, indicated our students have the most struggles with the strands of writing process and personal style. After further data analysis, standards that showed the lowest number of proficient students were compared to the CCSS and are W.PR.3 (apply a variety of pre-writing strategies for both narrative and informational writing) and W.GR.3 (in the context of writing, correctly use subjects and verbs that are in agreement).

-Science strands, based on the Golden Package, indicated our students struggle equally with the strands of Science Processes, Physical Science, Life Science and Earth Science. After further data analysis, standards that showed the lowest number of proficient students were compared to the CCSS and are S.RS.04.11 (Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities) and P.PM.04.23 (Compare and contrast the states (solids, liquids, gases) of matter).

-Math strands, based on the Golden Package, indicated our students have the most struggles with the strands of Addition/Subtraction Fluency (Gr 3) and Connection (Gr 3, 4, 5), Understanding Area and Perimeter (Gr 4), Decimals and Fractions (Gr 5). After further data analysis, standards that showed the lowest number of proficient students were compared to the CCSS and are N.FL.04 (Find missing values in open sentences) and N.MR.4 (Understand the relationship between fractions).

SEC DATA Each staff member in the building who teaches ELA and Math on a daily basis (including General and Special Education teachers and Intervention Specialist), were offered the opportunity and stipends for their time in order to complete the Survey of Enacted Curriculum (SEC). All those who participated were provided with an overview (1.5 hours) of the process from MDE consultant and RESA Facilitator prior to taking the survey and were asked to start with the ELA survey. Those same staff members were also given the option of taking the Math SEC if they chose. Following the survey completion, the MSU and RESA personnel returned and supported the staff in learning how to obtain data from the website by teacher, grade level and whole school for each subject area. On a separate day rotating substitutes were provided so that each grade level teacher could attend the data analysis for approximately an hour with their grade level teams. Teachers who teach split classrooms attended both sessions. These sessions were also attended by the previous Building Principal, SIF and Executive Director/ School Improvement & Innovation. The SEC data by both grade level and school-wide, provided useful

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information that connects current teaching strategies and focus to emphasis expected by the Common Core. It also breaks each of those strands down by the indicators or skills within the strand and shares where gaps may lie. The SEC data also proved helpful in alerting staff to areas they may be putting too much emphasis at this point and can minimize. Based on this SEC information, the follow data was found:

-Reading across the curriculum strands and skills indicated by the SEC as areas in need of greater emphasis are: 1) Comprehension in grades K-2, specifically, a) Main ideas, key concepts, and sequence of events (Gr. K/2); b) Strategies such as activating prior knowledge, questioning, making connections, predictions, inference, imagery, summarization (Gr. 1/ 2), c) Word meaning (Gr. 1). Kindergarten teachers are doing a great deal of work in the Comprehension area. It is not the area needing most emphasis. First grade teachers, based on the data, will change their focus to generate/ create/ demonstrate level of the comprehension skill instead of performance/ procedure level. 2) Critical Reasoning in grades 3 and 4, specifically, a) comparison of topic, theme; b) relationships among purpose, organization, format and meaning in text; c) textual evidence and/or use of references to support. 3) Vocabulary in grades K, 1, 2, and 3, specifically, a) word definitions (gr. K); b) suffix, prefixes, root (base) words (gr. 1 and 3);c) word or phrase meaning from context (gr. K, 1 and 2). 4) Language study in grades K-4, specifically, a) grammatical analysis (gr. K, 1, 3 and 4); b) relationships of language forms, context and purpose. (gr. K and 2); While 4th grade still needs to work on vocabulary, it is not one of the top four indicators to focus on. Overall, Phonemic Awareness is emphasized at Hoover. Common Core does not maintain the same emphasis on Phonemic Awareness as in the GLCEs, so Hoover teachers will need to shift their emphasis to ensure alignment. There is a need for remediation, but also to accelerate students' progress so they are better equipped for the Common Core, as well as to become critical thinkers. Discussion was held, based on the data, that word phrases and meaning in context are areas that the appropriate emphasis is being used. Increased use of informational text will occur and be used to align instruction to the Common Core across all content areas. There is also a need to push students further in Depth of Knowledge in every lesson so they are better equipped for the Common Core as well as to become critical thinkers. Discussion notes from each grade level meeting were taken by the previous Building Principal throughout the day and were sent to the Executive Director/ School Improvement & Innovation. The information was shared with each grade level Professional Learning Community (PLC), district Educational Services Departments and committees for further review and action steps.

-Writing across the curriculum strands and skills indicated by the SEC: 1) Elements of Presentation-Support and Elaboration in grades 1 and 2, specifically, a) purpose, audience and context, word choice
2) Language Study in grades K,1, 2, 3, and 4, specifically, a) relationship of language forms; b) syntax and sentence structure; c) grammatical analysis (gr. K, 1, 3 and 4).
3) Writing Applications in grade 3 and 4, specifically a) narrative, persuasive and technical writing; b) analyze/investigate (gr 3 only)

-Math strands and skills indicated by the SEC: 1) Numbers in grade K-whole numbers and integers; number comparisons
2) Measurement in grades K and 4, specifically, a) length, perimeter, mass, direction, location (gr K; c) angles (gr. 4).
3) Operations such as adding and subtracting (gr 4) 4) Basic Algebra (gr 2 and 4). Math at the second grade level was deemed on target and the other grade levels had few areas of emphasis.

COMPARABLE DATA AND AREAS OF FOCUS BY GRADE LEVEL By triangulating the data from a variety of sources, we were able to analyze what will be expected with the Common Core and the expected emphasis compared with what is currently expected on the MEAP, current student achievement with regard to Grade Level Content Expectations (GLCEs) and current curriculum/ strategies enacted by the teachers. The gaps in the expectation versus practice/ current achievement were determined. Great effort was taken to compare the key areas of focus in the GLCEs (MEAP) and the Common Core (SEC) and where those matched, strands were chosen. Additionally, discussion was held on those areas that would provide a laser-like focus and improvement across multiple contents. In fact, with the exception of math, all subgroup data in each of the other subject areas indicates a need for differentiated and extended instruction as the overall scores are low and there are significant gaps between subgroups. Overall data analysis indicates the need for closely aligning the curriculum with instruction. The Reform Team, after analyzing the data, determined that Reading, Writing and Science should be the focus of the plan. While

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Math is still below the state standards, however, the need for improvement in the other 3 areas is far more pressing. The Hoover Reform Team further believes that the major focus of the plan should be on providing students with the tools and skills that will be useful in addressing each core area while focusing on Science and ELA.

Based on our discussion, the final strands/ strategies/ skills/ programming that will be of focus are:

-Reading across the curriculum, specifically in the areas of:

-Grades K-2- Comprehension with emphasis on, a) Main ideas, key concepts, and sequence of events; b) Strategies such as activating prior knowledge, questioning, making connections, predictions, inference, imagery, summarization; K- 2 c) Word meaning from context

-Grades 3-4- Critical Reasoning with emphasis on, a) Comparison of topic, theme, treatment, scope and drawing; c) Textual evidence and/or use of references to support

-Grades K-4- Vocabulary with emphasis on Word definitions; b) Suffixes, prefixes, root (base) words; c) Syntax and sentence structure

-Writing across the curriculum, specifically in the area of:

-Grades K-4- Elements of Presentation with emphasis on, a) Purpose, audience and context, word choice; b) Performance and procedures level needs to move to generate/ create/ demonstrate level

-Grades 2-4- Elements of Presentation with emphasis on, a) Support and elaboration -Grades K-4- Language Study with emphasis on, a) Syntax and sentence structure; b) Grammatical analysis

-Grades K-4- Writing Application with emphasis on narrative, persuasive and technical writing

-Science, specifically in the strands of physical science and science processes. Specific analysis of science school wide indicates Hoover students are weak in just about every strand of science.

OVERALL GOALS FOR READING, WRITING AND SCIENCE The goals set, based on the data for each of the overall areas of Reading, Writing and Science are as follows:

-Reading growth per class is to have 90% of the students at Benchmark (proficient) at the end of the year or make a minimum of one year's gain in both decoding and comprehension (as determined by the amount of benchmark levels per grade level on the BAS or for Kindergarten, MLPP). The goal for reading achievement on the MEAP will be to grow by 3% each year. The baseline year (2012-2013) is 53%. The next years' goals will be: 2013-2014, 56%; 2014-2015, 59%; 2015-2016, 62%; 2017-2018, 65%.

-Writing achievement on the MEAP will grow by 5% each year. The baseline year (2012-2013) is 34%. The next years' goals will be: 2013-2014, 39%; 2014-2015, 44%; 2015-2016, 49%; 2015-2016, 54%.

-Science achievement on the MEAP will grow by 8% each year. The baseline year (2012-2013) is 5%. The next years' goals will be: 2013-2014, 13%; 2014-2015, 21%; 2015-2016, 29%; 2016-2017, 37%.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all four turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

Mr. Besek accepted the position of Principal of Hoover Elementary in August 2013, and therefore meets stipulation of the "two-year rule", replacing the previous principal. The district chose to replace the principal so that Mr. Besek would be part of assisting the staff from the creation of the Transformation Reform Plan and then will remain Hoover's principal. It is essential that he is aware of the entire Reform Plan in order to hold everyone accountable to each part of the plan. Prior to becoming the principal of Hoover, Mr. Besek was the Co-Principal of Adams Upper Elementary School for 3 years, Principal of Adams Middle School for 2 years and Assistant Principal of John Glenn High School for 4 years. Mr. Besek holds a Continuing Elementary Certificate and Administrative Certificate.

As the instructional leader of Hoover, Mr. Besek plans to meet or is in process of meeting the 5 Turnaround Competencies by:

1. Identify & focus on early wins and big payoffs

-Purchase more Leveled Literacy Intervention kits and provide professional development for teachers to enhance Tiered interventions within classroom.

- quickly evaluate the culture and work collaboratively to address any areas that need improvement through Professional Learning Communities (including Leader in Me)

-work with the RtI Core Team to identify Tier 2 and Tier 3 students more quickly in order to provide necessary interventions

2. Break organizational norms

-Be intentionally visible; be in classrooms frequently; schedule follow up conversations often

-Continue common plan time; Require feedback sheets; Attend as often as often as possible

-With staff input, create expectations and norms for ALL collaborative meetings and enforce them

-Revisit Mission and Vision and be a change agent

-Create a culture of success

-Principal will share key staff results, with staff and individually as appropriate, celebrating successes as a community while working with those who need support privately

3. Act quickly in a fast cycle

-Create a list of non-negotiables for classroom instruction

-Provide teachers with time to disaggregate NWEA data; Plan targeted changes that can be readjusted after January NWEA testing

4. Collect and analyze data-

-Analyze data including MEAP, NWEA, SEC and BAS, and Local Assessments to determine high-priority problems

-Teachers will evaluate student data every week and adjust their instruction accordingly. Create action plans so that everyone involved knows specifically what they need to do differently; This allows people to focus on changing what they do, rather than worrying about impending change.

-Introduce students to their data and show them how to interpret it and use it to their benefit

-Create time for teachers to meet (and provide PD) on Instructional Effectiveness as it related to matching student needs in an instructional
SY 2013-2014

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hierarchy.

- Teachers held accountable for bi-weekly progress monitoring
- Principal will set up systems to measure and report interim results often. This enables the rapid discard of failed tactics and increase of successful tactics essential for fast results.

5. Galvanize staff around big ideas

- Big Idea: Every student will be successful
- Big Idea: CHANGE- Change is mandatory not optional.
- Big Idea: Teachers will continue to be provided with necessary PD for Common Core Curriculum
- Big Idea: Highly Functional, Data Driven Professional Learning Communities
- Big Idea: Extended Learning Opportunities for all students
- Big Idea: Increase parental involvement
- Big Idea: Best Practice Instruction- The Leader in Me program permeates the school culture

Leadership Capacity-Building

- Monthly meetings for principals, as well as additional meetings for Priority school principals, are held with Executive Director of School Improvement (professional development embedded in meetings-ex. Principal boot camp; vertical alignment)
- Participation in the Leader In Me training for both administrators, instructional staff and support personnel
- Building support provided by Administrative Office, RESA School Improvement Facilitator and MSU/MDE Lead, through bi-weekly site visits engaging in reflective conversation on practices, data, and the enhancement of community support.
- Building leadership capacity through dialogues conducted with School System of Support team.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

All teaching staff, building principals, and central office administration are evaluated annually using the Wayne-Westland Community Schools Administrator Evaluation Tool. Building principals at the K-12 level are evaluated by the Executive Director of School Improvement & Innovation and Executive Director of Student & Legal Affairs via the Administrator Evaluation Tool developed at the district level. Building principals evaluate staff in their building, with support from the Special Education Supervisors and the principals' supervisors, according to the Teacher Evaluation Tool. All evaluation processes were designed to mirror each other in order to provide consistency and commitment from all stakeholders and to meet all requirements of the law. Multiple observations and meetings with the staff member occur throughout the year. Staff members are able to work with their supervisor to determine whether they will be evaluated through a checklist/artifact or goal setting process to determine effectiveness (i.e. highly effective, effective, minimally effective, ineffective). Staff determined to be minimally effective or ineffective are automatically put on an Awareness/ Support Plan. Specific standards broken out into multiple indicators are included along with student growth as a significant factor- 30% growth in 2013-14; 40% growth in 2014-15; 50% growth in 2015-16 for determining the staff members' and/or administrator's effectiveness.

Standards chosen in the evaluation tool were taken from nationally recognized organizations and research. The Teacher's Evaluation Tool was derived from the Michigan Department of Education Framework for Learning at

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http://www.michigan.gov/documents/mde/Interim_Progress_Report_MCEE_383698_7.PDF prior to the recommendation being made by the Governor's Council. The Administrator's Evaluation Tool was built based on Interstate School Leaders Licensure Consortium's (ISLLC) Standards, AdvanceED Standards for Quality Schools, Professional Learning Communities (PLC) Principles and Practices, which are acknowledged by NPBEA, AASA, NAESP, NASSP, and ASCD.

The Teacher Evaluation was created through collaboration of: teacher's union representation (WWEA President and MEA Uni-Serve Director), administrator's union representation (WWBAA President), the Deputy Superintendent of Educational Services and the Senior Executive Director of Human Resources, who met multiple times during the 2010-2011 school year to review and revise the tool. District teachers and administrators are encouraged to share their concerns and thoughts about the tool with district Central Office personnel who then take that information into consideration when reviewing the document annually. Additional collaborative meetings will be held prior to the 2014-2015 and 2015-2016 school years as the document is prepared for increased student growth percentages. Areas were and will continue to be addressed as they meet the requirement of the law, student achievement focus, and contract of the teachers. Building principals received monthly training regarding the Teacher Evaluation tool during 2012-2013 school year and on-going for new principals through the New Principal Bootcamp, coordinated by the district, in an effort to streamline and improve the consistency of the process from building to building and teacher to teacher.

The Administrator Evaluation was created through collaboration of: administrator's union representation (WWBAA President and member), the Deputy Superintendent of Educational Services, the Senior Executive Director of Human Resources, the Executive Director of Student & Legal Affairs (7-12 administrator supervisor) and the Executive Director of School Improvement & Innovation (K-6 administrator supervisor) who met multiple times during the 2011-2012 school year to review and revise the tool. During the summer of 2012, building administrators were provided the draft document in order to review it and provide feedback to the team, who then presented the full evaluation tool at the Administrative Retreat in August 2012. The effectiveness of this tool based, again, on requirements of the law, student achievement and teacher contract will be reviewed annually. Additional collaborative meetings will be held prior to each school year as the document is prepared for increased student growth percentages of 40% (2014-2015) and 50% (2015-2016).

The Central Office Administrator Evaluation (Educational Services) was created through collaboration between the Deputy Superintendent of Educational Services, the Senior Executive Director of Human Resources and the Educational Services Team which includes: the Executive Directors of Student & Legal Affairs, Federal & State Programs, Curriculum Development, School Improvement & Innovation, Technology and the Senior Executive Director of Special Education. These personnel met on several occasions to review the draft document and provide input. The completed document was then sent to all Educational Services staff and will be implemented for the first time during the 2013-2014 school year. This tool is based on requirements of the law, student achievement across the district as a significant factor and contract as well and will be reviewed annually to improve effectiveness.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, 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, and who have not met criteria based on the teacher evaluation system.

Each building will use the Wayne-Westland Community School District Teacher and Administrator Evaluation Tools as one way to identify

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and reward school leaders, teachers and staff members. As recorded earlier, the district has created Teacher and Administrator Evaluations. This was in response to State law, in accordance with national guidelines of highly respected educational organizations and based in research on the effect of teacher evaluation on student achievement.

While many schools in the district have dealt with high staff turnover, Hoover has had a fairly consistent staff over the last four years. Due to the turnover issues district-wide, a concern arose that there is need for an agreement to maintain as consistent a staff as possible. In this way, the professional development knowledge, focus and intensity of the "Big Ideas" strategies, will be adhered to more closely, as discussed between the building Reform Team and the Executive Director/ School Improvement & Innovation. Points of concern needing to be addressed were then shared with the Senior Executive Director/ Human Resources and the Deputy Superintendent in order to begin discussions with Wayne-Westland Education Association (W-WEA) leaders. Based on the updated Letter of Understanding between Wayne-Westland Schools and the W-WEA, teachers and administration will first be identified and rewarded through the following steps:

- * Teachers who maintain a "Highly Effective" or "Effective" rating on their teacher evaluation at Hoover Elementary, as of the date of the Letter of Understanding agreement, may not be bumped out of their position by a more senior teacher during this model

- * Teachers in a priority school may bid out in accordance with the W-WEA Master Agreement

- *Extra work opportunities will be offered to the building staff first, at the W-WEA hourly rate of pay; Unfilled positions will be offered to qualified staff

- *Any teacher bidding into a priority school must have the consent of the principal and have been evaluated with an "Effective" or "Highly Effective" rating while the Letter of Understanding is in effect. Based on the information above, teachers, leaders and staff will be identified and rewarded in the following ways:

- The amount of such rewards will be reviewed, based on the amount of Priority set-aside funding available and the number of buildings included

- Rewards will be based around efforts that emphasize the 3 "Big Ideas" determined by the Reform Team and staff: Extended Learning Time, Best Practices focused on Differentiation of Instruction Based on Formative Assessment, and Stakeholder Engagement with a focus on Culture.

- Staff members are only eligible for the incentive indicated if they have a current "effective" or "highly effective" evaluation rating. The rewards and incentives will be based on the following goals:

- Parent perceptions that their "child was respected by classmates" will increase in the annual parent survey moving from 48% in 2012-2013 to 57% in 2013-2014; reaching 66% in 2014-2015; reaching 75% in 2015-2016; reaching 85% in 2016-2017. If the building meets this goal, students will have an all-school ice cream sundae celebration during their lunches. All staff members will receive \$50 stipend to be spent on teaching supplies or professional development materials

- Student attendance will improve through a decrease in students with missed days of attendance. The number of students with 10 or more missed days will decrease by 2% each year (30% in the baseline year of 2012-2013 28% in 2013-2014; 26% in 2014-2015; 24% in 2015-2016; 22% in 2016-2017). If the school-wide goal is made, each WWEA and WWBAA staff member will receive a \$100 allotment toward professional development resources or teaching materials. Each month, the class of students with the highest percentage of attendance will receive free admission to the monthly family movie night hosted by the Hoover PTO.

- Students who are at benchmark or increase their reading proficiency by at least a year (as determined by NWEA test results) will be able to attend a free movie party hosted by the PTO at the end of the year. Additionally, these students will be able to spend \$15 each toward books of their choosing at their "Just Right" level from the building book fair in May.

- Reading growth incentives will be provided to all WWEA, paraprofessionals and Interventionists who work directly with students if 90% of the students that person works with are at grade level according to NWEA test results at the end of the year or make a minimum of one year's gain in NWEA test results. For each group of students who reaches 90% of students at this level, the staff member will receive \$200 stipend toward teaching materials, professional development resources or a conference. The principal will receive this same amount if 80% of the students in the school meet these requirements. Staff members who reach this goal all 3 years (from 2014-2015 school year to 2016-2017 school year) for the students they work directly with (e.g. caseload, classroom, intervention groups), will receive a \$500 stipend.

- Hoover Elementary will be awarded the Lighthouse Award based on The Leader in Me initiative through Covey on or before September of

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2017 (following the 2016-2017 Year 4 of the Reform Plan). If the Lighthouse Award is received within that time, each W-WEA, W-WBAA, WWAP, W-WESA, and W-WAP member will each receive an i-Pad (or equivalent technology at that time) purchased through set-aside funds for their use with students while teaching at Hoover. The Lighthouse Award requires that the school meet an established set of criteria including: 1) Lighthouse Team, 2) Leadership environment, 3) Integrated instruction and curriculum, 4) Staff collaboration, 5) Student leadership, 6) Parent involvement, 7) Leadership events, 8) Goal tracking, and 9) Measurable student achievement results.

During the discussion between the Reform Team and the Executive Director/ School Improvement & Innovation, additional points of concern arose regarding staff who are evaluated to be "Minimally Effective" or "Ineffective" and research stating the most effective teachers/administrators should be working with the most at-risk students. Again, these concerns were shared with the Senior Executive Director/Human Resources and the Deputy Superintendent who worked with leaders of the W-WEA to include the following points in the Letter of Understanding. Based on the Teacher and Administrator Evaluation Tools, staff members and leaders will be removed from Hoover Elementary if: He/she receives an "Ineffective" or "Minimally Effective" rating. He/she will be required to bid out of the school at the end of the school year in which he/she has received such rating

-Those teachers who are rated "Ineffective" or "Minimally Effective" will be put on an Awareness/ Support plan as required by law.

3B: REMOVAL PROCESS

In accordance to the Teachers' Contract, due process will be afforded. Should a staff member be evaluated as "Minimally Effective", "Ineffective" or during the year have areas which require additional support in order to effectively work with students to improve their professional practice or implement the instructional program, the following process is followed:

-Teachers who are not implementing the instructional program will meet with the principal of the building in order to bring to the teacher's attention the areas of concern.

-If the teacher continues to show that the instructional program is not being followed, the principal will hold a meeting with a representative of the Human Resource Department, the teacher in question, and Union representation in order to set up an Awareness Plan which will offer support to the teacher.

-The support may include opportunities such as: observations of other high-quality classrooms, professional development, frequent, scheduled meetings with the building principal, job-embedded modeling in their classroom; and regular, specific feedback from administrative walk-throughs.

-If the Awareness Plan does not provide the desired results, the building principal along with Human Resources, will put the teacher on a Support Plan with very specific requirements and goals that must be met by the teacher within a specific period of time.

-Failure to improve will eventually result in termination of the employee.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of PD on instructional practices.

Goal 1:

All students at Hoover Elementary will increase proficiency in writing.

Measurable Objective 1:

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49% of All Students will demonstrate a proficiency in 4th grade writing in English Language Arts by 06/13/2013 as measured by Fall 2013 state assessment. Economically disadvantaged students will demonstrate 36% proficiency. Caucasian students will demonstrate 39% proficiency. 100% of students will be proficient on local/ district assessments where proficiency is 75%..

Strategy1:

Professional Learning Communities - Staff members will participate in collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all. Staff members will meet with grade level teams formally as a staff once per week and informally as a grade level team once per week.

Research Cited: Blankstein, Alan. Failure is NOT an Option. Corwin Press. Thousand Oaks, CA. 2004.

Dufour, Dufour, Eaker & Karhanek. Learning by Doing. Solution Tree. Bloomington, ID. 2006

Dufour, Dufour, Eaker & Karhanek. Whatever It Takes. Solution Tree. Bloomington, ID. 2004

Wahlstrom, D. Data Analysis for Comprehensive School Improvement. Eye on Education. Larchmont, NY 1998.

Wahlstrom, D. Using Data to Improve Student Achievement. Successline Inc. Suffolk, VA. 2002.

Activity - Data Analysis and Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will analyze standard and formative assessments weekly to identify weakness and develop a plan to remediate. Staff members will complete a feedback documentation that includes next steps.	Professional Learning	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will participate in Leader in Me once monthly professional development school-wide program in order to raise academic achievement, fewer discipline problems, and increased engagement among teachers and parents.	Professional Learning	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Strategy2:

Best Practice - Staff members will utilize best practices that are researched based, student-centered, and follow common core standards for the purpose of raising student achievement.

Research Cited: Epstein, Joyce. School, Family and Community Partnerships. Corwin Press. Thousand Oaks, CA. 2009.

Fountas, I. & Pinnell. Guiding Readers and Writers. Heinemann. Portsmouth, NH. 2001.

Glasgow, N. & Whitney, P.J. What Successful Schools Do to Involve Families. Corwin Press. Thousand Oaks, CA. 2009.

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Lemov, Doug. Teach like a Champion: 49 Techniques That Put Students on the Path to College. Jossey-Bass. San Francisco, CA. 2010.

Marzano, R.J., Pickering, D.J. & Pollack, J. E. Classroom Instruction that Works. ASCD. Alexandria, VA. 2001.

Marzano, Robert. Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. ASCD. Alexandria, VA. 2009.

Marzano, Robert. The Art and Science of Teaching. ASCD. Alexandria, VA. 2007.

Miller, Debbie. Reading with Meaning. Stenhouse, Portland, Maine. 2002.

Reeves, Douglas. Common Formative Assessments. Corwin Press. Thousand Oaks, CA. 2006.

Zemelman, S., Daniels, H. & Hyde. A. Best Practice. Heinemann. Portsmouth, NH. 2005.

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will engage stakeholders in the learning process by learning at home, newsletters, binders, reading logs, and opportunities to volunteer in the classroom and school. Parents are given the opportunity to attend parent workshops based on all 4 content areas.	Community Engagement	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members (including building paraprofessional and student interventionist) will meet with small groups a minimum of 4 times per week. Staff members will use nonfiction text a minimum of two times per week. This will be evident through walk throughs, lesson plans, and checklist.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	Classroom teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will use formative assessments daily during the learning process in order to modify teaching and learning activities, to improve student achievement. Staff members will record types of formative assessments in the lesson plans and outcomes in checklist form, daily.	Monitor	09/10/2013	06/12/2014	\$0 - No Funding Required	Classroom and special area teachers

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Activity - Writing Across the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will incorporate writing in every subject through daily journaling. Staff members will provide students with feedback through student's journals (weekly).	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	Classroom teachers

Strategy3:

Interventions and Enrichment - Staff members will provide interventions to students not meeting the standards and benchmarks in all content areas and enrichment activities to students who are exceeding standards and benchmarks in all content areas.

Research Cited: NEA Policy Brief, "Closing the Gap through Extended learning Opportunities", NEA president Dennis Van Roekel, 2008.

Pierangelo, Roger and George, Giuliani. Frequently Asked Questions About Response to Intervention. Corwin. Thousand Oaks, CA. 2008.

Wright, Jim. RTI Toolkit: A Practical Guide for Schools. Dude Publishing. Port Chester, NY. 2007.

Zemelman, S., Daniels, H. & Hyde. A. Best Practice. Heinemann. Portsmouth, NH. 2005.

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will use the interactive smart board daily. Staff members will use Raz Kids and Compass Learning daily for enrichment and remediation. Staff members will utilize the computer lab, Ipads and/or netbooks a minimum of two times a month.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	Classroom Teachers

Activity - Just in Time Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are at risk of not meeting standards and benchmarks will be provided with additional tutoring on an as needed basis throughout the school year before, after, and/or during lunch time. Students will be given a pre and post assessment in the area they are receiving tutoring. The post assessment will determine if students need additional tutoring. Hoover will also host a Test Taking Strategies workshop to take place at the beginning of the school year.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	Interventionist and Classroom teachers

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Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff (including paraprofessionals and student interventionist) will provide academic intervention (RtI) for students who are having difficulty learning. Staff will provide intervention for 30 minutes per day to students in a small group of 5 or less during grade level RtI block time. Support staff will provide interventions for 30 minutes per day to students in a group of 3 or less who fall into Tier II for 30 minutes per day. Students who are achievement above standards and benchmarks will be provided with enrichment activities during RtI block time. This will be monitored by the building principal through walk-through and observations.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Goal 2:

All students at Hoover Elementary will increase proficiency in reading.

Measurable Objective 1:

46% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/12/2014 as measured by Fall 2013 state reading assessment. Economically disadvantaged students will demonstrate 57% proficiency. Caucasian students will demonstrate 58% proficiency. 100% students will be proficient on the local/district assessments where proficiency is 75%..

Strategy1:

Interventions and Enrichment - Staff members will provide interventions to students not meeting the standards and benchmarks in all content areas and enrichment activities to students who are exceeding standards and benchmarks in all content areas.

Research Cited: NEA Policy Brief, "Closing the Gap through Extended learning Opportunities", NEA president Dennis Van Roekel, 2008.

Pierangelo, Roger and George, Giuliani. Frequently Asked Questions About Response to Intervention. Corwin. Thousand Oaks, CA. 2008.

Wright, Jim. RTI Toolkit: A Practical Guide for Schools. Dude Publishing. Port Chester, NY. 2007.

Zemelman, S., Daniels, H. & Hyde. A. Best Practice. Heinemann. Portsmouth, NH. 2005.

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will use the interactive smart board daily. Staff members will use Raz Kids and Compass Learning daily for enrichment and remediation. Staff members will utilize the computer lab, Ipads and/or netbooks a minimum of two times a month.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

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Activity - Just in Time Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are at risk of not meeting standards and benchmarks will be provided with additional tutoring on an as needed basis throughout the school year before, after, and/or during lunch time. Students will be given a pre and post assessment in the area they are receiving tutoring. The post assessment will determine if students need additional tutoring. Hoover will also host a Test Taking Strategies workshop to take place at the beginning of the school year.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	Classroom teachers and Interventionist

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff (including paraprofessionals and student interventionist) will provide academic intervention (RtI) for students who are having difficulty learning. Staff will provide intervention for 30 minutes per day to students in a small group of 5 or less during grade level RtI block time. Support staff will provide interventions for 30 minutes per day to students in a group of 3 or less who fall into Tier II for 30 minutes per day. Students who are achievement above standards and benchmarks will be provided with enrichment activities during RtI block time. This will be monitored by the building principal through walk-through and observations.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	All classroom and special area teachers and support staff

Strategy2:

Best Practice - Staff members will utilize best practices that are researched based, student-centered, and follow common core standards for the purpose of raising student achievement.

Research Cited: Epstein, Joyce. School, Family and Community Partnerships. Corwin Press. Thousand Oaks, CA. 2009.

Fountas, I. & Pinnell. Guiding Readers and Writers. Heinemann. Portsmouth, NH, 2001.

Glasgow, N. & Whitney, P.J. What Successful Schools Do to Involve Families. Corwin Press. Thousand Oaks, CA. 2009.

Lemov, Doug. Teach like a Champion: 49 Techniques That Put Students on the Path to College. Jossey-Bass. San Francisco, CA. 2010.

Marzano, R.J., Pickering, D.J. & Pollack, J. E. Classroom Instruction that Works. ASCD. Alexandria, VA. 2001.

Marzano, Robert. Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. ASCD. Alexandria, VA. 2009.

Marzano, Robert. The Art and Science of Teaching. ASCD. Alexandria, VA. 2007.

Miller, Debbie. Reading with Meaning. Stenhouse, Portland, Maine, 2002.

Reeves, Douglas. Common Formative Assessments. Corwin Press. Thousand Oaks, CA. 2006

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Zemelman, S., Daniels, H. & Hyde. A. Best Practice. Heinemann. Portsmouth, NH. 2005.

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will use formative assessments daily during the learning process in order to modify teaching and learning activities, to improve student achievement. Staff members will record types of formative assessments in the lesson plans and outcomes in checklist form, daily.	Monitor	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will engage stakeholders in the learning process by learning at home, newsletters, binders, reading logs, and opportunities to volunteer in the classroom and school. Parents are given the opportunity to attend parent workshops based on all 4 content areas.	Community Engagement	09/10/2013	06/12/2014	\$514 - Title I Part A	All staff

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members (including building paraprofessional and student interventionist) will meet with small groups a minimum of 4 times per week. Staff members will use nonfiction text a minimum of two times per week. This will be evident through walk throughs, lesson plans, and checklist.	Academic Support Program	09/10/2013	06/12/2014	\$1200 - Title I Part A	Classroom teachers

Activity - Writing Across the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will incorporate writing in every subject through daily journaling. Staff members will provide students with feedback through student's journals (weekly).	Academic Support Program	09/10/2013	06/12/2014	\$329 - Title I Part A	Classroom teachers

Strategy3:

Professional Learning Communities - Staff members will participate in collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all. Staff members will meet with grade level teams formally as a staff once per week and informally as a grade level team once per week.

Research Cited: Blankstein, Alan. Failure is NOT an Option. Corwin Press. Thousand Oaks, CA. 2004.

Dufour, Dufour, Eaker & Karhanek. Learning by Doing. Solution Tree. Bloomington, ID. 2006

Dufour, Dufour, Eaker & Karhanek. Whatever It Takes. Solution Tree. Bloomington, ID. 2004

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Hoover Elementary School

Wahlstrom, D. Data Analysis for Comprehensive School Improvement. Eye on Education. Larchmont, NY 1998.

Wahlstrom, D. Using Data to Improve Student Achievement. Successline Inc. Suffolk, VA. 2002.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will participate in Leader in Me once monthly professional development school-wide program in order to raise academic achievement, fewer discipline problems, and increased engagement among teachers and parents.	Professional Learning	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Activity - Data Analysis and Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will analyze standard and formative assessments weekly to identify weakness and develop a plan to remediate. Staff members will complete a feedback documentation that includes next steps.	Professional Learning	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Goal 3:

All students at Hoover Elementary School will increase proficiency in science.

Measurable Objective 1:

13% of All Students will demonstrate a proficiency in Science in Science by 06/12/2014 as measured by Fall 2013 state assessment.

Economically disadvantaged students will demonstrate 3% proficiency. Caucasian students will demonstrate 3% proficiency. 100% students will be proficient on the local/district assessments where proficiency is 75%. .

Strategy1:

Best Practice - Staff members will utilizes best practices that are researched based, student-centered, and follow common core standards for the purpose of raising student achievement.

Research Cited: Epstein, Joyce. School, Family and Community Partnerships. Corwin Press. Thousand Oaks, CA. 2009.

Fountas, I. & Pinnell. Guiding Readers and Writers. Heinemann. Portsmouth, NH. 2001.

Glasgow, N. & Whitney, P.J. What Successful Schools Do to Involve Families. Corwin Press. Thousand Oaks, CA. 2009.

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Reeves, Douglas. Common Formative Assessments. Corwin Press. Thousand Oaks, CA. 2006.

Zemelman, S., Daniels, H. & Hyde. A. Best Practice. Heinemann. Portsmouth, NH. 2005.

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will engage stakeholders in the learning process by learning at home, newsletters, binders, reading logs, and opportunities to volunteer in the classroom and school. Parents are given the opportunity to attend parent workshops based on all 4 content areas.	Community Engagement	09/10/2013	06/12/2014	\$514 - Title I Part A	All staff

Activity - Writing Across the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will incorporate writing in every subject through daily journaling. Staff members will provide students with feedback through student's journals (weekly).	Academic Support Program	09/10/2013	06/12/2014	\$329 - Title I Part A	Classroom teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will utilize best practices that are researched based, student-centered, and follow common core standards for the purpose of raising student achievement.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members (including building paraprofessional and student interventionist) will meet with small groups a minimum of 4 times per week. Staff members will use nonfiction text a minimum of two times per week. This will be evident through walk throughs, lesson plans, and checklist.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	Classroom teachers and support staff

Strategy2:

Interventions and Enrichment - Staff members will provide interventions to students not meeting the standards and benchmarks in all content areas and enrichment activities to students who are exceeding standards and benchmarks in all content areas.

Research Cited: NEA Policy Brief, "Closing the Gap through Extended learning Opportunities", NEA president Dennis Van Roekel, 2008.

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Hoover Elementary School

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Zemelman, S., Daniels, H. & Hyde. A. Best Practice. Heinemann. Portsmouth, NH. 2005.

Activity - Just in Time Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are at risk of not meeting standards and benchmarks will be provided with additional tutoring on an as needed bases throughout the school year before, after, and/or during lunch time. This includes a Test Taking Strategies workshop to take place at the beginning of the school year.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	Interventionist and Classroom teachers

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff (including paraprofessionals and student interventionist) will provide academic intervention (Rtl) for students who are having difficulty learning. Staff will provide intervention for 30 minutes per day to students in a small group of 5 or less during grade level Rtl block time. Support staff will provide interventions for 30 minutes per day to students in a group of 3 or less who fall into Tier II for 30 minutes per day. Students who are achievement above standards and benchmarks will be provided with enrichment activities during Rtl block time. This will be monitored by the building principal through walk-through and observations.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will use the interactive smart board daily. Staff members will use Raz Kids and Compass Learning daily for enrichment and remediation. Staff members will utilize the computer lab, lpads and/or netbooks a minimum of two times a month.	Academic Support Program	09/10/2013	06/10/2014	\$0 - No Funding Required	All staff

Strategy3:

Professional Learning Communities - Staff members will participate in collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all. Staff members will meet with grade level teams formally as a staff once per week and informally as a grade level team once per week.

Research Cited: Blankstein, Alan. Failure is NOT an Option. Corwin Press. Thousand Oaks, CA. 2004.

Dufour, Dufour, Eaker & Karhanek. Learning by Doing. Solution Tree. Bloomington, ID. 2006.

Dufour, Dufour, Eaker & Karhanek. Whatever It Takes. Solution Tree. Bloomington, ID. 2004.

Wahlstrom, D. Data Analysis for Comprehensive School Improvement. Eye on Education. Larchmont, NY. 1998.

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Wahlstrom, D. Using Data to Improve Student Achievement. Successline Inc. Suffolk, VA. 2002.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will analyze standard and formative assessments weekly to identify weakness and develop a plan to remediate. Staff members will complete a feedback documentation that includes next steps.	Monitor	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
: Staff members will participate in once monthly Leader in Me professional development school-wide program in order to raise academic achievement, fewer discipline problems, and increased engagement among teachers and parents.	Professional Learning	09/10/2013	06/10/2014	\$0 - No Funding Required	All staff

Narrative:

Professional development in the areas of focus for the 3 Big Ideas is needed for staff in order to ensure fidelity and consistency in the instruction and procedures for each of the Big Idea areas. Based on the data, the following areas of focus apply to each of the Big Ideas/content areas, respectively. The professional development needs follow each section.

- 1.) Extended Learning Time for Students and Staff in Reading across the curriculum, Writing across the curriculum and Science
Reading across the curriculum- Based on the data shared in question #1 & #2, our focus areas for reading across the curriculum are:
 - Grades K-2- Comprehension, specifically, a) Main ideas, key concepts, and sequence of events (Gr. K/2); b) Strategies such as activating prior knowledge, questioning, making connections, predictions, inference, imagery, summarization (Gr. 1/ 2), c) Word meaning
 - Grades 3-4- Critical Reasoning in grades 3 and 4, specifically, a) comparison of topic, theme; b) relationships among purpose, organization, format and meaning in text; c) textual evidence and/or use of references to support.
 - Grades K-3- Vocabulary specifically, a) word definitions (gr. K); b) suffix, prefixes, root (base) words (gr. 1 and 3);c) word or phrase meaning from context (gr. K, 1 and 2).
 - Language study in grades K-4, specifically, a) grammatical analysis (gr. K, 1, 3 and 4); b) relationships of language forms, context and purpose. (gr. K and 2).
- Based on the data shared in question #1 & #2, our focus areas for writing across the curriculum are:
 - Grades K-4- Elements of Presentation with emphasis on, a) Purpose, audience and context, word choice; b) Performance and procedures level needs to move to generate/ create/ demonstrate level.
 - Grades 2-4- Elements of Presentation with emphasis on, a) Support and elaboration -Grades K-4- Language Study with emphasis on, a) Syntax and sentence structure; b) Grammatical analysis
 - Grades K-4- Writing Application with emphasis on narrative, persuasive and technical writing.
- Science- Based on the data shared in question #1 & #2, our focus areas for science are:
 - physical science and science processes

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*August of 2014, 2015, 2016- 2-day Summer Institute will include training to help teachers extend learning time during the day through the use of technology in all content areas. Technology will help teachers offer new and engaging ways for students to get additional practice.

*Throughout the 2013-2015 school years- Professional Development will include ways to use technology to extend types of learning opportunities through virtual field trips and videoconferencing to address students' lack of background knowledge through job-embedded support.

* Beginning Winter 2014- Winter 2015- Professional Development will include ways to integrate science and social studies with reading and writing informational text which will be a more efficient use of time and increase learning time for core academic content, specifically in the areas described in question #1 as strands of focus.

*Winter 2014- Vocabulary training will help teachers address the low science vocabulary knowledge, address the area of determining the meaning of unknown words and address descriptive vocabulary to develop details in student writing.

2.) Best Practices focused on Differentiation of Instruction Based on Formative Assessment

*November 5, 2013- All day District-wide training on Common Core Curriculum and the implementation at the various grade levels. Teachers will have the opportunity to work with other grade level teachers, understand each core area more thoroughly and have the opportunity to collaboratively write lesson plans to implement throughout the rest of the 2013-2014 school year and following years.

*Winter 2014- Winter 2015- Professional Development will include ways to use differentiated science and social studies texts (i.e. leveled books) to teach the science and social studies content standards at each grade level. This will impact our students' ability to comprehend informational text and also increase reading fluency in informational reading because the text is at the students' reading level.

*Ongoing-Formative Assessment Training for a leader (5 days) and lead teachers (1 day) at Wayne RESA, with Ellen VorenKamp. Lead teachers would then teach their grade level cohort in the building and the leader would provide support to all teachers in the development of formative assessments to guide decisions on differentiating instruction in each content area. This will increase teachers' ability to develop formative assessments and use them to inform their instruction and make adjustments to unit plans. Teacher lesson plans will include a section titled formative assessment for every subject area every day.

*November 2013- June 2014 and on-going yearly-Teacher to Teacher: Teachers in the building will participate in a job-embedded program focusing on Reading Workshop with a focus on Science texts, a research-based structure in which they receive a mini-lesson, they observe a model teacher demonstrating a teaching technique or strategy, and then discuss what they learned and how they will apply that learning in their own classroom. This structure also improves student engagement in reading fluency and comprehension.

*Beginning January 2014 and occurring yearly- Learning Partners: Teachers will participate in job-embedded learning through released time to visit other classrooms and observe for Teach Like a Champion and differentiation techniques in multiple content areas. They would share what they learned with others during their grade-level professional learning communities. Additionally, they will increase Professional Learning Community (PLC) time via stipend work at grade levels and cross-grade levels to review formative assessment and effectively implement differentiation for all students.

*Beginning January 2014 and on-going yearly- Teachers will receive support through Instructional Coaching and debriefing to increase their capacity to successfully differentiate math instruction using guided math groups and increase their capacity to successfully differentiate reading instruction using non-fiction texts, especially science texts.

*Summer 2013 and on-going yearly- Summer Institute for teachers will provide focus on differentiated instruction through technology and will improve teachers' ability to integrate technology into differentiated math, reading, science and writing practice at school and home.

*Spring 2014- Explicit Instruction training will be provided through coordination with Wayne County RESA. These instruction techniques will further each teacher's toolbox of strategies to use for differentiation of instruction, especially for those students who are the most at-risk by using direct, step-by-step instruction that maintains adequate pace, reinforcement and other best practices.

*2013-2016- As appropriate, the building principal will work with the Executive Director of School Improvement & Innovation to approve conferences/ workshops of need to individual teachers in order to further their academic/ instructional skills. Staff members who attend these conferences will be required to report out to staff the information acquired at the conference/workshop.

3) Stakeholder Engagement with a focus on Culture.

*Beginning January 2013 and occurring yearly- Learning Partners: Teachers will participate in job-embedded learning through released time to visit other classrooms and observe for Teach Like a Champion techniques in the areas of "Creating a Strong Classroom Culture" and "Building Character and Trust" in order to see these techniques in action and learn to apply them more effectively in their own instruction. They would share what they learned with others during their grade-level professional learning communities. Additionally, they will increase Professional Learning Community (PLC) time via stipend work at grade levels and cross-grade levels to review the observations and improve instruction for all students.

*February 2013- Instructional Coaching will model and coach teachers to differentiate behavior techniques (using Teach Like A Champion, Second Step, PBiS and The Leader in Me techniques) to increase teacher capacity, develop relationships, improve student achievement in core academic subjects, prepare students with 21st century life skills, and create a learning climate where students and adults feel safe and respected.

Summer 2013 and on-going for 3 years- All staff will have attended 5 days of The Leader in Me training (Covey), including training of the Reform/School Improvement Team (Lighthouse Team) of an additional 2 days in order to begin implementation of the program with students beginning with the 2013-2014 school year. A smaller team of 2 school personnel and the Executive Director of School Improvement & Innovation will be trained in the 7 Habits Signature Certification and as Parent Workshop Coaches. This will be done in order that the program can be sustained long-term as new staff members come in, as more buildings in the district want the training and in order to provide workshops for "7 Habits of Highly Effective Parents" each year of the Reform Plan and beyond. Additional job-embedded coaching will be provided for staff in the building up to 3 times per year to ensure the process is adhered to by all as well as and provide support. This program was chosen based on PBiS and perception data from students, input from parents about their needs, knowledge of the population and the research base behind the program encompassing school culture, academics, leadership and behavioral strategies, student ownership, and parent engagement opportunities.

*August of 2014, 2015, 2016- Summer Institute will include further development of learning about techniques in Teach Like a Champion, The Leader in Me, and efforts to assess and plan instruction based on PBiS data to promote high expectations.

*January 2014-June 2014- Long range planning with the curriculum will be on-going through Backward Design model and district support.

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.

Teachers and support staff promotion and career growth will be offered in a variety of fashions:

-All staff at Hoover Elementary will receive The Leader in Me training, an educational format for The 7 Habits of Highly Effective People through the Reform Plan process, including those who are not part of the professional teaching/ancillary staff. This training will further the knowledge of all staff about ways they can be more effective as education professionals. Being able to utilize the skills gained in this training, staff will excel in their own leadership capabilities (and thus promoting career growth) and their knowledge about how to help students become leaders.

-As teachers engage in summer institute professional development, they will experience growth of their own professional knowledge, leading to career growth.

-Teachers who participate in the School Improvement Leadership Team will be able to grow in their understanding of the school improvement process and have increased voice in school decision-making as the team is facilitated by teachers (including agenda-setting).

-Teachers that participate in the Positive Behavior intervention and Support (PBiS) team will grow in their understanding of the PBiS system and have increased voice in decision-making for school behavior management as the team is facilitated by teachers (including agenda setting).

-Teachers who provide Teacher to Teacher training as model teachers will experience promotion as they are selected to provide professional development to peers through modeling Readers Workshop. Those teachers who participate in Teacher to Teacher by observing model teacher peers will experience career growth as their knowledge of Readers Workshop is expanded.

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- Teachers who participate as presenters to colleagues at "Best Practice Palooza" and other professional development sessions will experience promotion as they are selected to provide professional development to peers.
- Teachers who are presenters at parent workshops will experience promotion as they are selected and work to provide quality training for parents.
- Teachers who participate in district curriculum committees will be able to grow in their understanding of curriculum being used as well as have an increased voice in the process of developing and implementing curriculum changes district-wide.
- Teachers who are mentor teachers will experience promotion as they are selected to assist their colleagues that are new to the profession or need assistance.
- By offering SCECHs for every professional development session and/or committee meeting done in the district, teachers will have the opportunity to renew their teaching certificates using work done within the district. This will allow them to experience promotion and career growth that is embedded.
- Learnport and RESA professional development opportunities are emphasized as unique and inexpensive ways that staff can work toward career growth and enhance their leadership capacities
- Formative assessment team members will become leaders within their own buildings and the district through enhancement of their skill set.

In order to provide flexible working conditions and autonomy for Hoover Elementary staff:

- The Wayne-Westland Community Schools Board of Education and W-WEA will meet and confer if bargained work days or times require modifications as part of the Redesign Plan. This possibility of modifications to bargained work days and times (as approved by the aforementioned groups) allows for greater flexibility in terms of working conditions.
- Extra work opportunities will be offered to building staff first, at the W-WEA hourly rate of pay. Unfilled positions will be offered to qualified staff. These opportunities for additional work at additional pay provide teachers with flexibility to teach additional time for additional pay.
- Flexible tutoring will be provided for students. Teachers will be able to suggest their own schedule for tutoring students, thus allowing teachers enhanced flexibility in their working conditions.
- The Redesign Plan shall be implemented within the District by both parties with fidelity. Should any sections of the Collective Bargaining Agreement between the parties impede the faithful implementation of the Redesign Plan, or impede any future changes recommended by the SRRO, the parties agree to meet and resolve any such impediments. At no time will either party attempt to circumvent the reasonable intent of the Redesign Plan.

Recruiting and retaining staff is done through:

- Any teacher bidding into a priority school must have the consent of the principal while the Letter of Understanding is in effect. This will allow for teachers to be recruited based upon the specific needs of the school and will ensure that those teachers recruited will be interested in staying at Hoover for the long-term.
- Teachers who maintain a "Highly Effective" or "Effective" rating at Hoover Elementary as of the date of the Letter of Understanding agreement may not be bumped out of their position by a more senior teacher during this model. This will allow for the retention of staff at the building as they will no longer be unsure about their employment status in the building due to seniority-based movement within the district.
- By providing funding sources for state and national conferences, teachers will want to come to and remain at Hoover Elementary due to these unique opportunities to enhance their professional knowledge.
- By providing a strong program ensuring an inventory of resources for every grade level, teachers will want to come to and remain at Hoover Elementary because of the promise of necessary resources being provided.
- Because money will be provided for classroom supplies, teachers will want to come to and remain at Hoover Elementary so they can teach with all necessary resources, yet without large personal expenditures.
- Teachers will be provided with opportunities to visit other schools that "beat the odds" to learn about their strategies for success which will help teachers gain valuable knowledge about strategies that will help them to help kids succeed. It is also expected that by visiting these schools, teachers will see how they can utilize similar strategies and help them feel positive about working in our building which will also help

with retention of staff.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

Teachers and support staff promotion and career growth will be offered in a variety of fashions:

- All staff at Hoover Elementary will receive The Leader in Me training, an educational format for The 7 Habits of Highly Effective People through the Reform Plan process, including those who are not part of the professional teaching/ancillary staff. This training will further the knowledge of all staff about ways they can be more effective as education professionals. Being able to utilize the skills gained in this training, staff will excel in their own leadership capabilities (and thus promoting career growth) and their knowledge about how to help students become leaders.
- As teachers engage in summer institute professional development, they will experience growth of their own professional knowledge, leading to career growth.
- Teachers who participate in the School Improvement Leadership Team will be able to grow in their understanding of the school improvement process and have increased voice in school decision-making as the team is facilitated by teachers (including agenda-setting).
- Teachers that participate in the Positive Behavior intervention and Support (PBIS) team will grow in their understanding of the PBIS system and have increased voice in decision-making for school behavior management as the team is facilitated by teachers (including agenda setting).
- Teachers who provide Teacher to Teacher training as model teachers will experience promotion as they are selected to provide professional development to peers through modeling Readers Workshop. Those teachers who participate in Teacher to Teacher by observing model teacher peers will experience career growth as their knowledge of Readers Workshop is expanded.
- Teachers who participate as presenters to colleagues at "Best Practice Palooza" and other professional development sessions will experience promotion as they are selected to provide professional development to peers.
- Teachers who are presenters at parent workshops will experience promotion as they are selected and work to provide quality training for parents.
- Teachers who participate in district curriculum committees will be able to grow in their understanding of curriculum being used as well as have an increased voice in the process of developing and implementing curriculum changes district-wide.
- Teachers who are mentor teachers will experience promotion as they are selected to assist their colleagues that are new to the profession or need assistance.
- By offering SCECHs for every professional development session and/or committee meeting done in the district, teachers will have the opportunity to renew their teaching certificates using work done within the district. This will allow them to experience promotion and career growth that is embedded.
- Learnport and RESA professional development opportunities are emphasized as unique and inexpensive ways that staff can work toward career growth and enhance their leadership capacities
- Formative assessment team members will become leaders within their own buildings and the district through enhancement of their skill set.

In order to provide flexible working conditions and autonomy for Hoover Elementary staff:

- The Wayne-Westland Community Schools Board of Education and W-WEA will meet and confer if bargained work days or times require

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modifications as part of the Redesign Plan. This possibility of modifications to bargained work days and times (as approved by the aforementioned groups) allows for greater flexibility in terms of working conditions.

-Extra work opportunities will be offered to building staff first, at the W-WEA hourly rate of pay. Unfilled positions will be offered to qualified staff. These opportunities for additional work at additional pay provide teachers with flexibility to teach additional time for additional pay.

-Flexible tutoring will be provided for students. Teachers will be able to suggest their own schedule for tutoring students, thus allowing teachers enhanced flexibility in their working conditions.

-The Redesign Plan shall be implemented within the District by both parties with fidelity. Should any sections of the Collective Bargaining Agreement between the parties impede the faithful implementation of the Redesign Plan, or impede any future changes recommended by the SRRO, the parties agree to meet and resolve any such impediments. At no time will either party attempt to circumvent the reasonable intent of the Redesign Plan.

Recruiting and retaining staff is done through:

-Any teacher bidding into a priority school must have the consent of the principal while the Letter of Understanding is in effect. This will allow for teachers to be recruited based upon the specific needs of the school and will ensure that those teachers recruited will be interested in staying at Hoover for the long-term.

-Teachers who maintain a "Highly Effective" or "Effective" rating at Hoover Elementary as of the date of the Letter of Understanding agreement may not be bumped out of their position by a more senior teacher during this model. This will allow for the retention of staff at the building as they will no longer be unsure about their employment status in the building due to seniority-based movement within the district.

-By providing funding sources for state and national conferences, teachers will want to come to and remain at Hoover Elementary due to these unique opportunities to enhance their professional knowledge.

-By providing a strong program ensuring an inventory of resources for every grade level, teachers will want to come to and remain at Hoover Elementary because of the promise of necessary resources being provided.

-Because money will be provided for classroom supplies, teachers will want to come to and remain at Hoover Elementary so they can teach with all necessary resources, yet without large personal expenditures.

-Teachers will be provided with opportunities to visit other schools that "beat the odds" to learn about their strategies for success which will help teachers gain valuable knowledge about strategies that will help them to help kids succeed. It is also expected that by visiting these schools, teachers will see how they can utilize similar strategies and help them feel positive about working in our building which will also help with retention of staff.

5A. ASSIGNING TEACHERS

-Based on their level of expertise, teachers are selected and assigned to specific grade levels, subject areas and leadership positions. In the spring of each school year, grade level teachers meet along with the Principal, Social Worker and Special Education staff in order to place students for the following year, after reviewing student data such as academics, behavior, attendance and social needs. Students are matched with the teacher who can best meet for each student's particular learning style and emotional needs. Teaching staff has received a wealth of professional development in core subject areas, along with training in Positive Behavior Support, 7 Habits of Highly Effective People, and Leader in Me to address behavior and social development.

At the district level, Human Resources and the Executive Director/ School Improvement & Innovation, ensure those who are keenly aware of students' needs in the specific building, as indicated in the Priority Reform Plan and School Improvement Plan, are always members of any interview committees assigning staff. This always includes the building principal and typically the Executive Director of School Improvement & Innovation, Students' needs based on perception, process, demographic and achievement data as well as the specific role the candidate will be filling, are taken into consideration before hiring. No teacher is assigned to the building without the prior approval of the building principal. Minimally effective, Ineffective or newly-hired staff without significant knowledge and expertise will not be placed at Schweitzer. Additionally, the district works with the teachers union (W-WEA) to place teachers who are best fit and effective/ highly effective into the Priority building position through involuntary transfer or teacher exchange practices.

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PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies for building-wide implementation, (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research, and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program.

Goal 1:

All students at Hoover Elementary will increase proficiency in writing.

Measurable Objective 1:

49% of All Students will demonstrate a proficiency in 4th grade writing in English Language Arts by 06/13/2013 as measured by Fall 2013 state assessment. Economically disadvantaged students will demonstrate 36% proficiency. Caucasian students will demonstrate 39% proficiency. 100% of students will be proficient on local/ district assessments where proficiency is 75%..

Strategy1:

Interventions and Enrichment - Staff members will provide interventions to students not meeting the standards and benchmarks in all content areas and enrichment activities to students who are exceeding standards and benchmarks in all content areas.

Research Cited: NEA Policy Brief, "Closing the Gap through Extended learning Opportunities", NEA president Dennis Van Roekel, 2008.

Pierangelo, Roger and George, Giuliani. Frequently Asked Questions About Response to Intervention. Corwin. Thousand Oaks, CA. 2008.

Wright, Jim. RTI Toolkit: A Practical Guide for Schools. Dude Publishing. Port Chester, NY. 2007.

Zemelman, S., Daniels, H. & Hyde. A. Best Practice. Heinemann. Portsmouth, NH. 2005.

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Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will use the interactive smart board daily. Staff members will use Raz Kids and Compass Learning daily for enrichment and remediation. Staff members will utilize the computer lab, Ipads and/or netbooks a minimum of two times a month.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	Classroom Teachers

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff (including paraprofessionals and student interventionist) will provide academic intervention (Rtl) for students who are having difficulty learning. Staff will provide intervention for 30 minutes per day to students in a small group of 5 or less during grade level Rtl block time. Support staff will provide interventions for 30 minutes per day to students in a group of 3 or less who fall into Tier II for 30 minutes per day. Students who are achievement above standards and benchmarks will be provided with enrichment activities during Rtl block time. This will be monitored by the building principal through walk-through and observations.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Strategy2:

Professional Learning Communities - Staff members will participate in collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all. Staff members will meet with grade level teams formally as a staff once per week and informally as a grade level team once per week.

Research Cited: Blankstein, Alan. Failure is NOT an Option. Corwin Press. Thousand Oaks, CA. 2004.

Dufour, Dufour, Eaker & Karhanek. Learning by Doing. Solution Tree. Bloomington, ID. 2006

Dufour, Dufour, Eaker & Karhanek. Whatever It Takes. Solution Tree. Bloomington, ID. 2004

Wahlstrom, D. Data Analysis for Comprehensive School Improvement. Eye on Education. Larchmont, NY 1998.

Wahlstrom, D. Using Data to Improve Student Achievement. Successline Inc. Suffolk, VA. 2002.

Activity - Data Analysis and Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will analyze standard and formative assessments weekly to identify weakness and develop a plan to remediate. Staff members will complete a feedback documentation that includes next steps.	Professional Learning	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Strategy3:

Best Practice - Staff members will utilize best practices that are researched based, student-centered, and follow common core standards for

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the purpose of raising student achievement.

Research Cited: Epstein, Joyce. School, Family and Community Partnerships. Corwin Press. Thousand Oaks, CA. 2009.

Fountas, I. & Pinnell. Guiding Readers and Writers. Heinemann. Portsmouth, NH. 2001.

Glasgow, N. & Whitney, P.J. What Successful Schools Do to Involve Families. Corwin Press. Thousand Oaks, CA. 2009.

Lemov, Doug. Teach like a Champion: 49 Techniques That Put Students on the Path to College. Jossey-Bass. San Francisco, CA. 2010.

Marzano, R.J., Pickering, D.J. & Pollack, J. E. Classroom Instruction that Works. ASCD. Alexandria, VA. 2001.

Marzano, Robert. Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. ASCD. Alexandria, VA. 2009.

Marzano, Robert. The Art and Science of Teaching. ASCD. Alexandria, VA. 2007.

Miller, Debbie. Reading with Meaning. Stenhouse, Portland, Maine. 2002.

Reeves, Douglas. Common Formative Assessments. Corwin Press. Thousand Oaks, CA. 2006.

Zemelman, S., Daniels, H. & Hyde. A. Best Practice. Heinemann. Portsmouth, NH. 2005.

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will use formative assessments daily during the learning process in order to modify teaching and learning activities, to improve student achievement. Staff members will record types of formative assessments in the lesson plans and outcomes in checklist form, daily.	Monitor	09/10/2013	06/12/2014	\$0 - No Funding Required	Classroom and special area teachers

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members (including building paraprofessional and student interventionist) will meet with small groups a minimum of 4 times per week. Staff members will use nonfiction text a minimum of two times per week. This will be evident through walk throughs, lesson plans, and checklist.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	Classroom teachers

Goal 2:

All students at Hoover Elementary will increase proficiency in reading.

Measurable Objective 1:

46% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/12/2014 as measured by Fall 2013 state

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reading assessment. Economically disadvantaged students will demonstrate 57% proficiency. Caucasian students will demonstrate 58% proficiency. 100% students will be proficient on the local/district assessments where proficiency is 75%..

Strategy1:

Professional Learning Communities - Staff members will participate in collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all. Staff members will meet with grade level teams formally as a staff once per week and informally as a grade level team once per week.

Research Cited: Blankstein, Alan. Failure is NOT an Option. Corwin Press. Thousand Oaks, CA. 2004.

Dufour, Dufour, Eaker & Karhanek. Learning by Doing. Solution Tree. Bloomington, ID. 2006

Dufour, Dufour, Eaker & Karhanek. Whatever It Takes. Solution Tree. Bloomington, ID. 2004

Wahlstrom, D. Data Analysis for Comprehensive School Improvement. Eye on Education. Larchmont, NY 1998.

Wahlstrom, D. Using Data to Improve Student Achievement. Successline Inc. Suffolk, VA. 2002.

Activity - Data Analysis and Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will analyze standard and formative assessments weekly to identify weakness and develop a plan to remediate. Staff members will complete a feedback documentation that includes next steps.	Professional Learning	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will participate in Leader in Me once monthly professional development school-wide program in order to raise academic achievement, fewer discipline problems, and increased engagement among teachers and parents.	Professional Learning	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Strategy2:

Interventions and Enrichment - Staff members will provide interventions to students not meeting the standards and benchmarks in all content areas and enrichment activities to students who are exceeding standards and benchmarks in all content areas.

Research Cited: NEA Policy Brief, "Closing the Gap through Extended learning Opportunities", NEA president Dennis Van Roekel, 2008.

Pierangelo, Roger and George, Giuliani. Frequently Asked Questions About Response to Intervention. Corwin. Thousand Oaks, CA. 2008.

Wright, Jim. RTI Toolkit: A Practical Guide for Schools. Dude Publishing. Port Chester, NY. 2007.

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Zemelman, S., Daniels, H. & Hyde, A. Best Practice. Heinemann. Portsmouth, NH. 2005.

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will use the interactive smart board daily. Staff members will use Raz Kids and Compass Learning daily for enrichment and remediation. Staff members will utilize the computer lab, Ipads and/or netbooks a minimum of two times a month.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff (including paraprofessionals and student interventionist) will provide academic intervention (Rtl) for students who are having difficulty learning. Staff will provide intervention for 30 minutes per day to students in a small group of 5 or less during grade level Rtl block time. Support staff will provide interventions for 30 minutes per day to students in a group of 3 or less who fall into Tier II for 30 minutes per day. Students who are achievement above standards and benchmarks will be provided with enrichment activities during Rtl block time. This will be monitored by the building principal through walk-through and observations.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	All classroom and special area teachers and support staff

Strategy3:

Best Practice - Staff members will utilize best practices that are researched based, student-centered, and follow common core standards for the purpose of raising student achievement.

Research Cited: Epstein, Joyce. School, Family and Community Partnerships. Corwin Press. Thousand Oaks, CA. 2009.

Fountas, I. & Pinnell. Guiding Readers and Writers. Heinemann. Portsmouth, NH, 2001.

Glasgow, N. & Whitney, P.J. What Successful Schools Do to Involve Families. Corwin Press. Thousand Oaks, CA. 2009.

Lemov, Doug. Teach like a Champion: 49 Techniques That Put Students on the Path to College. Jossey-Bass. San Francisco, CA. 2010.

Marzano, R.J., Pickering, D.J. & Pollack, J. E. Classroom Instruction that Works. ASCD. Alexandria, VA. 2001.

Marzano, Robert. Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. ASCD. Alexandria, VA. 2009.

Marzano, Robert. The Art and Science of Teaching. ASCD. Alexandria, VA. 2007.

Miller, Debbie. Reading with Meaning. Stenhouse, Portland, Maine, 2002.

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Reeves, Douglas. Common Formative Assessments. Corwin Press. Thousand Oaks, CA. 2006

Zemelman, S., Daniels, H. & Hyde. A. Best Practice. Heinemann. Portsmouth, NH. 2005.

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will use formative assessments daily during the learning process in order to modify teaching and learning activities, to improve student achievement. Staff members will record types of formative assessments in the lesson plans and outcomes in checklist form, daily.	Monitor	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members (including building paraprofessional and student interventionist) will meet with small groups a minimum of 4 times per week. Staff members will use nonfiction text a minimum of two times per week. This will be evident through walk throughs, lesson plans, and checklist.	Academic Support Program	09/10/2013	06/12/2014	\$1200 - Title I Part A	Classroom teachers

Goal 3:

All students at Hoover Elementary School will increase proficiency in science.

Measurable Objective 1:

13% of All Students will demonstrate a proficiency in Science in Science by 06/12/2014 as measured by Fall 2013 state assessment.

Economically disadvantaged students will demonstrate 3% proficiency. Caucasian students will demonstrate 3% proficiency. 100% students will be proficient on the local/district assessments where proficiency is 75%.

Strategy1:

Best Practice - Staff members will utilize best practices that are researched based, student-centered, and follow common core standards for the purpose of raising student achievement.

Research Cited: Epstein, Joyce. School, Family and Community Partnerships. Corwin Press. Thousand Oaks, CA. 2009.

Fountas, I. & Pinnell. Guiding Readers and Writers. Heinemann. Portsmouth, NH. 2001.

Glasgow, N. & Whitney, P.J. What Successful Schools Do to Involve Families. Corwin Press. Thousand Oaks, CA. 2009.

Lemov, Doug. Teach like a Champion: 49 Techniques That Put Students on the Path to College. Jossey-Bass. San Francisco, CA. 2010.

Marzano, R.J., Pickering, D.J. & Pollack, J. E. Classroom Instruction that Works. ASCD. Alexandria, VA. 2001.

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Marzano, Robert. Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. ASCD. Alexandria, VA. 2009.

Marzano, Robert. The Art and Science of Teaching. ASCD. Alexandria, VA. 2007.

Miller, Debbie. Reading with Meaning. Stenhouse, Portland, Maine. 2002.

Reeves, Douglas. Common Formative Assessments. Corwin Press. Thousand Oaks, CA. 2006.

Zemelman, S., Daniels, H. & Hyde. A. Best Practice. Heinemann. Portsmouth, NH. 2005.

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members (including building paraprofessional and student interventionist) will meet with small groups a minimum of 4 times per week. Staff members will use nonfiction text a minimum of two times per week. This will be evident through walk throughs, lesson plans, and checklist.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	Classroom teachers and support staff

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will utilizes best practices that are researched based, student-centered, and follow common core standards for the purpose of raising student achievement.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Strategy2:

Interventions and Enrichment - Staff members will provide interventions to students not meeting the standards and benchmarks in all content areas and enrichment activities to students who are exceeding standards and benchmarks in all content areas.

Research Cited: NEA Policy Brief, "Closing the Gap through Extended learning Opportunities", NEA president Dennis Van Roekel, 2008.

Pierangelo, Roger and George, Giuliani. Frequently Asked Questions About Response to Intervention. Corwin. Thousand Oaks, CA. 2008.

Wright, Jim. RTI Toolkit: A Practical Guide for Schools. Dude Publishing. Port Chester, NY. 2007.

Zemelman, S., Daniels, H. & Hyde. A. Best Practice. Heinemann. Portsmouth, NH. 2005.

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will use the interactive smart board daily. Staff members will use Raz Kids and Compass Learning daily for enrichment and remediation. Staff members will utilize the computer lab, Ipads and/or netbooks a minimum of two times a month.	Academic Support Program	09/10/2013	06/10/2014	\$0 - No Funding Required	All staff

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Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff (including paraprofessionals and student interventionist) will provide academic intervention (RtI) for students who are having difficulty learning. Staff will provide intervention for 30 minutes per day to students in a small group of 5 or less during grade level RtI block time. Support staff will provide interventions for 30 minutes per day to students in a group of 3 or less who fall into Tier II for 30 minutes per day. Students who are achievement above standards and benchmarks will be provided with enrichment activities during RtI block time. This will be monitored by the building principal through walk-through and observations.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Strategy3:

Professional Learning Communities - Staff members will participate in collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all. Staff members will meet with grade level teams formally as a staff once per week and informally as a grade level team once per week.

Research Cited: Blankstein, Alan. Failure is NOT an Option. Corwin Press. Thousand Oaks, CA. 2004.

Dufour, Dufour, Eaker & Karhanek. Learning by Doing. Solution Tree. Bloomington, ID. 2006.

Dufour, Dufour, Eaker & Karhanek. Whatever It Takes. Solution Tree. Bloomington, ID. 2004.

Wahlstrom, D. Data Analysis for Comprehensive School Improvement. Eye on Education. Larchmont, NY. 1998.

Wahlstrom, D. Using Data to Improve Student Achievement. Successline Inc. Suffolk, VA. 2002.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
: Staff members will participate in once monthly Leader in Me professional development school-wide program in order to raise academic achievement, fewer discipline problems, and increased engagement among teachers and parents.	Professional Learning	09/10/2013	06/10/2014	\$0 - No Funding Required	All staff

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will analyze standard and formative assessments weekly to identify weakness and develop a plan to remediate. Staff members will complete a feedback documentation that includes next steps.	Monitor	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Narrative:

Although there will be a continual review of student assessment performance in all subject areas, the concentration for the upcoming years

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will be on the following core subject areas: Reading across the curriculum, Writing across the curriculum and Science. All aspects of the instructional program listed in the following paragraphs under #6 (Part D) will begin during the 2013-2014 school year unless otherwise noted. Over the four year time frame, 2013-2014 to 2016-2017, these content areas of the instructional program, strategies and instructional aspects (both academic and behavioral/social) will be reviewed for effectiveness through the use of Data Dialogues and Instructional Learning Cycles within Professional Learning Communities (PLCs) weekly.

Each year the data dialogue and instructional learning cycles will include analyzing student performance on the following assessments: NWEA, Smarter Balanced Assessment, formative assessments and Survey of Enacted Curriculum. This will be done in grade level and cross-grade level PLCs to ensure alignment K-4. Additionally, the building principal will attend monthly Vertical Alignment meetings (K-6) that will allow him to look at data from 5/6 buildings in order to establish if the Reform strategies are effective. He and other staff members will also attend Content Curriculum meetings monthly in order to ensure alignment with the State curriculum and relay that information to all staff.

The building Reform and Data Team, inclusive of staff from multiple grade levels and ancillary staff, were provided district data from the Executive Director of School Improvement & Innovation via the Focus Schools' District Improvement Facilitator (DIF) and worked with MDE's Intervention Specialist (IS) to determine those areas of that would provide the highest effect and most rapid turnaround based on research. Additionally, data from the Surveys of Enacted Curriculum (SEC) was reviewed by the teaching staff, and the ERS survey will be completed by the district Educational Services team, allowing for identification of alignment issues and evidence for selecting programs. The Reform/Data Team reviewed with the School Improvement Facilitator (SIF) and the Executive Director of School Improvement & Innovation, data from the "data dig" conducted by the entire staff. They used Golden Package information and the building's School Data Profile (SDP) to document student need and "Big Ideas" or strategies of focus. In the coming months, district, building, grade, and teacher level data from Class A will be provided to the buildings by the Instruction Department for use during Professional Learning Communities (PLCs).

Once the areas were identified, research-based best practices were chosen that will be the focus of the Hoover Elementary plan, as evidenced in question #1-Big Ideas and the Hoover School Improvement Plan, where you can find research to support these areas. Weekly, PLC grade level or cross-grade level teams meet to reflect on summative, formative, and observational data for each class and students in the class. Feedback sheets are the result of each PLC meeting and are submitted to the administrator for feedback and support.

Additionally, the Instruction Department has provided the tools to introduce the Common Core Curriculum, MC3 curriculum and Science curriculum, based on the needs of the district staff as a whole in order to guide everyone toward implementation of effective social and academic practices and Common Core State Standard/ Next Generation/MC3 alignment. In this way, we ensure all students are ready for the Smarter Balanced Assessment in 2014-2015 and are Career and College Ready.

Finally, data from PBiS and The Leader in Me will be utilized based on the behavioral and perception data indicating a need for more consistent processes with behavior and further inclusion of parents in the building-wide system.

The following are the instructional programs/strategies based on research that will be expected of all Hoover staff based on the data included. The Reform Team determined our three "Big Ideas" for the reform/redesign plan are:

- 1) Extended Learning Time;
- 2) Best Practices focused on Differentiation of Instruction Based on Formative Assessment (Doug Reeves, Carol Tomlinson)
- 3) Stakeholder Engagement with a focus on Culture.

These areas were determined through research on highest effect size strategies, rapid turnaround improvement indicators and data from perception surveys, the Self-Assessment survey, Golden Package, Class A , Surveys of Enacted Curriculum (SEC), State Priority School website(z-scores), Positive Behavior Intervention & Supports (PBiS) and research from the Center for Innovation and Improvement.

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1) The areas of Extended Learning Time for Students and Staff in Reading across the curriculum, Writing across the curriculum, and Science were determined as areas in need of greatest focus.

Based on our discussion, data gathered from the MEAP and SEC data analysis, the final strands/ strategies/ skills/ programming that will be of focus are:

-Reading across the curriculum, specifically in the areas of:

-Grades K-2- Comprehension with emphasis on, a) Main ideas, key concepts, and sequence of events; b) Strategies such as activating prior knowledge, questioning, making connections, predictions, inference, imagery, summarization; K- 2 c) Word meaning from context

-Grades 3-4- Critical Reasoning with emphasis on, a) Comparison of topic, theme, treatment, scope and drawing; c) Textual evidence and/or use of references to support

-Grades K-4- Vocabulary with emphasis on Word definitions; b) Suffixes, prefixes, root (base) words; c) Syntax and sentence structure

-Writing across the curriculum, specifically in the area of:

-Grades K-4- Elements of Presentation with emphasis on, a) Purpose, audience and context, word choice; b) Performance and procedures level needs to move to generate/ create/ demonstrate level

-Grades 2-4- Elements of Presentation with emphasis on, a) Support and elaboration -Grades K-4- Language Study with emphasis on, a) Syntax and sentence structure; b) Grammatical analysis

-Grades K-4- Writing Application with emphasis on narrative, persuasive and technical writing

-Science, specifically in the strands of physical science and science processes. Specific analysis of science school wide indicates Hoover students are weak in just about every strand of science.

OVERALL GOALS FOR READING, WRITING AND SCIENCE The goals set, based on the data for each of the overall areas of Reading across the curriculum, Writing across the curriculum and Science are as follows:

-Reading growth per class is to have 90% of the students at Benchmark (proficient) at the end of the year or make a minimum of one year's gain in both decoding and comprehension (as determined by the amount of benchmark levels per grade level on the BAS or for Kindergarten, MLPP). The goal for reading achievement on the MEAP will be to grow by 3% each year. The baseline year (2012-2013) is 53%. The next years' goals will be: 2013-2014, 56%; 2014-2015, 59%; 2015-2016, 62%; 2017-2018, 65%.

-Writing achievement on the MEAP will grow by 5% each year. The baseline year (2012-2013) is 34%. The next years' goals will be: 2013-2014, 39%; 2014-2015, 44%; 2015-2016, 49%; 2015-2016, 54%.

-Science achievement on the MEAP will grow by 8% each year. The baseline year (2012-2013) is 5%. The next years' goals will be: 2013-2014, 13%; 2014-2015, 21%; 2015-2016, 29%; 2016-2017, 37%.

1. Extended Learning Time

Extended learning time will be implemented to further and maintain skills of students with fidelity, using the specific standards and strategies identified by the Reform Team through the "data dig" done as a staff and in conjunction with the Priority Schools Intervention Specialist (IS)/MDE, School Improvement Facilitator (SIF)/RESA, District Executive Director/ School Improvement & Innovation and Lead Facilitator/ MDE. All Extended Learning Time will focus the strategies chosen based on the above data.

-Extended Learning/ Extended School Year Programs and transportation will be offered to all students will be held during the summer four (4) days per week , three (3) hours per day, and will include parent components with a focus on specific best practice strategies in two different programs for the areas of ELA and science (Teaching with Poverty in Mind, 2009) The programs are as follows:

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Summer:

- A 5-6-week summer school program at Hoover Elementary for incoming 1st-4th grade students running mid June through the end of July each year
- A 4-week Incoming Kindergarten Jump Start Camp running from the end of July to the end of August each year
- In order to Extend Learning Time for students, all incoming Kindergarteners and newly registered 1st through 4th grade students will be offered several days prior to school to have their reading and other assessments completed by a qualified staff member. This will allow for placement of students in enrichment or intervention groups or much more quickly and lessen the amount of time taken from core classroom instruction.
- All students K-4 will be offered the opportunity to be involved in a Summer Reading Program in order to prevent the "summer slide" in reading fluency. A highly qualified staff member will be in the building on scheduled days specifically so that students may come in and select a book. Robo-Calls/Email Blasts will be sent out prior to each date so that parents will be aware of when the books will be available.

During the school year:

- During the first 4 weeks of school, a "highly qualified" staff member will be available two days per week after in order to give students who did not attend summer school a "Jump Start" for the school year (starting 2014-2015).
- The Intervention Specialist will meet individually with parents of Kindergarten students who have been identified by the RtI team as needing additional support. The Intervention Specialist will offer the parents a kit that has tools and suggestions for helping with reading comprehension and phonemic awareness (starting Fall 2014).
- Hoover After School English Language Arts Club will be offered to all students in grades K-4 after school with transportation provided for the sessions. The club will be scheduled three sessions per year, one each in the Fall, Winter and Spring, four weeks at a time, 3 days per week, 1 hour per day. In order to offer transportation effectively and allow for families with more than one student attending Hoover who may participate, sessions will be held during the same timeframe each year. To address our needs in science, we will embed science curriculum in the ELA Club so students can become comfortable reading and writing about science.

Approximate timelines for the programs are as follows for K-4:

*1st session: September 29- October 24th, 2014 and following years

*2nd session: January 12- February 6, 2015 and following years

*3rd session: March 2- March 27, 2015 and following years

-Additional collaboration time of 50 minutes every other week will be provided to teachers through the use of roving substitutes. Every effort will be made to provide this time back-to-back with their regular planning time in order to give teachers 100 minutes of grade level collaboration time twice per month (starting 2014-2015).

-Two times per month, teachers will be expected to use this time in PLCs (1 hour per week) to create differentiated lessons based on formative assessment and PBI data at the grade level. As needed, set aside funding will be provided for stipends or substitutes to provide increased collaboration time for staff to work on how to meet the goals of the 3 Big Ideas.

-One time per month would be used for "Learning Partners" in which teachers would observe in other teachers' classrooms for Teach Like a Champion techniques, differentiation strategies or other strategies in the areas identified by the SEC. This job-embedded professional development will increase the consistency of implementation of research-based strategies across the school. Teachers will be given a simple observation form to be submitted to the principal and designed around aspects of the 3 Big Ideas, as an accountability piece. To provide focus on continuous improvement, teachers will spend a portion of the collaboration time talking about the lesson and then having the observer go in again to view a new lesson, see what changes were made in the lesson and determine what he/she would implement within his/ her own classroom (starting 2014-2015).

-If there is a fourth week available in the month, grade level teams will focus on planning/ assessing their parent engagement activities and/or planning/ assessing Leader in Me classroom culture activities as indicated in the Reform Plan.

These times are in addition to the weekly Professional Learning Community (PLC) meetings, district PD and planning days and efforts to

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allow for common planning times per grade level, which are already in place.

-The Instructional Learning Cycle will be piloted during the first year of the plan with full implementation by all staff the following year.

- All K-4 families will be invited to Title I Parent Night, Awards Assemblies, Craft Night, Holiday Shop and Assemblies related to school/classroom culture or core subjects (4-5x per year) and Book Fairs (2 per year) as enrichment activities through extended learning time/stakeholder engagement. The focus for those nights will be around the Common Core and/or Stakeholder Involvement- areas indicated in question #1 and #2 of the plan.

2) To meet the focus of the above areas in Best Practices focused on Differentiation of Instruction Based on Formative Assessment (Doug Reeves, Carol Tomlinson) the following steps will be taken: -Initiating formative assessment in every lesson, every content. For writing it will be based on an analysis of writing in relation to narrative and informational writing rubrics.

-Writing Workshop- students will have access to differentiated writing materials during the writing workshop. Differentiated instruction will be provided during a conferring session with each student weekly.

-Reading Workshop- students will use differentiated reading materials daily during "read to self" and "read to someone" portions of reading workshop, with increased levels of informational/ non-fiction topics (at least 40% of books in student book boxes). Book levels/ choices will be based on formative assessment and student choice.

-Daily small group lessons will differentiate reading instruction by focusing on the needs of the students as identified during formative assessments. Leveled books with science topics will be available at all reading levels for use in small group lessons.

-Making Meaning mini-lesson 2-3 times/ week for K & 1st; 4-5 times/ week for 2nd- 4th grades will teach comprehension skills that students apply when reading science text at their reading level during reading workshop (starting 2014-2015).

-Whole class differentiation- Right is Right, Everybody Writes, Strong Voice, Cold Call and Stretch It techniques (Teach Like a Champion, 2010)

-Provide a significant increase in differentiated instruction using computers such as Compass Learning and Smarter Balanced assessment exemplars in order to help students prepare for computer-based assessments RESEARCH: Teach Like a Champion, 2010; District Best Practices documents based in research (starting 2014-2015).

3) The area of Stakeholder Engagement with a Focus on Culture was determined as another area in need of great focus for our students. Hoover has an enrollment of approximately 286 but only 3 parents regularly attend PTO meetings. Open House and Parent/Teacher Conferences are well attended, but asking for parents to come and volunteer their time has made very little difference. The Reform team looked at the demographic data of Hoover students and found that 30% of the enrollment are transient students. 78% of the students receive Free or Reduced Lunches. During the 2012-2013 school year, approximately 30% of the students missed 10 or more full days of school. Perception data showed that parents felt their child was being challenged in school, but also showed a decrease in satisfaction that their "child was respected by classmates". The Reform Team also felt that much of the parents' angst was due to the fact that they have limited knowledge of the Common Core State Standards and what they meant to their child's education.

Based on the above data, the Reform Team worked together to set the following goals:

a) Improve parent involvement in the school so that each parent will come in to the school at least 2 times each year, in addition to Open

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House and Parent/Teacher Conference Days (starting 2014-2015).

b) Improve student attendance school-wide by the increase in partnerships with parents. The numbers of students with 10 or more missed days will decrease by 2% each year (starting 2014-2015).

c) Hoover Elementary will be awarded the Lighthouse Award based on The Leader in Me initiative through Covey on or before September of 2017 (following the 2016-2017 Year 4 of the Reform Plan).

To meet the above goals in the Stakeholder Engagement with Focus on Culture, the following steps will be taken:

-The Leader in Me- This process will be implemented with all staff, students, and parents over the course of three years to improve student achievement in core academic subjects, prepare students with 21st century life skills and create a friendly learning culture where students and adults feel safe and engaged. Student efficacy, respect for others and ownership in the school community will be additional benefits. Leader In Me Lighthouse Team and Reform Team will establish and maintain opportunities for partnerships for parents and stakeholders in the building.

-Positive Behavior Intervention & Support (PBIS) - Staff will continue to consistently implement the PBIS system. Rewards will be based on appropriate behavior and attendance. PBIS materials will be differentiated for Kindergarten through Second Grade and Third through Fourth Grade. Parents will continue to be invited and encouraged to be part of the PBIS team, and help us find ways to positively motivate other families. The PBIS team, some of whom are part of the Reform and Lighthouse teams, will analyze students' performance and behavioral data on a monthly basis.

-Summer Institute- A Summer Institute for all staff will take place over multiple years (starting Summer 2014) to provide additional "The Leader in Me" training, PLC time and opportunity to adapt processes based on PBIS data.

-Parent Involvement Program- A parent liaison will develop programs for parents, based on surveys of parents to determine their needs, to build stronger relationships with the school community and develop parent communication and coaching (starting 2014-2015).

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) explain how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used to increase achievement and close achievement gaps.

Goal 1:

All students at Hoover Elementary will increase proficiency in writing.

Measurable Objective 1:

49% of All Students will demonstrate a proficiency in 4th grade writing in English Language Arts by 06/13/2013 as measured by Fall 2013 state assessment. Economically disadvantaged students will demonstrate 36% proficiency. Caucasian students will demonstrate 39% proficiency. 100% of students will be proficient on local/ district assessments where proficiency is 75%..

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Strategy1:

Professional Learning Communities - Staff members will participate in collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all. Staff members will meet with grade level teams formally as a staff once per week and informally as a grade level team once per week.

Research Cited: Blankstein, Alan. Failure is NOT an Option. Corwin Press. Thousand Oaks, CA. 2004.

Dufour, Dufour, Eaker & Karhanek. Learning by Doing. Solution Tree. Bloomington, ID. 2006

Dufour, Dufour, Eaker & Karhanek. Whatever It Takes. Solution Tree. Bloomington, ID. 2004

Wahlstrom, D. Data Analysis for Comprehensive School Improvement. Eye on Education. Larchmont, NY 1998.

Wahlstrom, D. Using Data to Improve Student Achievement. Successline Inc. Suffolk, VA. 2002.

Activity - Data Analysis and Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will analyze standard and formative assessments weekly to identify weakness and develop a plan to remediate. Staff members will complete a feedback documentation that includes next steps.	Professional Learning	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will participate in Leader in Me once monthly professional development school-wide program in order to raise academic achievement, fewer discipline problems, and increased engagement among teachers and parents.	Professional Learning	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Strategy2:

Interventions and Enrichment - Staff members will provide interventions to students not meeting the standards and benchmarks in all content areas and enrichment activities to students who are exceeding standards and benchmarks in all content areas.

Research Cited: NEA Policy Brief, "Closing the Gap through Extended learning Opportunities", NEA president Dennis Van Roekel, 2008.

Pierangelo, Roger and George, Giuliani. Frequently Asked Questions About Response to Intervention. Corwin. Thousand Oaks, CA. 2008.

Wright, Jim. RTI Toolkit: A Practical Guide for Schools. Dude Publishing. Port Chester, NY. 2007.

Zemelman, S., Daniels, H. & Hyde. A. Best Practice. Heinemann. Portsmouth, NH. 2005.

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Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff (including paraprofessionals and student interventionist) will provide academic intervention (RtI) for students who are having difficulty learning. Staff will provide intervention for 30 minutes per day to students in a small group of 5 or less during grade level RtI block time. Support staff will provide interventions for 30 minutes per day to students in a group of 3 or less who fall into Tier II for 30 minutes per day. Students who are achievement above standards and benchmarks will be provided with enrichment activities during RtI block time. This will be monitored by the building principal through walk-through and observations.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Strategy3:

Best Practice - Staff members will utilize best practices that are researched based, student-centered, and follow common core standards for the purpose of raising student achievement.

Research Cited: Epstein, Joyce. School, Family and Community Partnerships. Corwin Press. Thousand Oaks, CA. 2009.

Fountas, I. & Pinnell. Guiding Readers and Writers. Heinemann. Portsmouth, NH. 2001.

Glasgow, N. & Whitney, P.J. What Successful Schools Do to Involve Families. Corwin Press. Thousand Oaks, CA. 2009.

Lemov, Doug. Teach like a Champion: 49 Techniques That Put Students on the Path to College. Jossey-Bass. San Francisco, CA. 2010.

Marzano, R.J., Pickering, D.J. & Pollack, J. E. Classroom Instruction that Works. ASCD. Alexandria, VA. 2001.

Marzano, Robert. Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. ASCD. Alexandria, VA. 2009.

Marzano, Robert. The Art and Science of Teaching. ASCD. Alexandria, VA. 2007.

Miller, Debbie. Reading with Meaning. Stenhouse, Portland, Maine. 2002.

Reeves, Douglas. Common Formative Assessments. Corwin Press. Thousand Oaks, CA. 2006.

Zemelman, S., Daniels, H. & Hyde. A. Best Practice. Heinemann. Portsmouth, NH. 2005.

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Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members (including building paraprofessional and student interventionist) will meet with small groups a minimum of 4 times per week. Staff members will use nonfiction text a minimum of two times per week. This will be evident through walk throughs, lesson plans, and checklist.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	Classroom teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will use formative assessments daily during the learning process in order to modify teaching and learning activities, to improve student achievement. Staff members will record types of formative assessments in the lesson plans and outcomes in checklist form, daily.	Monitor	09/10/2013	06/12/2014	\$0 - No Funding Required	Classroom and special area teachers

Goal 2:

All students at Hoover Elementary will increase proficiency in reading.

Measurable Objective 1:

46% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/12/2014 as measured by Fall 2013 state reading assessment. Economically disadvantaged students will demonstrate 57% proficiency. Caucasian students will demonstrate 58% proficiency. 100% students will be proficient on the local/district assessments where proficiency is 75%..

Strategy1:

Professional Learning Communities - Staff members will participate in collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all. Staff members will meet with grade level teams formally as a staff once per week and informally as a grade level team once per week.

Research Cited: Blankstein, Alan. Failure is NOT an Option. Corwin Press. Thousand Oaks, CA. 2004.

Dufour, Dufour, Eaker & Karhanek. Learning by Doing. Solution Tree. Bloomington, ID. 2006

Dufour, Dufour, Eaker & Karhanek. Whatever It Takes. Solution Tree. Bloomington, ID. 2004

Wahlstrom, D. Data Analysis for Comprehensive School Improvement. Eye on Education. Larchmont, NY 1998.

Wahlstrom, D. Using Data to Improve Student Achievement. Successline Inc. Suffolk, VA. 2002.

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Activity - Data Analysis and Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will analyze standard and formative assessments weekly to identify weakness and develop a plan to remediate. Staff members will complete a feedback documentation that includes next steps.	Professional Learning	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will participate in Leader in Me once monthly professional development school-wide program in order to raise academic achievement, fewer discipline problems, and increased engagement among teachers and parents.	Professional Learning	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Strategy2:

Best Practice - Staff members will utilize best practices that are researched based, student-centered, and follow common core standards for the purpose of raising student achievement.

Research Cited: Epstein, Joyce. School, Family and Community Partnerships. Corwin Press. Thousand Oaks, CA. 2009.

Fountas, I. & Pinnell. Guiding Readers and Writers. Heinemann. Portsmouth, NH, 2001.

Glasgow, N. & Whitney, P.J. What Successful Schools Do to Involve Families. Corwin Press. Thousand Oaks, CA. 2009.

Lemov, Doug. Teach like a Champion: 49 Techniques That Put Students on the Path to College. Jossey-Bass. San Francisco, CA. 2010.

Marzano, R.J., Pickering, D.J. & Pollack, J. E. Classroom Instruction that Works. ASCD. Alexandria, VA. 2001.

Marzano, Robert. Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. ASCD. Alexandria, VA. 2009.

Marzano, Robert. The Art and Science of Teaching. ASCD. Alexandria, VA. 2007.

Miller, Debbie. Reading with Meaning. Stenhouse, Portland, Maine, 2002.

Reeves, Douglas. Common Formative Assessments. Corwin Press. Thousand Oaks, CA. 2006

Zemelman, S., Daniels, H. & Hyde. A. Best Practice. Heinemann. Portsmouth, NH. 2005.

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Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will use formative assessments daily during the learning process in order to modify teaching and learning activities, to improve student achievement. Staff members will record types of formative assessments in the lesson plans and outcomes in checklist form, daily.	Monitor	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members (including building paraprofessional and student interventionist) will meet with small groups a minimum of 4 times per week. Staff members will use nonfiction text a minimum of two times per week. This will be evident through walk throughs, lesson plans, and checklist.	Academic Support Program	09/10/2013	06/12/2014	\$1200 - Title I Part A	Classroom teachers

Strategy3:

Interventions and Enrichment - Staff members will provide interventions to students not meeting the standards and benchmarks in all content areas and enrichment activities to students who are exceeding standards and benchmarks in all content areas.

Research Cited: NEA Policy Brief, "Closing the Gap through Extended learning Opportunities", NEA president Dennis Van Roekel, 2008.

Pierangelo, Roger and George, Giuliani. Frequently Asked Questions About Response to Intervention. Corwin. Thousand Oaks, CA. 2008.

Wright, Jim. RTI Toolkit: A Practical Guide for Schools. Dude Publishing. Port Chester, NY. 2007.

Zemelman, S., Daniels, H. & Hyde. A. Best Practice. Heinemann. Portsmouth, NH. 2005.

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff (including paraprofessionals and student interventionist) will provide academic intervention (Rtl) for students who are having difficulty learning. Staff will provide intervention for 30 minutes per day to students in a small group of 5 or less during grade level Rtl block time. Support staff will provide interventions for 30 minutes per day to students in a group of 3 or less who fall into Tier II for 30 minutes per day. Students who are achievement above standards and benchmarks will be provided with enrichment activities during Rtl block time. This will be monitored by the building principal through walk-through and observations.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	All classroom and special area teachers and support staff

Goal 3:

All students at Hoover Elementary School will increase proficiency in science.

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Measurable Objective 1:

13% of All Students will demonstrate a proficiency in Science in Science by 06/12/2014 as measured by Fall 2013 state assessment. Economically disadvantaged students will demonstrate 3% proficiency. Caucasian students will demonstrate 3% proficiency. 100% students will be proficient on the local/district assessments where proficiency is 75% . .

Strategy1:

Professional Learning Communities - Staff members will participate in collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all. Staff members will meet with grade level teams formally as a staff once per week and informally as a grade level team once per week.

Research Cited: Blankstein, Alan. Failure is NOT an Option. Corwin Press. Thousand Oaks, CA. 2004.

Dufour, Dufour, Eaker & Karhanek. Learning by Doing. Solution Tree. Bloomington, ID. 2006.

Dufour, Dufour, Eaker & Karhanek. Whatever It Takes. Solution Tree. Bloomington, ID. 2004.

Wahlstrom, D. Data Analysis for Comprehensive School Improvement. Eye on Education. Larchmont, NY. 1998.

Wahlstrom, D. Using Data to Improve Student Achievement. Successline Inc. Suffolk, VA. 2002.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will analyze standard and formative assessments weekly to identify weakness and develop a plan to remediate. Staff members will complete a feedback documentation that includes next steps.	Monitor	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
: Staff members will participate in once monthly Leader in Me professional development school-wide program in order to raise academic achievement, fewer discipline problems, and increased engagement among teachers and parents.	Professional Learning	09/10/2013	06/10/2014	\$0 - No Funding Required	All staff

Strategy2:

Best Practice - Staff members will utilizes best practices that are researched based, student-centered, and follow common core standards for the purpose of raising student achievement.

Research Cited: Epstein, Joyce. School, Family and Community Partnerships. Corwin Press. Thousand Oaks, CA. 2009.

Fountas, I. & Pinnell. Guiding Readers and Writers. Heinemann. Portsmouth, NH. 2001.

Glasgow, N. & Whitney, P.J. What Successful Schools Do to Involve Families. Corwin Press. Thousand Oaks, CA. 2009.

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Lemov, Doug. Teach like a Champion: 49 Techniques That Put Students on the Path to College. Jossey-Bass. San Francisco, CA. 2010.

Marzano, R.J., Pickering, D.J. & Pollack, J. E. Classroom Instruction that Works. ASCD. Alexandria, VA. 2001.

Marzano, Robert. Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. ASCD. Alexandria, VA. 2009.

Marzano, Robert. The Art and Science of Teaching. ASCD. Alexandria, VA. 2007.

Miller, Debbie. Reading with Meaning. Stenhouse, Portland, Maine. 2002.

Reeves, Douglas. Common Formative Assessments. Corwin Press. Thousand Oaks, CA. 2006.

Zemelman, S., Daniels, H. & Hyde. A. Best Practice. Heinemann. Portsmouth, NH. 2005.

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will utilize best practices that are researched based, student-centered, and follow common core standards for the purpose of raising student achievement.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members (including building paraprofessional and student interventionist) will meet with small groups a minimum of 4 times per week. Staff members will use nonfiction text a minimum of two times per week. This will be evident through walk throughs, lesson plans, and checklist.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	Classroom teachers and support staff

Strategy3:

Interventions and Enrichment - Staff members will provide interventions to students not meeting the standards and benchmarks in all content areas and enrichment activities to students who are exceeding standards and benchmarks in all content areas.

Research Cited: NEA Policy Brief, "Closing the Gap through Extended learning Opportunities", NEA president Dennis Van Roekel, 2008.

Pierangelo, Roger and George, Giuliani. Frequently Asked Questions About Response to Intervention. Corwin. Thousand Oaks, CA. 2008.

Wright, Jim. RTI Toolkit: A Practical Guide for Schools. Dude Publishing. Port Chester, NY. 2007.

Zemelman, S., Daniels, H. & Hyde. A. Best Practice. Heinemann. Portsmouth, NH. 2005.

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Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff (including paraprofessionals and student interventionist) will provide academic intervention (RtI) for students who are having difficulty learning. Staff will provide intervention for 30 minutes per day to students in a small group of 5 or less during grade level RtI block time. Support staff will provide interventions for 30 minutes per day to students in a group of 3 or less who fall into Tier II for 30 minutes per day. Students who are achievement above standards and benchmarks will be provided with enrichment activities during RtI block time. This will be monitored by the building principal through walk-through and observations.	Academic Support Program	09/10/2013	06/12/2014	\$0 - No Funding Required	All staff

Narrative:

All K-6 teachers and administrators received a Curriculum, Instruction, and Assessment (CIA) Guide at the beginning of the school year. This guide provides a calendar of all Common and Benchmark assessments given throughout the year by grade level. Once these assessments are given, they are entered into the Class A system by the teacher. Class A provides data in a variety of formats (e.g. class, teacher, building, district level). The district Director of Assessment & Data Analysis will provide to the building common and benchmark assessment data at the district, building, grade level, teacher level after each round of common or benchmark assessments.

Along with Reading benchmark assessment data that is progress monitored every two weeks according to the CIA calendar, teachers will develop/select formative assessments for each unit of study in core content areas as they have training in formative assessments and backward planning. The formative assessment data will be reviewed every two weeks in PLCs to assess student understanding of the learning targets for each unit, plan for re-teaching for the entire class, as well as differentiating instruction for small groups, or individuals, based on the specific areas of need. The Hoover team will begin the formative assessment and backward planning in Science. Every PLC provides a feedback sheet weekly to the building administrator who reads and provides guidance and support. The building principal has organized the feedback sheets to include information about what formative assessment teachers will use daily and how it will guide their instruction. Teachers will then take the information and planning from the PLC to implement the plans immediately into their instruction. Small group instruction notes and conferring notes will also reflect how formative assessment is used in planning.

The building holds Leadership/ School Improvement Team (Reform Team) meetings monthly and will use the MDE Program Evaluation Tool each semester in an on-going format to review the strategies/ programs of focus in the Reform plan and determine progress made and changes to implement. The building Response to Intervention (RtI) Core Team reviews the benchmark Reading assessment and NWEA data at least three times per year, according to the CIA Guide calendar, and shares the data with grade level teachers. Based on the benchmark reading assessment data, the Core Team and grade level teachers determine students are above benchmark level, at benchmark level, at strategic level or at intensive level, to determine which students continue to be provided Tier I best practices only, Tier II strategic interventions, Tier III Intensive interventions, or Tier IV review of data in all subject and behavioral areas, as support allows. Annually, MEAP results are analyzed by the entire staff through data sent by the State of Michigan and through use of the Golden Package. The strands are chosen by the team based on data in each subject area because they are of highest impact on scoring in the tests. The team also uses the Golden Package to determine whether the difficulties are coming from test-taking skills or curriculum gap issues. Additionally, the team looks at whether there are similarities in those areas of difficulty for the lowest and highest achieving students. The entire staff is made aware in writing of the information from each content area and this information is used to complete the School Data Profile and School Improvement Plan as well as a two-sided spreadsheet used to clearly and quickly denote the strategies and activities that all staff will use daily with fidelity.

In addition to data being reviewed weekly, an Annual Review of data and Data Walls are done by building and presented at the district level each year in March. Feedback from the district level and external consultants is given. Selected data (including student attendance,

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achievement score trends in reading, math, and science, PBI data, individual student reading progress) will be posted and updated at least 3 times per year at either Rtl Core Team meetings or School Improvement Team meetings in an area seen frequently by all staff (only).

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional learning that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

1. Extended Learning Time for Students and Staff

Extended learning time will be implemented to further and maintain skills of students with fidelity, using the specific standards and strategies identified by the Reform Team through the "data dig" done as a staff and in conjunction with the Priority Schools Intervention Specialist (IS)/MDE, School Improvement Facilitator (SIF)/RESA, District Executive Director/ School Improvement & Innovation and Lead Facilitator/ MDE. All Extended Learning Time will focus the strategies chosen based on the above data.

-Extended Learning/ Extended School Year Programs and transportation will be offered to all students will be held during the summer four (4) days per week , three (3) hours per day, and will include parent components with a focus on specific best practice strategies in two different programs for the areas of ELA and science (Teaching with Poverty in Mind, 2009) The programs are as follows:

Summer:

-A 5-6-week summer school program at Hoover Elementary for incoming 1st-4th grade students running mid June through the end of July each year

-A 4-week Incoming Kindergarten Jump Start Camp running from the end of July to the end of August each year

- In order to Extend Learning Time for students, all incoming Kindergarteners and newly registered 1st through 4th grade students will be offered several days prior to school to have their reading and other assessments completed by a qualified staff member. This will allow for placement of students in enrichment or intervention groups or much more quickly and lessen the amount of time taken from core classroom instruction.

-All students K-4 will be offered the opportunity to be involved in a Summer Reading Program in order to prevent the "summer slide" in reading fluency. A highly qualified staff member will be in the building on scheduled days specifically so that students may come in and select a book. Robo-Calls/Email Blasts will be sent out prior to each date so that parents will be aware of when the books will be available.

During the school year:

-During the first 4 weeks of school, a "highly qualified" staff member will be available two days per week after in order to give students who did not attend summer school a "Jump Start" for the school year.

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-The Intervention Specialist will meet individually with parents of Kindergarten students who have been identified by the RtI team as needing additional support. The Intervention Specialist will offer the parents a kit that has tools and suggestions for helping with reading comprehension and phonemic awareness.

- Hoover After School English Language Arts Club will be offered to all students in grades K-4 after school with transportation provided for the sessions. The club will be scheduled three sessions per year, one each in the Fall, Winter and Spring, four weeks at a time, 3 days per week, 1 hour per day. In order to offer transportation effectively and allow for families with more than one student attending Hoover who may participate, sessions will be held during the same timeframe each year. To address our needs in science, we will embed science curriculum in the ELA Club so students can become comfortable reading and writing about science.

Approximate timelines for the programs are as follows for K-4:

*1st session: September 29- October 24th, 2014 and following years

*2nd session: January 12- February 6, 2015 and following years

*3rd session: March 2- March 27, 2015 and following years

-Additional collaboration time of 50 minutes every other week will be provided to teachers through the use of roving substitutes. Every effort will be made to provide this time back-to-back with their regular planning time in order to give teachers 100 minutes of grade level collaboration time twice per month.

-Two times per month, teachers will be expected to use this time in PLCs to create differentiated lessons based on formative assessment and PBI data at the grade level. As needed, set aside funding will be provided for stipends or substitutes to provide increased collaboration time for staff to work on how to meet the goals of the 3 Big Ideas.

-One time per month would be used for "Learning Partners" in which teachers would observe in other teachers' classrooms for Teach Like a Champion techniques, differentiation strategies or other strategies in the areas identified by the SEC. This job-embedded professional development will increase the consistency of implementation of research-based strategies across the school. Teachers will be given a simple observation form to be submitted to the principal and designed around aspects of the 3 Big Ideas, as an accountability piece. To provide focus on continuous improvement, teachers will spend a portion of the collaboration time talking about the lesson and then having the observer go in again to view a new lesson, see what changes were made in the lesson and determine what he/she would implement within his/ her own classroom.

-If there is a fourth week available in the month, grade level teams will focus on planning/ assessing their parent engagement activities and/or planning/ assessing Leader in Me classroom culture activities as indicated in the Reform Plan.

These times are in addition to the weekly Professional Learning Community (PLC) meetings, district PD and planning days and efforts to allow for common planning times per grade level, which are already in place.

-The Instructional Learning Cycle will be piloted during the first year of the plan with full implementation by all staff the following year.

- All K-4 families will be invited to Title I Parent Night, Awards Assemblies, Craft Night, Holiday Shop and Assemblies related to school/ classroom culture or core subjects (4-5x per year) and Book Fairs (2 per year) as enrichment activities through extended learning time/stakeholder engagement. The focus for those nights will be around the Common Core and/or Stakeholder Involvement- areas indicated in question #1 and #2 of the plan.

2. Best Practices focused on Differentiation of Instruction Based on Formative Assessment

With a focus on Differentiated Instruction Based on Formative Assessment, time during the school day is utilized more effectively because skills the students are still in need of mastering are targeted. During the school day, teachers will maximize instructional time by providing uninterrupted reading workshop and writing workshop blocks. Also, teachers will integrate science and social studies multiple times per week with reading and writing through the use of leveled texts, Making Meaning lessons, and weekly writing about science and social studies topics. This is different than previously done, as each subject was taught separately. In addition, students most in need of additional assistance will be provided Tier II or Tier III services in reading and behavior skills during an intervention time, outside of core instructional time. Targeted standards by student or groups of students allows for enrichment time to be built in directly to the lesson plan, as those who have already mastered certain skills can work more independently. All students and their families will be offered enrichment activities through

evening family activities (i.e. 2 Math and Science nights, 1 Reading and Writing About Social Studies night, and Family Game Nights) focused on ELA, Math and Science. This will be one way to meet the standards of the Drop Out Challenge and improve attendance and achievement success for those children.

3. Stakeholder Engagement with Focus on Culture

The strategies described previously (e.g. The Leader in Me, PBiS) have a research-base that show decreases in severe behaviors, increase in the ability to take responsibility, increase in conflict resolution skills, increase in leadership behaviors and thus, a decrease in suspension time and an increase in time on task for students and staff.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

Parents are engaged in the school community beginning with a Back to School Night during the first week of school. This year's attendance was 211 out of 286 (74%) They are also offered the opportunity to be involved on the School Leadership Team, which creates our building's School Improvement Plan; the Parent-Teacher Organization, which plans extra-curricular school activities, such as Math and Science Nights; and family activities that promote positive home-school relationships, such as Game Nights, Family Fun Nights, assemblies and Book Fairs. Currently, 1 parent is part of the School Leadership Team. The PTO typically has approximately 2-3 parents in attendance and the most recent family movie nights brought in 74 students and parents.

Families are invited to classroom writing celebrations, vocal music concerts, quarterly honor roll assemblies, and to volunteer in special classroom activities, such as field trips. In addition, parents are invited to Parent Workshops and The Leader in Me Parent Night that will help them work with their children in the areas of curriculum, leadership and behavior. During the summer, books will be made available to students so they can work with parents/ guardians to continue their learning throughout the summer.

In the past, each school created surveys to go to families and the community. This year, District Perception Surveys will be given at Hoover once per year for families and community members. The goal is to have consistent information across the district to better support our stakeholders and to provide Hoover with direction about how effective their continuous engagement activities have been. This is then used to determine which programs will continue, which will be removed, and what other needs there might be.

Based on the data above, goals were established for the area of Parent and Stakeholder Involvement to coincide our focus on culture. While those areas above will continue to be implemented, a more specific planning process is described below:

Goal(s) to support continuous engagement of families and community

According to data from our Parent Survey, 64% of the respondents felt that the school provides opportunities for families to get involved in the school. However, the low number of parents who actually become involved is an area of concern. In order to increase parent and community engagement in school activities, we will be offering a variety of types of parent engagement activities during the school year. Our goal is as follows:

1. 2013-2014- 20% of parents will be engaged in at least one building or classroom activity each card marking (quarterly).
2. 2014-2015- 30% of parents will be engaged in at least two building or classroom activities each card marking (quarterly).
3. 2015-2016- 40% of parents will be engaged in at least two building or classroom activities each card marking (quarterly).
4. 2016-2017- 50% of parents will be engaged in at least two building or classroom activities each card marking (quarterly).

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Structures in place to support the above goals

1. Monthly building calendar of events, sent home in monthly newsletter and available online
2. PTO calendar of events
3. Weekly email/ robo call reminders to parents about events from the principal
4. Teachers will create a list of their parent engagement opportunities and send this list home with a response/ commitment form for parents to complete
5. Personal contacts from a Parent Coordinator about parent workshops
6. Teachers will send home monthly reminders and sign up sheets for parents to come in to the classroom to read or assist in other activities. Teachers will keep data on how many, as well as which parents, come into the building each month.

Building Level Engagement: Building level engagement will be offered in the form of four (4) evening program opportunities per year at the building level and one (1) time per month per teacher at the classroom level. Classroom engagement could include field trips, Honor Roll celebrations, District Literacy Corp, or parents coming in just to volunteer where teachers in subject teachers need an extra pair of hands. Along with simply engaging parents and the community, these options would increase their understanding of academic programs and the Leadership philosophy, areas that showed on the perception data as areas of need during the 2012-2013 school year.

Hoover Elementary will provide for continuous improvement and ongoing family and community engagement by adding a Parent Coordinator position to the building at 20 hours per week. The Coordinator, in cooperation with the Reform Team's guidance would offer parent tips and workshops that link to The Leader in Me, in addition to ideas based on parent surveys of their needs (e.g. academic support, nutrition). This parent will work with Hoover staff to provide the Parent Handbook from The Leader in Me, specifically the last chapter entitled, "Bringing It Home", geared toward parents. Additionally, the Coordinator and at least one other member of the staff will be trained to provide workshops for parents yearly on "The 7 Habits of Highly Effective Families", with the goal of training at least 20 parents/ guardians per year. These pieces will be coupled with the Love & Logic series already offered by the School Social Worker (SSW). The Parent Coordinator will also help plan with the Leadership Team and coordinate all family and community engagement events in the school related to academics. Examples- Back to School Night; Parent-Teacher Association activities, such as monthly P.T.O. meetings, Family Fun Nights, Book Fairs; Extra-curricular family activities, such as Movie, Night, Fall Festival, Math/Science Nights, Game Nights; Parent Workshops; School Leadership Team; PbiS Monthly Building Reward activity, Leader In Me Parent Night.

District/Community Level Engagement: Local businesses and organizations provide assistance to families in the form of holiday help, school supplies, and clothing. One local business also provides support for Positive Behavior and Intervention Support (PBiS) rewards and our Annual Field Day rewards. The local senior citizens' organization organizes the donation of backpacks to our incoming kindergarten students. As a district support, the Family Resource Center works with families of students who are homeless or are simply in need of resources and connects them to those resources. Examples- Family Resource Center Liaison meetings; Family Resource Center assistance, District School Improvement Team; Literacy Corps Volunteer

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvacEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

In order to attempt a sustainable approach to increasing student achievement and graduation rates across the district through the provision of operational flexibility in staffing, calendars, time and budgets, the following action steps will be taken:

Since the plan of each Priority building in the district, including Hoover, is based in research of rapid turnaround and high effect-size strategies, Reform Plans will be shared with each building in the district in an effort to proactively plan for substantially increasing student achievement throughout the district. MEAP data analysis and SEC analysis information will also be shared with all buildings. This information will also be given to the Education Services Departments at the district level. Focus buildings will, although not required to, create a plan similar to the Reform Plan due to the detail required. As district curriculum is currently being aligned to the Common Core and GLCEs/HSCes as appropriate, SEC information about gap areas will guide the alignment. Non- Priority and Non-Focus schools will be encouraged to follow this same framework in order to provide their team with a laser-like focus on the most rapid turnaround strategies. Working with all buildings versus just those identified allows for district focus and support that can impact all buildings rather than just a few.

With regard specifically to Hoover, the School Improvement Team and the Principal determine the school's Title I budget (subject to federal regulations). The school has complete autonomy of Title I expenditures and throughout the year the school improvement team (whole staff) analyzes and identifies areas in need of improvement. The team then decides what supplemental materials/ resources/ supports will best meet the needs of the students and uses the Title I budget to provide for those items.

Title I Set-Aside funds will be used to provide stipends for teachers to meet and plan together based on summative and formative assessment data, PBIS data, and attendance data as needed by simply discussing with the Executive Director/School Improvement & Innovation who will work with the Executive Director/ Federal & State Programs to ensure the use meets Title I requirements, has a research/ evidence base and fits into the Reform Plan. If so, it will be allowed. It is the goal of the district to keep teachers in the classroom, with no more than 6 days of professional development throughout the year during school hours. The idea behind this is that we want the most effective and highly trained staff with the students as much as possible. The schedule is flexible and will be allowed, but if at all possible, additional time will come before and after school, on weekends, or during the summer. All teachers in the building will commit to sharing the workload and effort involved in the plan, so the time away from all classes can be minimized. If professional development must happen during the school day, set-aside funds will be used to provide rotating substitutes and job-embedded professional development for 1-2 hours at a time, after which the teacher will return to his/her classroom to implement the strategies/ skills just learned. Consultants in the areas of differentiation based on formative assessment and in the area of behavior, to improve school and classroom culture, will be invited to the classrooms to provide feedback and modeling through job-embedded support. As indicated in #8, additional collaboration time of 50 minutes/week will be provided to teachers through the use of floating substitutes. Every effort will be made to provide this time back-to-back with their regular planning time in order to give teachers 110 minutes of grade level collaboration time once each week.

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Building areas are made available through the use of Facilities Direct, an online system already supported by the district. Simply adding an activity to the Facilities Direct calendar allows the district to provide the necessary heat/air, technology, etc. The building is available during the summer, and before and after school for additional student support and timely assistance based on data. Teachers will also have access to the building, in the event they need additional time to plan, and so that the Summer Institute and Extended Learning Programs can be held at Hoover, the building closest to the homes of the students.

Transportation will also be provided by the district through set-aside funds during the Extended Learning Programs, in order to include as many students as possible. Discussions have already been held with the Executive Director of Transportation to begin preparing for Hoover's extended learning time. Whenever possible, community buildings will be utilized to help families feel more at ease joining the sessions (e.g. parent workshops at a local community center). Times for the summer programs will take into consideration the schedules of the families and staff as well as what is best for students. During the year, extended learning programs will be offered as many different times as possible to allow for more students to attend.

Based on the Letter of Understanding, the district will be able to provide flexibility in allowing the principal to interview any current district teaching staff prior to their taking of a position while Hoover is under the Reform Plan requirement. As new staff are hired, building principals will participate as part of the interview team.

Requirement #11: The school and 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. Indicator 11A: In your response, describe how the district plans to access and provide supports for the school. Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

Meetings during the year will be set either bi-weekly or monthly between the Building's Reform Team, Executive Director of School Improvement & Innovation, Intervention Specialist from MDE and School Improvement Facilitator from RESA to ensure we are following the plan, digging deeper through data collection, and objectively looking at the progress being made in student achievement. RESA liaisons and other partners' assistance will be elicited as needed to provide professional development, data digs, and research that will further our specific process and progress. These are meetings that can be sustained at the district level regardless of set-aside funding. If this funding were not available, the meetings would simply include district personnel only.

As often as possible, meetings will occur outside of school hours so staff can be in their classrooms. Those supporting the buildings will come to them with the idea of combining meetings between the Priority buildings whenever possible to encourage dialogue between the Reform Teams and increase consistency across the district. Again, the Executive Director of School Improvement & Innovation will attend as many of these meetings as possible to provide a district connection.

MDE and RESA personnel have been and will continue to be invited to District Improvement Team and Focus Building meetings in addition to Priority meetings. All information discussed in the plans will be shared with the Educational Services Team at the district level. Meetings will also be held specifically with all administrators K-12 to share the plans of the Priority buildings. The goal from these cross-department and cross-building level meetings is to share the research-based practices and programs being used and the results from those plans. Ideally, all K-12 buildings will then implement those pieces that provide the greatest effects and results in student achievement through support of the Educational Services Team.

Currently, Technical Assistance support is provided to all Title I buildings by bringing in outside consultants who work in conjunction with the Executive Director of Federal & State Programs and Executive Director of School Improvement & Innovation, multiple times per year. If this funding support were no longer available, the two Executive Directors alone could provide the support to each site. There are currently three

visits per year per building and four workshops for Title I and School Improvement.

RESA Consultants are made available in all content and the behavioral area through the county and would still be available at minimal or no cost to provide coaching and support as needed. Surveys of Enacted Curriculum (SEC) data also provides significant data at minimal cost and since it has been done already, the Executive Director of School Improvement & Innovation could provide the overview and data dig. As the Reform Plan has been developed, special attention has been paid to include strategies that can be maintained over time. For example, the bulk of effort is being put into behavioral and instructional coaching so those who remain past the four year plan have the skills necessary to impact students, The Leader in Me provides for training of Lighthouse Coaches who can be utilized throughout the district (this will include the Executive Director of School Improvement & Innovation), and all information gained will be used district-wide.

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As often as possible, meetings will occur outside of school hours so staff can be in their classrooms. Those supporting the buildings will come to them with the idea of combining meetings between the Priority buildings whenever possible to encourage dialogue between the Reform Teams and increase consistency across the district. Again, the Executive Director of School Improvement & Innovation will attend as many of these meetings as possible to provide a district connection.

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Currently, Technical Assistance support is provided to all Title I buildings by bringing in outside consultants who work in conjunction with the Executive Director of Federal & State Programs and Executive Director of School Improvement & Innovation, multiple times per year. If this funding support were no longer available, the two Executive Directors alone could provide the support to each site. There are currently three visits per year per building and four workshops for Title I and School Improvement.

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RESA Consultants are made available in all content and the behavioral area through the county and would still be available at minimal or no cost to provide coaching and support as needed. Surveys of Enacted Curriculum (SEC) data also provides significant data at minimal cost and since it has been done already, the Executive Director of School Improvement & Innovation could provide the overview and data dig. As the Reform Plan has been developed, special attention has been paid to include strategies that can be maintained over time. For example, the bulk of effort is being put into behavioral and instructional coaching so those who remain past the four year plan have the skills necessary to impact students, The Leader in Me provides for training of Lighthouse Coaches who can be utilized throughout the district (this will include the Executive Director of School Improvement & Innovation), and all information gained will be used district-wide.

Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
1. Essential Teacher Beliefs				
High Expectations	The teacher demonstrates a high level of expectancy for all students to perform at high academic levels and behave appropriately for the school setting.	The teacher demonstrates a moderate level of expectancy that students will perform at high levels and behave appropriately for the school setting.	The teacher demonstrates a minimal level of expectancy that students will perform at high academic levels and behave appropriately for the school setting.	The teacher demonstrates a low level of expectancy that students will perform at high academic levels and behave appropriately for the school setting.
Malleable Intelligence	The teacher believes with respect to all students, as is evidenced by interactions with students, parents and other staff members, that intelligence is not a fixed entity; people "get smarter" through hard work. Further, the teacher engages nearly all students through multiple opportunities to demonstrate their intelligence through a variety of rich teaching strategies.	The teacher believes with respect to most students, as is evidenced through interactions with students, parents and other staff members that intelligence is not a fixed entity; people "get smarter" through hard work. Further, the teacher engages most students through multiple opportunities to demonstrate their intelligence through a variety of rich teaching strategies.	The teacher believes that some students can learn at high levels, but that intelligence is fixed for many students. The teacher believes it is their job to deliver instruction and that student learning does not necessarily need to be an outcome of teaching.	The teacher does not believe students are capable of changing their intellectual abilities regardless of the effort or work students accomplish.

Student Attitudes and Motivation	The teacher avoids negative assumptions about students' abilities and /or their desire to learn. The teacher values and harnesses the potential of students' unique life experiences in an effort to help nearly all students become successful.	The teacher avoids negative assumptions about their students' abilities and /or desire to learn. The teacher values and harnesses the potential of students' unique life experiences in an effort to help most students become successful.	The teacher does not usually avoid negative assumptions about their students' abilities and/or their desire to learn. The teacher values and harnesses the potential of students' unique life experiences some of the time in an effort to help some students become successful.	The teacher does not avoid negative assumptions about students' ability and /or their desire to learn. The teacher does not value or harness the potential of their students' unique life experiences in an effort to help students become successful.
Equity and Anti-Racism	The teacher actively addresses inequity and its potential roots in order to close achievement gaps and achieve equity of educational outcomes for nearly all students.	The teacher actively addresses inequity and its potential roots in order to close achievement gaps and achieve equity of educational outcomes for most students.	The teacher actively addresses inequity and its potential roots in order to close achievement gaps and achieve equity of educational outcomes for some students.	The teacher actively addresses inequity and its potential roots in order to close achievement gaps and achieve equity of educational outcomes for a few students.

Urgency, Relentlessness, and Ownership of Outcomes	The teacher is committed to working "until the job's done"; assuming responsibility for nearly all student academic outcomes.	The teacher is committed to working "until the job's done"; assuming responsibility for most student academic outcomes.	The teacher works hard some of the time and assumes responsibility for only some student academic outcomes.	The teacher does not work hard and is unwilling to assume responsibility for student academic outcomes.
Embedded Technology	The teacher embraces the idea that technology in many forms may have useful applications for teaching and learning. The teacher works collaboratively with nearly all students (engaging students with the physical use of technology) to enhance classroom instruction by using emerging technologies and available resources.	The teacher embraces the idea that technology in many forms may have useful applications for teaching and learning. The teacher works collaboratively with most students (engaging students with the physical use of technology) to enhance classroom instruction by using emerging technologies and available resources.	The teacher resists the idea that technology in many forms may have useful applications for teaching and learning. The teacher works reluctantly with students to use emerging technologies and available resources.	The teacher refuses to use technology to enhance student learning.

Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
2. Educator Responsibilities				
Content Knowledge	The teacher possesses a deep knowledge of the subject(s) that he/she is responsible to teach. The teacher is constantly seeking opportunities throughout the school year and outside of the school district to improve his/her content knowledge base (e.g. professional organizations, professional development, reading literature and research).	The teacher possesses a solid knowledge of the subject(s) that he/she is responsible to teach. The teacher seeks opportunities throughout the school year and outside of the school district to improve his/her content knowledge base (e.g. professional organizations, professional development, reading literature and research).	The teacher possesses knowledge of the subject(s) that he/she is responsible to teach. The teacher does little to enhance his/her abilities to learn new information relevant to his/her content area.	The teacher possesses knowledge of the subject(s) that he/she is responsible to teach. The teacher makes no effort to learn beyond their formal schooling that occurred throughout their teacher training program.
Continuing Professional Development	The teacher is constantly seeking opportunities throughout the school year and outside of the school district to improve his/her knowledge base about instructional practices that improve student achievement (e.g. professional organizations, professional development, reading literature and research).	The teacher seeks opportunities throughout the school year and outside of the school district to improve his/her instructional knowledge base about instructional practices that improve student achievement (e.g. professional organizations, professional development, reading literature and research).	The teacher does little to enhance his/her abilities to learn new information relevant to effective instructional practices designed to improve student achievement.	The teacher makes no effort to learn beyond their formal schooling that occurred throughout their teacher training program.

Pedagogical Knowledge	The teacher possesses deep knowledge for the methodology of instruction, including the frequent use of regular formative assessment. This teacher is capable of easily adapting instruction based upon the different learning styles and information gleaned from regular formative assessment of nearly all students in a variety of contexts.	The teacher possesses a solid knowledge of the methodology of instruction, including regular use of formative assessment. This teacher is capable of adapting instruction, with some assistance and transition time. Most student's different learning styles are accommodated with some additional work by the teacher.	The teacher possesses some knowledge about the methodology of instruction, including some use of formative assessment. This teacher adapts instruction some of the time to meet the different learning styles of some students.	The teacher possesses little knowledge about the methodology of instruction. This teacher does little to adapt instruction for any students.
Reflection	The teacher always analyzes practices in light of student data outcomes in order to maximize student mastery of learning goals and objectives. Multiple data points are reviewed and include local, state and when appropriate, national data sets compared longitudinally by cohort, as well as individually and against previous cohorts of students.	The teacher analyzes practices in light of most student data outcomes in order to improve student mastery of learning goals and objectives. Multiple data points are used and include local, state and when appropriate, national data sets.	The teacher analyzes practices in light of some student data outcomes. Some data points are used but do not necessarily include local, state or national data sets.	The teacher rarely analyzes practices in light student data outcomes.

<p>Professional Collaboration</p>	<p>The teacher works with colleagues, through the professional learning community model, to enhance instruction techniques, allocate resources, and problem-solve. This educator is not limited by staff meeting time, or required professional development. He/she goes beyond the expected collaboration time established by the district in an effort to improve practices.</p>	<p>The teacher works with colleagues, through the professional learning community model, to enhance instruction techniques, allocate resources and problem-solve. This educator attends and participates actively in all required staff collaboration activities.</p>	<p>The teacher works with colleagues some of the time, through the professional learning community model, to enhance instruction techniques, allocate resources, and problem-solve. This educator attends and participates actively in all required staff collaboration activities.</p>	<p>The teacher rarely works with colleagues to enhance instruction techniques, allocate resources or problem-solve.</p>
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Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
3. Classroom Management				
Creating an Environment for Learning	The teacher builds and facilitates, for nearly all students, a learning space that minimizes disruption to the learning process; provides safety, support and encouragement; and values the strengths of all learners.	The teacher builds and facilitates, for most students, a learning space that minimizes disruption to the learning process; provides safety, support and encouragement; and values the strengths of all learners.	The teacher builds and facilitates, for only some students, a learning space that minimizes disruption to the learning process; provides safety, support and encouragement; and values the strengths of all learners.	The teacher does not build a learning space that minimizes disruption to the learning process.
Routines to Maximize Instruction	The teacher establishes clear policies and procedures that protect instruction and learning time for all students. Policies and procedures have been clearly communicated with nearly all students, parents and administration in order to minimize confusion and clearly outline expectations.	The teacher establishes clear policies and procedures that protect instruction and learning time for most students. Policies and procedures have been clearly communicated with most students, parents and administration in order to minimize confusion and clearly outline expectations.	Policies and procedures that protect instruction and learning have been established but are inconsistently followed and communicated.	The teacher does not establish or communicate consistent policies or procedures that protect instruction and learning time for all students.

Supportive Personal Relationships with Students	The teacher establishes methods of two-way communication with nearly all students to learn about and understand their interests, motivations, goals and life experiences in order to personalize and support instruction.	The teacher establishes methods of two-way communication with most students to learn about and understand their interests, motivations, goals and life experiences in order to personalize and support instruction.	The teacher establishes methods of two-way communication with some students to learn about and understand their interests, motivations, goals and life experiences in order to personalize and support instruction.	The teacher makes little to no effort to learn about students interests motivations, goals and life experiences.
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Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
4. Initial and Ongoing Planning				
Standards/Objective Based Planning	All lessons and units are designed based on specific grade level appropriate content expectations/standards that identify what students should know or be able to do.	Most lessons and units are designed based on specific grade level appropriate content expectations/standards that identify what students should know or be able to do.	Some lessons or units are designed based upon specific grade level appropriate content expectations/standards that identify what students should know.	Few lessons or units are designed based upon specific grade level appropriate content expectations/standards.
Backward Planning	The teacher designs all lessons by determining when students have mastered objectives. The teacher then works in reverse to match instructional strategies to intended outcomes for nearly all students.	The teacher designs most lessons by determining when students have mastered objectives. The teacher then works in reverse to match instructional strategies to intended outcomes for most students.	The teacher designs some lessons by determining when students have mastered objectives. The teacher then works in reverse to match instructional strategies to intended outcomes for some students.	The teacher does not focus on a backward design approach when preparing lessons.

Lesson Planning	The teacher uses information about students' prior knowledge, data on pre and post assessment, and feedback from his/her PLC in order to design an action plan for delivery of instruction and assess mastery of learning objectives.	The teacher uses information about students' prior knowledge to design an action plan for delivery of instruction and assess mastery of learning objectives.	The teacher delivers the content in the textbook or resource without using higher levels of rigor or comprehension to teach a lesson. Worksheets and recall make-up the primary lesson plan.	The teacher does not prepare for the lesson and expects students to learn through worksheets and low level recall activities. This teacher delivers lessons in the same way almost daily. Little differentiation occurs.
Unit Planning	The teacher uses information about students' prior knowledge, data on pre and post assessment, and feedback from his/her PLC in order to design an action plan for delivery of instruction and assess mastery of learning objectives.	The teacher uses information about students' prior knowledge to design an action plan for delivery of instruction and assess mastery of learning objectives.	The teacher delivers the content in the textbook or resource without using higher levels of rigor or comprehension to teach a unit. Worksheets and recall make-up the primarily unit plan. Few adjustments are made from one unit to the next in order to encourage greater levels of learning from one unit to the next.	The teacher does not prepare for the unit and expects students to learn through worksheets and low level recall activities. This teacher delivers lessons in the same way almost daily. Changes are not made to meet the needs of students from one unit to the next.

Long Term Planning	The teacher uses information about students' prior knowledge, data on pre and post assessment, and feedback from his/her PLC in order to design an action plan for delivery of instruction and assess mastery of one grade level or course-specific curriculum.	The teacher uses information about students' prior knowledge to design an action plan for delivery of instruction and assess mastery of one grade level or course-specific curriculum.	The teacher delivers the content in the textbook or resource without using higher levels of rigor or comprehension to plan for long term objectives for a course. Few adjustments are made from one semester to the next in order to meet the needs of different learners.	The teacher does not prepare for the long term objectives of a course and expects students to learn through worksheets and low level recall activities. This teacher delivers lessons in the same way almost daily. Changes are not made to meet the needs of new learners from one semester to the next.
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Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
5. Investing in Families and the Community				
Two-Way Communication	The teacher establishes and maintains frequent communication between school and home through a variety of methods, (e.g. phone, e-mail, online tools, newsletter, planner), that is based on mutuality of goals for student outcomes; persevering through differences of opinion and logistical challenges to avoid assigning blame or claiming independent success for student outcomes.	The teacher establishes and maintains communication, as needed, between school and home through a variety of methods, (e.g. phone, e-mail, online tools, newsletter, planner), that is based on mutuality of goals for student outcomes; persevering through differences of opinion and logistical challenges to avoid assigning blame or claiming independent success for student outcomes.	The teacher communicates between school and home on some occasions, but only to the extent that parents feel their questions/concerns have been addressed.	The teacher rarely communicates between school and home.
Volunteering	The teacher actively seeks accepts, organizes, encourages, and supports the contribution of time and talent to school functions by students' families. This teacher opens his/her class in a warm and inviting manner in an effort to enhance student learning opportunities through a variety of contexts that includes volunteering.	The teacher accepts, organizes, encourages, and supports the contribution of time and talent to school functions by students' families.	The teacher, on occasion, will accept parent/community volunteers but does not particularly seek out involvement.	The teacher does not allow parent/community volunteers in their classroom.

Learning at Home	The teacher provides a broad array of resources and information to families in order to assist them in supporting individual student's learning activities and planning while not in school. The teacher offers strategies to help parents engage and encourage learning at home. This may involve resource information in a variety of contexts.	The teacher provides various resources and information to families in order to assist them in supporting students' learning activities and planning while not in school. The teacher offers these opportunities to the entire class and does not necessarily differentiate learning needs individually. This may involve resource information in a variety of contexts.	The teacher provides some resources and information to families in order to assist them in supporting students' learning activities and planning while not in school. This occurs only when requested by a parent or administrator.	The teacher does not provide resources and information to families with the intent of promoting learning at home.
Decision-Making	The teacher constantly works to develop parent leaders, representatives, and activists to participate in school decision-making activities and functions.	The teacher makes some efforts to develop parent leaders, representatives, and activists to participate in school decision-making activities and functions.	The teacher rarely works to develop parent leaders, representatives, or activists that participate in school decision-making activities and functions.	The teacher never works to develop parent leaders, representatives, or activists that participate in school decision-making activities and functions.

Collaborating with the Community	The teacher constantly identifies and integrates resources and services from the community to support, supplement and strengthen the school.	The teacher identifies and integrates resources and services from the community to support, supplement and strengthen the school.	The teacher is willing to identify and integrate resources and services from the community when they are presented to the teacher. This teacher does not seek out support in an effort to strengthen the school.	The teacher makes little effort to collaborate with community stakeholders and usually refuses to integrate resources and services from the community.
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Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
6. Engagement and Motivation of All Learners				
Cultural Relevance	The teacher recognizes and includes students' backgrounds, experiences, cultures and ethnicities in planning and delivering instruction on an almost daily basis.	The teacher recognizes and includes students' backgrounds, experiences, cultures and ethnicities in planning and delivering instruction on a routine basis.	The teacher recognizes and includes students' backgrounds, experiences, cultures and ethnicities in planning and delivering instruction some of the time.	The teacher rarely recognizes or includes students' backgrounds, experiences, cultures and ethnicities in planning and delivering instruction.
Reinforcing Effort and Providing Recognition	The teacher daily provides positive reinforcement as well as targeted praise and encouragement for almost all students' efforts to meet academic goals.	The teacher routinely provides positive reinforcement as well as targeted praise and encouragement for most students' efforts to meet academic goals.	The teacher provides positive reinforcement as well as targeted praise and encouragement for some students' efforts on an inconsistent basis and only for select students.	The teacher does not provide positive reinforcement and targeted praise or encouragement for student's efforts.

Tapping into Student Interest and Expertise	The teacher recognizes and capitalizes on the value of nearly all students' knowledge and interests, to make instruction relevant and engaging.	The teacher recognizes and capitalizes on the value of most students' knowledge and interests, to make instruction relevant and engaging.	The teacher recognizes and capitalizes on the value of some students' knowledge and interests, to make instruction relevant and engaging.	The teacher rarely recognizes or capitalizes on the value of students' knowledge and interests, to make instruction relevant and engaging.
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Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
7. Activation and Extension of Knowledge				
Relevance	Throughout every unit/lesson of study, the teacher encourages metacognition and uses content through meaningful contexts in order to elicit real-world applications for the child to make meaning.	Throughout most unit/lessons, of study the teacher encourages metacognition and uses content through meaningful contexts in order to elicit real-world applications for the child to make meaning.	Throughout some units/lessons, of study the teacher encourages metacognition and uses content through meaningful contexts in order to elicit real-world applications for the child to make meaning.	On rare occasions, the teacher encourages metacognition and uses content to elicit real-world applications for the child to make meaning.
Making Connections/Deep Knowledge	Throughout every unit/lesson of study the teacher weaves students' background knowledge with new content to create an integrated understanding of new ideas and concepts.	Throughout most units/lessons of study the teacher weaves students' background knowledge with new content to create an integrated understanding of new ideas and concepts.	Throughout some units/lessons of study the teacher weaves students' background knowledge with new content to create an integrated understanding of new ideas and concepts.	The teacher rarely weaves students' background knowledge with new content to create an integrated understanding of new ideas and concepts.
Mnemonic Devices	Throughout almost every unit/lesson of study the teacher uses memory aids to enhance acquisition of new knowledge.	Throughout most units/lessons of study the teacher uses memory aids to enhance acquisition of new knowledge.	Throughout some units/lessons of study the teacher uses memory aids to enhance acquisition of new knowledge.	The teacher rarely uses memory aids to enhance acquisition of new knowledge.

Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
8. Differentiation				
Academic Strengths and Areas of Growth	The teacher identifies and targets nearly all student learning needs on an almost individual basis; using student academic strengths to support targeted instruction. Instruction and lessons may vary from one class to the next dependent upon each class's learning strengths and weaknesses.	The teacher identifies and targets most student learning needs; using student academic strengths to support targeted instruction. Instruction and lessons may vary from one class's to the next dependent upon each class's learning strengths and weaknesses, this teacher's focus is more whole class rather than individual student, but differentiation occurs regularly.	The teacher identifies and targets some student learning needs; using student academic strengths to support targeted instruction. Instruction and lessons may vary from one class to the next dependent upon each class's learning strengths and weaknesses, this teacher focuses almost exclusively on the whole class and individual-type activities are extremely limited.	The teacher rarely identifies student learning needs. Instruction is delivered without prescription or thought to strengths and challenges of students.
Needs of Diverse Learners	The teacher plans for and reacts responsively to the spectrum of nearly all student achievement levels within a classroom.	The teacher plans for and reacts responsively to the spectrum of most student achievement levels within a classroom.	The teacher plans for and reacts responsively to the spectrum of some student achievement levels within a classroom.	The teacher rarely plans for and reacts to the spectrum of student achievement levels within a classroom.
Learning Preferences	The teacher uses knowledge about nearly all student learning preferences in order to individualize instructional processes.	The teacher uses knowledge about most student learning preferences in order to individualize instructional processes.	The teacher uses knowledge about how some students prefer to learn in order to individualize instructional processes.	The teacher rarely uses knowledge about how students prefer to learn in order to individualize instructional processes.
Multiple Intelligences	The teacher uses knowledge about nearly all students when developing intelligences and assessing the demonstration of mastery.	The teacher uses knowledge about most students when developing intelligences and assessing the demonstration of mastery.	The teacher uses knowledge about some students when developing intelligences and assessing the demonstration of mastery.	The teacher makes little effort to develop intelligences or assess student mastery.

Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
9. Stimulation of Critical Thinking and Problem-Solving				
Generating and Testing Hypotheses	The teacher actively engages nearly all students through inquiry, student prior knowledge and problem identification. The teacher encourages nearly all students to test and debate their hypothesis through rich and various classroom activities.	The teacher actively engages most students through inquiry, student prior knowledge and problem identification. The teacher encourages most students to test and debate their hypothesis through rich and various classroom activities.	The teacher engages some students through inquiry, student prior knowledge and problem identification. The teacher encourages some students to test and debate their hypothesis through some classroom activities. The teacher rarely tries new activities that may engage students.	The teacher rarely uses inquiry, student prior knowledge or problem identification in order to challenge and engage students.
Higher Order Thinking Skills	The teacher encourages nearly all students to analyze, synthesize, and evaluate new knowledge and the learning process. The teacher utilizes a number of strategies and various activities to push students to think at higher levels and perform far beyond basic knowledge recall.	The teacher encourages most students to analyze, synthesize, and evaluate new knowledge and the learning process. The teacher utilizes a number of strategies and various activities to push most students to think at higher levels. Evidence of simple recall lessons exists in the teacher lesson/unit planning and teaching with no tie to help students dig deeper.	The teacher encourages some students to analyze, synthesize, and evaluate new knowledge and the learning process. The teacher utilizes some strategies and activities to push some students to think at higher levels. Evidence of simple recall lessons exists to a great extent in the teacher lesson/unit planning and teaching.	The teacher rarely analyzes, synthesizes or evaluates new knowledge or the learning process. Lessons are primarily recall based.

Summarizing	The teacher is very skilled with respect to helping nearly all students to develop their ability to retell points of a specific text, concepts or ideas. Nearly all students are able to demonstrate this skill as a result of the teacher's strategies and lessons.	The teacher is skilled with respect to helping most students to develop their ability to retell points of a specific text, concepts or ideas. Most students are able to demonstrate this skill as a result of the teacher's strategies and lessons.	The teacher works to help some students to develop their ability to retell points of a specific text, concepts or ideas. Some students are able to demonstrate this skill as a result of the teacher's strategies and lessons.	The teacher struggles with helping students improve their ability to retell points of a specific text, concepts or ideas. Few students are able to demonstrate this skill as a result of the teacher's strategies and lessons.
Critical Discussion	The teacher facilitates thoughtful, well-reasoned dialogue about learning topics that demonstrates higher-order thinking skills on a frequent basis and according to the class being taught.	The teacher facilitates thoughtful, well-reasoned dialogue about learning topics that demonstrates higher-order thinking skills on a regular basis and according to the class being taught.	The teacher facilitates dialogue about learning topics that demonstrates higher-order thinking skills on an infrequent basis and not based upon the needs of the class.	The teacher rarely facilitates dialogue about learning topics that demonstrates higher-order thinking skills.
Nonlinguistic Representation	The teacher frequently uses symbols, diagrams, and physical models and movement to represent information and learning. All students are challenged and encouraged to use nonlinguistic representation to help them through the thinking process.	The teacher regularly uses symbols, diagrams, and physical models and movement to represent information and learning. Most students are challenged and encouraged to use nonlinguistic representation to help them through the thinking process.	The teacher infrequently uses symbols, diagrams, and physical models and movement to represent information and learning. Some students are challenged and encouraged to use nonlinguistic representation to help them through the thinking process.	The teacher rarely uses symbols, diagrams, or physical models and movement to represent information and learning.

Comparing and Contrasting	The teacher skillfully compares and contrasts information to help students understand difficult concepts. The teacher breaks a concept into similar and dissimilar components to analyze complex ideas and relationships on a regular basis, as deemed appropriate for each individual class of students. This teacher does not necessarily have to plan comparing and contrasting into the lesson. He/she is able to adapt the lesson mid-stream based upon student understanding and objective attainment.	The teacher compares and contrasts information to help students understand difficult concepts. The teacher breaks a concept into similar and dissimilar components to analyze complex ideas and relationships on a planned basis, and as deemed appropriate for each individual class of students.	The teacher compares and contrasts information to help some students understand difficult concepts. The teacher breaks an idea into similar and dissimilar components to analyze complex concepts and relationships some of the time.	The teacher rarely uses compare and contrast strategies when working with students.
Metacognition	The teacher teaches nearly all students to be aware of their own thinking processes. Nearly all students understand why they are learning and processing information.	The teacher teaches most students to be aware of their own thinking processes. Most students understand why they are learning and processing information.	The teacher teaches some students to be aware of their own thinking processes. Some students understand why they are learning and processing information.	The teacher does not teach students to be aware of their own thinking processes.

Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
10. Scaffolding				
Graduated Questioning	The teacher uses questions as a strategy to guide students from knowledge recall to critical thinking. Graduated questioning is used throughout the duration of the class on an individual student basis as well as whole group.	The teacher uses questions as a strategy to guide students from knowledge recall to critical thinking. This strategy is used regularly with most classes.	The teacher uses questions on occasion in order to guide students but they often do not push students to critical thinking and only do so with some classes.	The teacher rarely uses questions to guide students from knowledge recall to critical thinking.
Direct Instruction	The teacher uses a cycle of teacher-led instruction, guided practice and independent practice to foster student concept mastery. The teacher is masterful with respect to determining which classes need direct instruction and how to clearly utilize strategies to enhance instruction for classes when appropriate.	The teacher uses a cycle of teacher-led instruction, guided practice and independent practice to foster student concept mastery. The teacher uses direct instruction and is willing to alter the lesson plan when students are struggling with the practice or require more direction.	The teacher uses direct instruction on occasion. This teacher is more focused upon low level activities that require frequent book work or worksheet-type activities.	The teacher rarely uses direct instruction.

Conferring	The teacher uses one-on-one conferencing with students to assess, correct, and guide the learning process. Conferencing occurs when needed and based upon the challenges of students. Conferencing may occur during the class, as well as before and after school, in order to provide support for all students.	The teacher uses one-on-one conferencing with students to assess, correct, and guide the learning process. Conferencing occurs when needed and based upon the challenges of students. Conferencing occurs primarily during the class session despite some student needs, but the teacher does confer with some students outside of class time.	The teacher uses one-on-one conferencing some of the time and usually during the class time.	The teacher rarely uses one-on-one conferencing to meet the needs of students.
Spacing Learning Over Time	The teacher masterfully plans units/lessons to extend learning opportunities on specific topics or objectives over time in order to promote mastery through the practice and feedback cycle. The teacher can clearly articulate the plan for all lessons, in writing, and when appropriate verbally. Planning is clearly evident throughout lesson planning.	The teacher plans units/lessons to extend learning opportunities on specific topics or objectives over time in order to promote mastery through the practice and feedback cycle. The teacher can clearly articulate the plan for most units/lessons, in writing, and when appropriate verbally. Planning is clearly evident throughout lesson planning.	The teacher plans some units/lessons to extend learning opportunities on specific topics or objectives over time to promote mastery through the practice and feedback cycle. The teacher can, on occasion, articulate the plan for some units/lessons.	The teacher rarely plans unit/lessons to extend learning opportunities on specific topics or objectives over time.

Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
11. Multiple Opportunities for Practice, Mastery and Assessment				
Academic Choice	The teacher is frequently (almost daily) providing students opportunities to participate, practice, and/or demonstrate mastery in a self-selected manner.	The teacher usually (weekly) provides students opportunities to participate, practice, and/or demonstrate mastery in a self-selected manner.	The teacher, on occasion (less than weekly), provides students opportunities to participate, practice, and/or demonstrate mastery in a self-selected manner.	The teacher rarely provides students opportunities to participate, practice, and/or demonstrate mastery in a self-selected manner.
Authentic/Alternative Assessment	The teacher constantly assesses student mastery using means other than written tests.	The teacher regularly assesses student mastery using means other than written tests.	The teacher assesses student mastery using means other than occasional written assessment.	The teacher rarely assesses student mastery using means other than written tests.
Formative Assessment	The teacher continuously monitors and provides feedback during the lesson/unit cycle to help nearly all students move toward learning goals.	The teacher regularly monitors and provides feedback during the lesson/unit cycle to help most students move toward learning goals.	The teacher monitors and provides feedback infrequently. The lesson/unit cycle is primarily delivered without consideration for student understanding or mastery.	The teacher rarely monitors or provides feedback to students during a lesson/unit cycle.

Summative Assessment	The teacher always uses some form of a summative assessment to assess student mastery at the culmination of a defined learning goal.	The teacher often uses some form of a summative assessment to assess student mastery at the culmination of a defined learning goal.	The teacher sometimes uses some form of a summative assessment to assess student mastery at the culmination of a defined learning goal.	The teacher rarely uses some form of a summative assessment to assess student mastery at the culmination of a defined learning goal.
Homework	The teacher provides meaningful experiences outside of the classroom to practice academic skills and/or advance student learning. Homework is used to provide feedback for nearly all students and is considered practice. Homework is not used as a fixture to determine student achievement, but rather a method for interacting with the student and providing regular and frequent feedback so the student can improve.	The teacher provides meaningful experiences outside of the classroom to practice academic skills and/or advance student learning. Homework is used to provide feedback for most students and is considered practice. Homework is not used as a fixture to determine student achievement, but rather a method for interacting with the student and providing regular and frequent feedback so the student can improve.	The teacher provides some experiences outside of the classroom to practice academic skills and/or advance student learning. Homework is used to record grades and not necessarily to provide feedback.	The teacher provides few experiences outside of the classroom to practice academic skills and/or advance student learning. Homework is used to record grades and not necessarily to provide feedback.

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Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
12. Flexible Grouping				
Cooperative Grouping	The teacher uses cooperative grouping as one strategy to engage students in the learning process. Students are on task throughout the activity and clearly understand their objective as a group. Students work in groups with the intent of drawing upon one-another's prior knowledge and experience in order to share responsibility for outcomes. The teacher uses conferring strategies to enhance cooperative grouping and coaches students throughout the activity. Proximity and frequent circulation of the room occurs in order to support the activity.	The teacher uses cooperative grouping as one strategy to engage students in the learning process. Students are on task throughout the activity and clearly understand their objective as a group. Students work in groups with the intent of drawing upon one-another's prior knowledge and experience in order to share responsibility for outcomes.	The teacher uses some cooperative grouping as one strategy, but students often seem lost during the activity and inadequate guidance is provided by the teacher.	The teacher does not use cooperative grouping as a strategy.

<p>Whole Group Instruction</p>	<p>The teacher provides simultaneous instruction to all students in the room. The teacher uses whole group instruction as a method to encourage debate, foster discussion, ask questions and deliver content. Although whole group instruction can be valuable the teacher recognizes that the method should (and doesn't over utilize whole group instruction) be used appropriately in order to encourage multiple learning strategies. Nearly all students are engaged throughout whole group lessons.</p>	<p>The teacher provides simultaneous instruction to all students in the room. The teacher uses whole group instruction as a method to encourage debate, foster discussion, ask questions and deliver content. Most students in the class are engaged.</p>	<p>The teacher provides simultaneous instruction to all students in the room. The teacher typically lectures and does not allow for much discussion. Some students in the class are engaged.</p>	<p>The teacher provides whole group instruction that may be unrelated to the standards and objectives necessary for students to acquire the necessary and relevant information required to be successful.</p>
<p>Heterogeneous Grouping</p>	<p>The teacher develops work groups of students with a range of academic readiness/achievement levels in order to engage students in high quality learning activities that benefit nearly all students.</p>	<p>The teacher develops work groups of students with a range of academic readiness/achievement levels in order to engage students in high quality learning activities that benefit most students.</p>	<p>The teacher, on occasion, develops work groups with a range of academic readiness/achievement levels. Little direction is provided and only some students benefit.</p>	<p>The teacher rarely develops work groups of students with a range of academic readiness/achievement levels. Few students benefit as a result of these groupings.</p>

Individual Instruction	The teacher almost always monitors and provides feedback on a one-to-one basis during the lesson/unit cycle to help almost all students (as needed) move toward learning goals in order to engage students in high quality learning activities that benefit most students.	The teacher regularly monitors and provides feedback on a one-to-one basis during the lesson/unit cycle to help most students (as needed) move toward learning goals in order to engage students in high quality learning activities that benefit most students.	The teacher provides instruction in direct, one-on-one sessions during class only and for few students. A process does not exist to provide extra support for students.	The teacher rarely provide one-on-one sessions for students.
Flexibility and Fluidity	This teacher is skilled/competent with all grouping strategies; teachers and students move smoothly from one type of grouping to another as well as move within types of groups based on current levels of achievement.	This teacher is skilled/competent with most grouping strategies; teachers and students move smoothly from one type of grouping to another as well as move within types of groups based on current levels of achievement.	This teacher is skilled/competent with some grouping strategies; teachers and students move smoothly from one type of grouping to another only some of the time.	This teacher is skilled/competent with few grouping strategies. Transitions are often disruptive and have little direction.

Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
13. Using Multiple Data Sources				
Informal Assessment	The teacher almost daily uses what happens in the classroom to assess student growth toward an intended outcome. Future lessons are designed based upon learning outcomes of students.	The teacher regularly uses what happens in the classroom to assess student growth toward an intended outcome. Future lessons are designed based upon learning outcomes of students.	The teacher on occasion uses what happens in the classroom to assess student growth toward an intended outcome.	The teacher rarely uses what happens in the classroom to assess student growth toward an intended outcome.
Formal Assessment	The teacher frequently designs and uses specific assessment tools to assess student growth, based upon adjusted teaching methods, in order to determine student mastery on specific concepts with the goal of moving toward an intended outcome.	The teacher regularly designs and uses specific assessment tools to assess student growth, based upon adjusted teaching methods, in order to determine student mastery on specific concepts with the goal of moving toward an intended outcome.	The teacher designs and uses specific assessment tools to assess student growth infrequently and the tools are usually not a good measure of student achievement and do not assess the breadth and scope of the standards.	The teacher rarely designs or uses specific assessment tools to assess student growth. The tools are usually not a good measure of student achievement and do not assess the breadth and scope of the standards.

Non-Assessment	The teacher has a systematic process for collecting, analyzing, and applying information related to student needs, interests, opinions, extracurricular pursuits, behavior, attendance, etc., that may inform instruction.	The teacher makes an effort to collect, analyze, and apply information related to student needs, interests, opinions, extracurricular pursuits, behavior, attendance, etc., that may inform instruction.	The teacher makes little effort to collect, analyze, or apply information related to student needs, interests, opinions, extracurricular pursuits, behavior, attendance, etc., that may inform instruction.	The teacher makes no effort to collect, analyze, or apply information related to student needs, interests, opinions, extracurricular pursuits, behavior, attendance, etc., that may inform instruction.
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Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
14. Instructional Decision Making				
Identifying Instructional Needs	The teacher is constantly analyzing data to determine areas of growth for student learning and teacher practice. Instruction is often individualized for students based upon their needs.	The teacher analyzes data to determine areas of growth for student learning and teacher practice. The focus is primarily on the whole group rather than individuals.	The teacher occasionally analyzes data to determine areas of growth for student learning and teacher practice. Instruction is often delivered in a whole group manner.	The teacher rarely analyzes data to determine areas of growth for student learning and teacher practice. Instruction is often delivered in a whole group manner.
Setting Goals	The teacher constantly uses data to determine rigorous, realistic outcomes that can be measured over time. Goals are often individualized for students based upon their needs.	The teacher uses data to determine rigorous, realistic outcomes that can be measured over time. Goal focus is primarily based upon the whole group rather than individuals.	The teacher occasionally uses data to determine rigorous, realistic outcomes that can be measured over time.	The teacher rarely uses data to determine rigorous, realistic outcomes that can be measured over time.
Matching Instructional Strategies to Identified Needs	The teacher constantly uses student data to plan and design instruction that will most effectively and efficiently move students to proficiency in identified areas of need. The teacher has a clear indication about the learning needs of the class(es) and specifically how to match instruction strategies to identified needs.	The teacher uses student data to plan and design instruction that will most effectively and efficiently move students to proficiency in identified areas of need. The teacher has a clear indication about the learning needs of the class(es) and specifically how to match instruction strategies to identified needs.	The teacher occasionally uses student data to plan and design instruction that will most effectively and efficiently move students to proficiency in identified areas of need.	The teacher makes no effort to use student data for purposes of planning and design.

Progress Monitoring	The teacher measures and tracks progress over time consistently and for individual students on an ongoing basis towards achieving a stated goal. Instruction is adjusted, when appropriate, to reach the goal of improved student achievement. Lessons/units are changed based upon progress monitoring.	The teacher measures and tracks progress over time on an ongoing basis for the entire class towards achieving a stated goal. Instruction is adjusted, when appropriate, to reach the goal of improved student achievement. Lessons/units are changed based upon progress monitoring.	The teacher measures and tracks progress inconsistently. Instruction is adjusted on occasion to reach the goal of improved student achievement. Lessons/units are changed based upon progress monitoring some of the time.	The teacher rarely measures and tracks student progress. Instruction is rarely adjusted to reach the goal of improved student achievement. Lessons/units are not changed based upon progress monitoring.
Providing Feedback	The teacher communicates progress towards a stated goal for individual students as well as the entire class. The teacher is an active member of a Professional Learning Community and contributes to the professional dialogue of the PLC team.	The teacher communicates progress towards a stated goal for the class, as a group. Feedback is not always provided for individual students in need. The teacher is an active member of a Professional Learning Community and contributes to the professional dialogue of the PLC team.	The teacher occasionally communicates progress towards a stated goal. Feedback is rarely provided for individual students in need. The teacher is sometimes an active member of a Professional Learning Community. Contributions occur occasionally.	The teacher rarely communicates progress towards a stated goal. The teacher usually resists being a member of a Professional Learning Community.

Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
15. Student Achievement				
K-6 Student Growth Effectiveness Rubric for State Assessments	<p>The building or department exceeded the growth criteria or state score on the MEAP. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.</p> <p>For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>	<p>The building or department scored within two (2) points of the growth criteria or state score on the MEAP. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.</p> <p>For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>	<p>The building or department scored at a level between the previous year's achievement score and within two (2) points of the minimum safe harbor calculation. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.</p> <p>For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>	<p>The building or department scored below the previous year's achievement score. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.</p> <p>For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>

<p>K-6 Student Growth Effective Rubric for Individual Teachers on NWEA Assessments</p>	<p>At least 71% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>	<p>Between 31% and 70% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>	<p>Between 15% and 30% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>	<p>Less than 15% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>
<p>K-6 Student Growth Effectiveness Rubric for Individual Teachers on Local and State Assessments</p>	<p>At least 90% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p> <p>For purposes of the individual MEAP score, 90% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 3rd and 4th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.</p>	<p>Between 75% and 89% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p> <p>For purposes of the individual MEAP score, between 75% and 89% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 3rd and 4th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.</p>	<p>Between 51% and 74% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p> <p>For purposes of the individual MEAP score, between 51% and 74% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 3rd and 4th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.</p>	<p>Less than 51% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p> <p>For purposes of the individual MEAP score, less than 51% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 3rd and 4th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.</p>

<p>7-8 Student Growth Effectiveness Rubric for Individual Teachers on State Assessments</p>	<p>For purposes of the individual MEAP score, 90% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 7th and 8th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.</p>	<p>For purposes of the individual MEAP score, between 75% and 89% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 7th and 8th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.</p>	<p>For purposes of the individual MEAP score, between 51% and 74% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 7th and 8th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.</p>	<p>For purposes of the individual MEAP score, less than 51% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 7th and 8th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.</p>
<p>7-8 Student Growth Effective Rubric for Individual Teachers on NWEA Assessments</p>	<p>At least 71% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>	<p>Between 31% and 70% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>	<p>Between 15% and 30% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>	<p>Less than 15% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>

<p>7-8 Student Growth Effectiveness Rubric on Locally Developed (Final Exam) Pre and Post Assessment</p>	<p>At least 90% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p>	<p>Between 75% and 89% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p>	<p>Between 51% and 74% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p>	<p>Less than 51% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p>
<p>8th Grade Student Growth Effectiveness Rubric for Individual Teachers on National Assessments:</p>	<p>At least 75% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.</p>	<p>Between 50% and 74% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.</p>	<p>Between 25% and 49% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.</p>	<p>Less than 25% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.</p>

<p>7-8 Student Growth Effectiveness Rubric for State Assessments</p>	<p>The building or department exceeded the growth criteria or state score on the MEAP. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan. For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>	<p>The building or department scored within two (2) points of the growth criteria or state score on the MEAP. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan. For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>	<p>The building or department scored at a level between the previous year's achievement score and within two (2) points of the minimum safe harbor calculation. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan. For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>	<p>The building or department scored below the previous year's achievement score. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan. For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>
<p>9-12 Student Growth Effective Rubric for Individual Teachers on NWEA Assessments</p>	<p>At least 71% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>	<p>Between 31% and 70% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>	<p>Between 15% and 30% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>	<p>Less than 15% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.</p>

<p>9-12 Student Growth Effectiveness Rubric on Locally Developed (Final Exam) Pre and Post Assessment</p>	<p>At least 90% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p>	<p>Between 75% and 89% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p>	<p>Between 51% and 74% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p>	<p>Less than 51% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.</p>
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<p>9-12 Student Growth Effectiveness Rubric for State Assessments</p>	<p>The building or department exceeded the growth criteria or state score on the MME. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.</p> <p>For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>	<p>The building or department scored within two (2) points of the growth criteria or state score on the MME Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.</p> <p>For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>	<p>The building or department scored at a level between the previous year's achievement score and within two (2) points of the minimum safe harbor calculation. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.</p> <p>For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>	<p>The building or department scored below the previous year's achievement score. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the safe harbor calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.</p> <p>For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.</p> <p>Subtract baseline target from end target rate and divide by the number of school years in between.</p> <p>$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target</p>
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Wayne Westland Community Schools
Teacher Evaluation Rubric

Element	Highly Effective	Effective Proficient	Minimally Effective	Ineffective
Goal Setting Option	The teacher not only surpassed the intended goal, but he/she worked closely with several members of the school in order to communicate the intended outcome, share professional practices and help foster professional growth within the building. The teacher has reflected upon the strengths and weaknesses of the goal as well as developed a follow up plan for future goals that derived from the current year's target.	The teacher met the intended goal.	The teacher did not attain the intended goal, but was clearly reflective throughout the process and appears to be committed to making continuous improvements.	The teacher did not meet the intended goal and does not appear to be engaged in continuous improvement.

Note: The goal setting plan, if selected, will provide the teacher with the option to utilize each goal as 15% of their evaluation. Thus, up to 30% of the evaluation may be focused upon goal setting whereas 40% would be focused upon the elements checklist and 30% will be dedicated to student growth. If the teacher selects the goal setting option they will eliminate six applicable sections (related to the goal areas) from the checklist. Evaluation of goals will replace the six checklist options.

Professional Standards

Wayne-Westland Community School District

FOUNDATIONS

Essential Teacher Beliefs

An educator's beliefs are an important aspect of teaching and learning. Students that are engaged in learning often have teachers that keep their best interests in mind. Essential teacher beliefs include holding high expectations; possessing an efficacy of care; and believing that teaching practices can always improve, that professional learning never ceases, and that all children are capable of increasing their mastery of a content area. Beliefs include the following professional categories:

- *High Expectations*: Possesses a genuine belief in and demonstrates a communication of positive and rigorous expectancy for student behavior and academic outcomes.
- *Malleable Intelligence*: Possesses the belief that intelligence is not a fixed entity; people "get smarter" through hard work.
- *Student Attitudes and Motivation*: Avoids negative assumptions about students' ability and /or desire to learn; values and harnesses the potential of students' unique life experiences.
- *Equity and Anti-Racism*: Actively addresses inequity and its potential roots in order to close achievement gaps and achieve equity of educational outcomes for all students.
- *Urgency, Relentlessness, and Ownership of Outcomes*: Is committed to working "until the job's done"; assuming responsibility for student academic outcomes.
- *Embedding Technology*: Embraces the idea that technology in many forms may have useful applications for teaching and learning; working collaboratively with students to enhance classroom instruction by using emerging technology in the classroom.

Educator Responsibilities

Educators are responsible for maintaining a superior knowledge of their content, understanding the circumstances that make learning difficult for some students and taking ownership of differentiating learning to meet the needs of various learners. These responsibilities range from social to academic and include the following categories:

- *Content Knowledge*: Possesses deep knowledge of the subject(s) that one teaches.
- *Continuing Professional Development*: Seeks out continuous professional learning experiences that will increase instructional effectiveness.
- *Pedagogical Knowledge*: Possesses deep knowledge of the methodology of instruction.
- *Reflection*: Analyzes practices in light of student outcomes in order to maximize student mastery of learning goals and objectives.
- *Professional Collaboration*: Works with colleagues to enhance instruction techniques, resources, and problem-solving.
- *Embedding Technology*: Uses technology to expand the number and depth of resources available to educators to develop professional practice.

Classroom Management

Classroom management is an integral component of student success. Clear processes and routines are necessary for students to grow and learn. Successful classroom management may take different forms but the following categories should remain a focus when considering the expected outcomes:

- *Creating an Environment for Learning:* Builds and facilitates a learning space that minimizes disruption to the learning process; provides safety, support and encouragement; and values the strengths of all learners.
- *Routines to Maximize Instruction:* Establishes policies and procedures that protect instruction and learning time.
- *Supportive Personal Relationships with Students:* Establishes two-way communication with students to learn about and understand their interests, motivations, goals, and life experience in order to personalize and support instruction.
- *Embedding Technology:* Responsibly incorporates technology to build classroom culture and community.

Initial and On-Going Instructional Planning

Teachers must be reflective practitioners that remain intentional about student learning and engagement. Thoughtful practitioners conduct research, examine best practices, review data, plan strategically with colleagues and alter pedagogy based upon challenge areas. The following categories should remain a focus when considering initial and on-going instructional planning:

- *Standards/Objective Based Planning:* Designs lessons and units of instruction based on specific content expectations that identify what students should know or be able to do.
- *Backward Planning:* Determines how to assess when a student has mastered an objective, then working in reverse to match instructional strategies to intended outcomes.
- *Lesson Planning:* Uses information about students' prior knowledge to design an action plan to deliver instruction and assess mastery of one learning objective.
- *Unit Planning:* Uses information about students' prior knowledge to design an action plan to deliver instruction and assess mastery of a set of learning objectives.
- *Long-Term Planning:* Uses information about students' prior knowledge to design an action plan to deliver instruction and assess mastery of one grade level or course-specific curriculum.
- *Embedding Technology:* Uses technology to plan for instruction.

Investing Families and the Community

Educators are responsible for serving students, families and the community. Successful teachers communicate frequently and effectively. These following categories should remain the focus when considering the investment in families and the community:

- *Two-Way Communication:* Establishes and maintains communication between school and home that is based on mutuality of goals for student outcomes; persevering through differences of opinion and logistical challenges to avoid assigning blame or claiming independent success for student outcomes.
- *Volunteering:* Accepts, organizes, encourages, and supports the contribution of time and talent to school functions by students' families.
- *Learning at Home:* Provides information and resources to families in order to assist them in supporting students' learning activities and planning while not in school.

- *Decision-Making*: Develops parent leaders, representatives, and activists to participate in school decision-making activities and functions.
- *Collaborating with the Community*: Identifies and integrates resources and services from the community to support, supplement, and/or strengthen school.
- *Embedding Technology*: Uses technology to maintain, support, and encourage the involvement of students' families in all aspects of their child(ren)'s education.

Engagement and Motivation of All Learners

Teachers that keep students engaged in learning by creating relevance, drawing upon prior knowledge and reinforcing good student ideas are successful with improving student learning. The following categories relate to the engagement and motivation of all learners:

- *Cultural Relevance*: Recognizes and includes students' backgrounds, experiences, cultures, and ethnicities in planning and delivering instruction.
- *Reinforcing Effort and Providing Recognition*: Provides positive reinforcement and targeted praise and encouragement for students' efforts to meet academic goals.
- *Tapping into Student Interest and Expertise*: Recognizes and capitalizes on the value of students' knowledge and interests to make instruction relevant and engaging.
- *Embedding Technology*: Works collaboratively with students to enhance classroom instruction by using emerging technology in the classroom.

Activation and Extension of Knowledge

Student learning is not limited to textbooks. Learning can occur in a variety of ways. Connecting student learning to real life through practical examples creates rich learning experiences for students. Teachers that engage students by showing them the relevance to their lives are often more successful than those who do not make those deeper connections. The following categories relate to the activation and extension of knowledge for all learners:

- *Relevance*: Teaches content through meaningful context to elicit real-world applications.
- *Making Connections/Deep Knowledge*: Weaves students' background knowledge with new content to create an integrated understanding of new ideas and concepts.
- *Mnemonic Devices*: Uses memory aids to enhance acquisition of new knowledge.
- *Embedding Technology*: Uses technology to develop content knowledge.

Differentiation

Student learning occurs at different rates and through different methods for all students. One very important aspect of educating students is the differentiation of instruction. The following categories focus upon the various methods utilized for differentiation:

- *Academic Strengths and Areas for Growth*: Identifies and targets individual student learning needs; using student academic strengths to support targeted instruction.
- *Needs of Diverse Learners*: Plans for and reacts responsively to the spectrum of student achievement levels within a classroom.
- *Learning Preferences*: Uses knowledge of how each student prefers to learn in order to individualize instructional processes.
- *Multiple Intelligences*: Uses knowledge of individual students' different ways of demonstrating learning to individualize product expectations.

- *Embedding Technology*: Utilizes many forms of technology to support learning based on individual interests and abilities.

Stimulation of Critical Thinking and Problem-Solving

The promotion of higher order thinking skills is important for students as they enter a global economy with changing career choices. In order for students to be successful, their abilities to problem solve and stimulate critical thinking must include strategies such as nonlinguistic representation, comparing, contrasting and metacognition. Teachers must be able to engage students through higher order thinking skills by encouraging students to use the following skills:

- *Generating and Testing Hypotheses*: Teaches students how to identify problems and develop testable solutions.
- *Higher Order Thinking Skills*: Encourages students to analyze, synthesize, and evaluate new knowledge and the learning process.
- *Summarizing*: Teaches students to develop a brief and comprehensive retelling of the points of a specific text, concepts or idea.
- *Critical Discussion*: Facilitates thoughtful, well-reasoned dialogue about learning topics that demonstrates higher-order thinking skills.
- *Nonlinguistic Representation*: Uses symbols, diagrams, and physical models and movement to represent information and learning.
- *Comparing and Contrasting*: Breaks a concept into similar and dissimilar components to analyze complex concepts and relationships.
- *Metacognition*: Teaches students to be aware of their own thinking processes.
- *Embedding Technology*: Uses various technologies that require students to think critically and problem solve.

Scaffolding

Teachers should focus on a variety of teaching methods to reach the needs of all students. In order to accomplish this endeavor teaching should include the following scaffolding strategies:

- *Graduated Questioning*: Uses questions to guide students from knowledge recall to critical thinking.
- *Direct Instruction*: Uses a cycle of teacher-led instruction, guided practice and independent practice to foster student concepts mastery.
- *Conferring*: Uses one-on-one conferencing with students to assess, correct, and guide the learning process.
- *Spacing Learning Over Time*: Extends learning opportunities or lessons on specific topics or objectives over time to promote mastery through the practice and feedback cycle.
- *Embedding Technology*: Uses technology to meet targeted needs of students.

Multiple Opportunities for Practice, Mastery, and Assessment

A student's ability to master content requires frequent, direct and timely feedback regarding their progress toward learning objectives. The following categories focus upon the various methods utilized for providing students with multiple opportunities to practice and master learning targets:

- *Academic Choice*: Provides students opportunities to participate, practice, and/or demonstrate mastery in a self-selected manner.
- *Authentic/Alternative Assessment*: Assesses student mastery using means other than written tests.

- *Formative Assessment:* Continuously monitors and provides feedback during the lesson/unit cycle to help students move toward learning goals.
- *Summative Assessment:* Assesses student mastery at the culmination of a defined learning goal.
- *Homework:* Provides meaningful experiences outside of the classroom to practice academic skills and/or advance student learning.
- *Embedding Technology:* Uses technology to assess proficiency.

Flexible Grouping

Successful teaching that results in student mastery of content does not involve one teaching method. Traditional *whole group* delivery is only one pedagogical mechanism for delivering content. Many students do not respond to one delivery method and thus multiple methods should be employed. The following categories represent various teaching methods that should be utilized in successful teacher classrooms:

- *Cooperative Grouping:* Develops workgroups in which students are mutually responsible for outcomes.
- *Whole Group Instruction:* Provides simultaneous instruction to all students in the room.
- *Heterogeneous Grouping:* Develops work groups of students with a range of academic readiness/achievement levels.
- *Individual Instruction:* Provides instruction in direct, one-on-one sessions.
- *Flexibility and Fluidity:* Skilled/competent with all grouping strategies; teachers and students move smoothly from one type of grouping to another as well as move within types of groups based on current levels of achievement.
- *Embedding Technology:* Uses technology to identify student needs and develop student groups.

USING DATA

Using Multiple Data Sources

Decisions made about teaching and learning should utilize multiple sources of data that include:

- *Informal Assessment:* Uses what happens in the classroom to assess student growth toward an intended outcome.
- *Formal Assessment:* Designs and uses specific assessment tools to assess student growth toward an intended outcome.
- *Non-Assessment:* Collects, analyzes, and applies information related to student needs, interests, opinions, extracurricular pursuits, behavior, attendance, etc. that may inform instruction.
- *Embedding Technology:* Uses student data systems to collect and analyze information necessary for instructional decision-making.

Instructional Decision-Making

Teachers should make logical decisions about instruction through the use of data and collaboration with colleagues. The following categories should remain a focus with making decisions about instruction:

- *Identifying Instructional Needs:* Analyzes data to determine areas of growth for student learning and teacher practice.
- *Setting Goals:* Uses data to determine rigorous, realistic outcomes that can be measured over time.

- *Matching Instructional Strategies to Identified Needs:* Uses student data to plan and design instruction that will most effectively and efficiently move students to proficiency in identified areas of need.
- *Progress Monitoring:* Measures and tracks progress over time towards a stated goal and adjusting instruction as necessary to sustain desired growth.
- *Providing Feedback:* Communicates progress towards a stated goal.
- *Embedding Technology:* Using technology to collect and analyze information necessary for instructional decision-making.

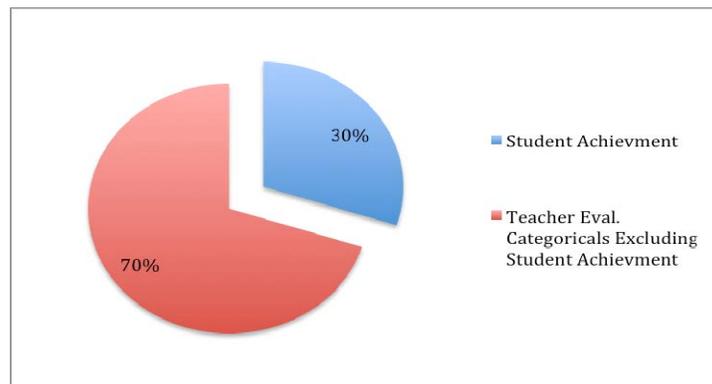
Student Achievement

- *Student Growth:* Student growth will be based upon local as well as State assessments. Seventy-five (75%) percent of student growth is based upon the individual teacher's class performance whereas twenty-five (25%) percent will be based upon the building or department's collective growth. Student growth is reflected throughout this entire document and should not be minimized to one section or aspect of the evaluation process.

Teacher Evaluation Assessment Model Wayne-Westland Community School District

Student growth must be included as a significant portion of each teacher's evaluation. Thirty percent (30%) of the teacher evaluation will be based upon a student growth segment of the total evaluation. The pie chart below provides a graphic representation of the student growth component of the teacher evaluation. This section coupled with data from other sections make-up the growth components of Wayne-Westland's Teacher Evaluation Model.

Figure 1. Thirty percent (30%) of teacher evaluation is based upon student growth and subdivided according to the figure below.



It is important to note that student growth will typically be considered as one year's academic growth for one year's instruction. Student growth will be measured differently at the various levels, and be based upon available local and State assessments. Important points of clarification include:

- The total student growth component of the evaluation will make up 30% of the total evaluation for the 2013-2014 school year. By the year 2015-2016, the student growth segment of the evaluation must make up at least 50% student growth. This 30% includes teachers that select the goal-setting model as well as teachers that complete the checklist.
- Proficiency at the secondary level on the EXPLORE, PLAN, Practice ACT and ACT are considered 1 point for one year of growth.
- Please visit the FAQ located behind the staff door for additional information regarding teacher evaluation.
- Due to the nature of available assessments and different grade level structures (i.e. hourly classes at secondary versus self contained classes at elementary), student growth will be calculated based upon the level that an individual teacher works. Effectiveness ratings may be determined in a few different ways 1) student growth from one year to the next on a culminating assessment, 2) demonstrating proficiency on an end of year assessment, 3) demonstrating adequate growth on an assessment from an outside vendor i.e. NWEA.

Elementary (K-6, See figure 2):

76% of each individual teacher's performance will be based on a combination of the following assessments.

- NWEA Math Assessments (11%)
- *NWEA Reading Assessments (11%)
- NWEA Language Usage Assessments (11%)
- Local Writing Assessments (11%)
- NWEA 3-6 Science Assessment (11%)
- **K-2 Local Science (11%)
- MC3 Social Studies Assessment (11%)
- Reading MEAP (10%)
- ***Special Area Teacher Local Assessment (65%)
- Special Area Teacher NWEA Reading (11%)

24% of each individual teacher's performance will be based on the entire building's MEAP scores.

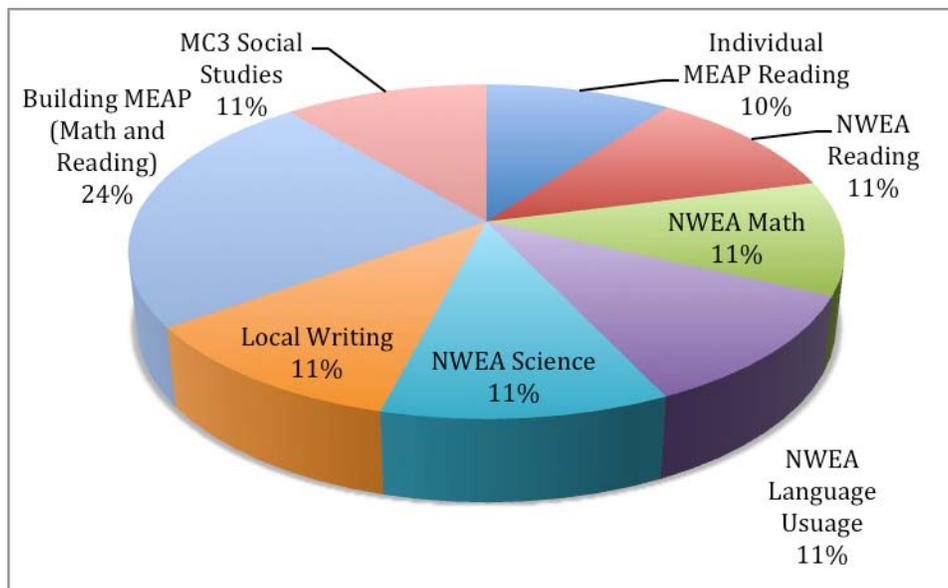
- Reading MEAP (12%)
- Math MEAP (12%)

*Kindergarten and 1st grade teacher's NWEA reading score will be counted as 21%. This calculation will be done in lieu of the 10% Reading MEAP because the State assessment is not given until the 3rd grade and could not be counted in the individual teacher's calculation.

**K-2 math will be counted twice in order to replace the Local Science Assessment that does not exist for the 2013-2014 school year. K-2 Local Science Assessments will be developed during the 2013-2014 school year.

***Special Area Teacher student growth will be based upon local assessments developed by the elective department. Further, elective teachers will follow the rubric for local assessments in order to determine effectiveness. Proficiency targets should be established by the content area team and approved by the Instruction Department.

Figure 2. K-6 individual teacher growth based upon achievement data



The following rubrics will be used to determine effectiveness regarding student growth and proficiency:

K-6 Student Growth Effectiveness Rubric for Individual Teachers on NWEA Assessments:

Highly Effective (4): At least 71% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

Effective (3): Between 31% and 70% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

Minimally Effective (2): Between 15% and 30% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

Ineffective (1): Less than 15% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

K-6 Student Growth Effectiveness Rubric for Individual Teachers on Local and State Assessments:

Highly Effective (4): At least 90% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

For purposes of the individual MEAP score, 90% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 3rd and 4th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.

Effective (3): Between 75% and 89% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

For purposes of the individual MEAP score, between 75% and 89% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 3rd and 4th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.

Minimally Effective (2): Between 51% and 74% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

For purposes of the individual MEAP score, between 51% and 74% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 3rd and 4th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.

Ineffective (1): Less than 51% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

For purposes of the individual MEAP score, less than 51% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 3rd and 4th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.

K-6 Student Growth Effectiveness Rubric for Building Teachers on the State Assessments:

Highly Effective (4): The building or department exceeded the growth criteria or state score on the MEAP. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.

For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target

Effective (3): The building or department scored within two (2) points of the growth criteria or state score on the MEAP. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.

For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target

Minimally Effective (2): The building or department scored at a level between the previous year's achievement score and within two (2) points of the minimum growth target calculation. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.

For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target

Ineffective (1): The building or department scored below the previous year's achievement score. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.

For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target

Middle School (See figure 3):

75% of each individual teacher's performance will be based on a combination of the following assessments.

- NWEA or applicable Local Assessment (32.5%)
- All Grades, Electives—Local Assessment (65%)
- 7th Grade: MEAP by Content Area (32.5%)
- *8th Grade: EXPLORE by Content Area (32.5%)
- 8th Grade Social Studies MEAP (32.5%)
- **All Teachers NWEA Reading Assessment (10%)

25% of each individual teacher's performance will be based on the entire building's MEAP scores.

Content Specific MEAP (25%)

*Beginning during the 2011-2012 school year the EXPLORE exam will be given at the end of the 7th grade and used as a baseline for student performance to measure student growth of 8th grade teachers. The EXPLORE given at the end of the 8th grade will serve as the post exam for 8th grade teachers.

**Because ELA teachers utilize the NWEA Reading Assessment as 32.5% of their evaluation, they will use the NWEA Language Usage Assessment as 10% whereas all other teachers use the NWEA Reading Assessment as their 10%.

7-8 Student Growth Effectiveness Rubric for Individual Teachers on NWEA Assessments:

Highly Effective (4): At least 71% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

Effective (3): Between 31% and 70% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

Minimally Effective (2): Between 15% and 30% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

Ineffective (1): Less than 15% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

7-8 Student Growth Effectiveness Rubric on Locally Developed (Final Exam) Pre and Post Assessment:

Highly Effective (4): At least 90% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

Effective (3): Between 75% and 89% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

Minimally Effective (2): Between 51% and 74% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

Ineffective (1): Less than 51% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

7-8 Student Growth Effectiveness Rubric for Individual Teachers on State Assessments:

Highly Effective (4): For purposes of the individual MEAP score, 90% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 7th and 8th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.

Effective (3): For purposes of the individual MEAP score, between 75% and 89% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 7th and 8th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.

Minimally Effective (2): For purposes of the individual MEAP score, between 51% and 74% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 7th and 8th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.

Ineffective (1): For purposes of the individual MEAP score, less than 51% of students demonstrate growth or proficiency from one year to the next. Growth is defined as scoring at least an equivalent score on the MEAP from one year to the next or demonstrating improvement from one category to another on the MEAP exam. For example a student that scores a 3M to a 3M when comparing 7th and 8th grade MEAP scores demonstrated one year of growth. Proficiency is defined as a student that scores a 1 or a 2 on the MEAP.

8th Grade Student Growth Effectiveness Rubric for Individual Teachers on National Assessments:

Highly Effective (4): At least 75% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.

Effective (3): Between 50% and 74% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.

Minimally Effective (2): Between 25% and 49% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.

Ineffective (1): Less than 25% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.

7-8 Student Growth Effectiveness Rubric for State Assessments:

Highly Effective (4): The building or department exceeded the growth criteria or state score on the MEAP. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.

For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$$(85 - 45)/10 = +4\% \text{ (or 49\%)} \text{ annual increment of target}$$

Effective (3): The building or department scored within two (2) points of the growth criteria or state score on the MEAP. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.

For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$$(85 - 45)/10 = +4\% \text{ (or 49\%)} \text{ annual increment of target}$$

Minimally Effective (2): The building or department scored at a level between the previous year's achievement score and within two (2) points of the minimum growth target calculation. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.

For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$$(85 - 45)/10 = +4\% \text{ (or 49\%)} \text{ annual increment of target}$$

Ineffective (1): The building or department scored below the previous year's achievement score. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment

that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.
For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target

High School (See figure 3):

75% of each individual teacher's performance will be based on a combination of the following assessments.

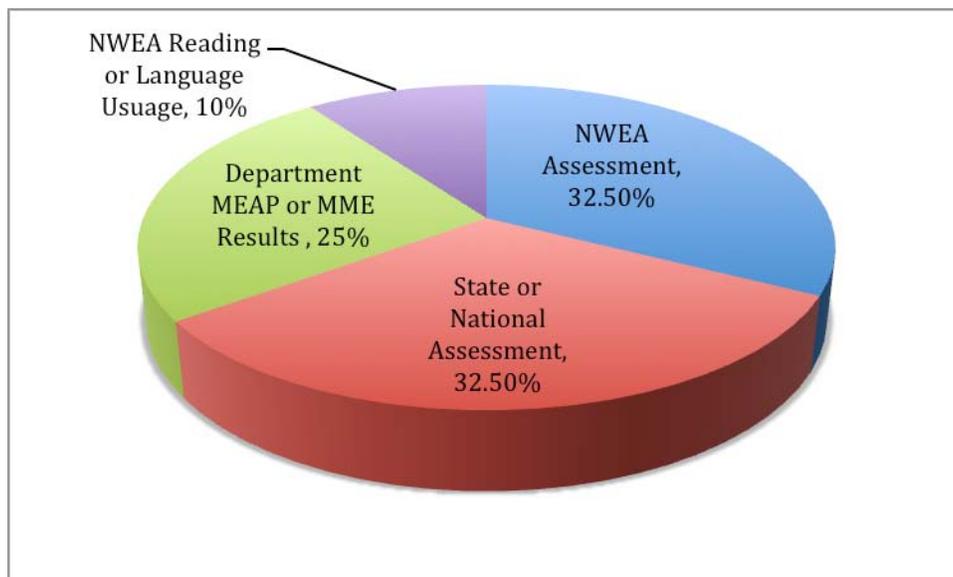
- All Grades— NWEA or applicable Local Assessment (32.5%)
- All Grades, Electives—Local Assessment (65%)
- 9th Grade—EXPLORE to EXPLORE (32.5%)
- 10th Grade—EXPLORE to PLAN (32.5%)
- 11th Grade—PLAN to ACT (32.5%)
- 12th Grade—ACT to Practice ACT (32.5%)
- *All Teachers NWEA Reading (10%)
- Social Studies Local Assessments (65%)

25% of each individual teacher's performance will be based on the entire building's MME scores.

Content Specific MME (25%)

*Because ELA teachers utilize the NWEA Reading Assessment as 32.5% of their evaluation, they will use the NWEA Language Usage Assessment as their 10% whereas all other teachers use the NWEA Reading Assessment as their 10%.

Figure 3. 7-12 individual teacher growth based upon achievement data.



9-12 Student Growth Effectiveness Rubric for Individual Teachers on NWEA Assessments:

Highly Effective (4): At least 71% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

Effective (3): Between 31% and 70% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

Minimally Effective (2): Between 15% and 30% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

Ineffective (1): Less than 15% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA growth targets used for goal setting. Goals are determined from the RIT Point Norms table located on the NWEA reports site. The Target RIT is typical RIT Point Growth added to the initial RIT.

9-12 Student Growth Effectiveness Rubric on Locally Developed (Final Exam) Pre and Post Assessment:

Highly Effective (4): At least 90% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

Effective (3): Between 75% and 89% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

Minimally Effective (2): Between 51% and 74% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

Ineffective (1): Less than 50% of students demonstrated adequate growth on the district approved assessment. In subject areas where NWEA assessments are unavailable the district

content area team will define growth and proficiency targets. Proficiency targets should be established by the district content area team and approved by the Instruction Department.

9-12 Student Growth Effectiveness Rubric for Individual Teachers on National Assessments (37.5%):

Highly Effective (4): At least 75% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.

Effective (3): Between 50% and 74% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.

Minimally Effective (2): Between 25% and 49% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.

Ineffective (1): Less than 25% of students demonstrated growth or proficiency from one national assessment to the next. One year's growth on a national assessment e.g. EXPLORE to PLAN will be considered 1 point for one year of instruction. As for proficiency, the nationally established cut scores should be used based upon the assessment taken.

9-12 Student Growth Effectiveness Rubric for Building MME Assessment:

Highly Effective (4): The building or department exceeded the growth criteria or state score on the MME. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.

For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target

Effective (3): The building or department scored within two (2) points of the growth criteria or state score on the MME. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.

For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target

Minimally Effective (2): The building or department scored at a level between the previous year's achievement score and within two (2) points of the minimum growth target calculation. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.

For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target

Ineffective (1): The building or department scored below the previous year's achievement score. Growth criteria will be based upon the target goal established in the building's school improvement plan. The minimum student growth threshold on the state assessment that is adopted by the building's school improvement team must align with the growth target calculation for accountability purposes. This calculation must be used for purposes of creating the objective statement in the school improvement plan.

For example: The school has 45% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

Subtract baseline target from end target rate and divide by the number of school years in between.

$(85 - 45)/10 = +4\%$ (or 49%) annual increment of target

Year	Highly Effective	Effective	Minimally Effective	Ineffective
Non-Tenured (Year 1)	The teacher receives no less than 90 points on the rating scale for all elements related to the teacher evaluation instrument.	The teacher receives no less than 75 points on the rating scale for all elements related to the teacher evaluation instrument.	The teacher receives between 74-51 points when considering all elements related to the teacher evaluation instrument.	The teacher receives less than 51 points when considering all elements related to the teacher evaluation instrument.
Non-Tenured (Year 2)	The teacher receives no less than 90 points on the rating scale for all elements related to the teacher evaluation instrument.	The teacher receives no less than 75 points on the rating scale for all elements related to the teacher evaluation instrument.	The teacher receives between 74-51 points when considering all elements related to the teacher evaluation instrument.	The teacher receives less than 51 points when considering all elements related to the teacher evaluation instrument.

Year	Highly Effective	Effective	Minimally Effective	Ineffective
Non-Tenured Teachers (Years 3, 4 and 5)	<p>Checklist: The teacher receives no less than 90 points on the rating scale for all elements related to the teacher evaluation instrument.</p>	<p>Checklist: The teacher receives no less than 75 points on the rating scale for all elements related to the teacher evaluation instrument.</p>	<p>Checklist: The teacher receives between 74-51 points when considering all elements related to the teacher evaluation instrument.</p>	<p>Checklist: The teacher receives less than 51 points when considering all elements related to the teacher evaluation instrument.</p>
	<p>Goal Setting: The teacher's goal setting plan focuses on improving student achievement. The goal(s) are based upon a self evaluation using the professional standards. A high level of student growth must be evident in order to be considered highly effective. Overall expected outcomes will be decided and agreed upon by the building principal and teacher, but minimally must meet the requirement of the Teacher Evaluation Assessment Model (TEAM). In order to be considered highly effective, the intended goals must be surpassed by the teacher being evaluated. For additional information about the highly effective teacher please review the Teacher Evaluation Rubric.</p>	<p>Goal Setting: The teacher's goal setting plan focuses on improving student achievement. The goal(s) are based upon a self evaluation using the professional standards. Student growth must be evident in order to be considered effective. Overall expected outcomes will be decided and agreed upon by the building principal and teacher, but minimally must meet the requirement of the Teacher Evaluation Assessment Model (TEAM). In order to be considered effective, the intended goals must be met by the teacher being evaluated. The teacher will meet the agreed upon goal(s) in order to be considered effective.</p>	<p>Goal Setting: The teacher's goal setting plan does not fulfill its intended focus or goals (with respect to improving student achievement). The appropriate level of student growth was not evident.</p>	<p>Goal Setting: The teacher's goal setting plan does not fulfill its intended focus or goals (with respect to improving student achievement). The appropriate level of student growth was not evident.</p>

Year	Highly Effective	Effective	Minimally Effective	Ineffective
Tenured Teachers	<p>Checklist: The teacher receives no less than 90 points on the rating scale for all elements related to the teacher evaluation instrument.</p>	<p>Checklist: The teacher receives no less than 75 points on the rating scale for all elements related to the teacher evaluation instrument.</p>	<p>Checklist: The teacher receives between 74-51 points when considering all elements related to the teacher evaluation instrument.</p>	<p>Checklist: The teacher receives less than 51 points when considering all elements related to the teacher evaluation instrument.</p>
	<p>Goal Setting: The teacher's goal setting plan focuses on improving student achievement. The goal(s) are based upon a self evaluation using the professional standards. A high level of student growth must be evident in order to be considered highly effective. Overall expected outcomes will be decided and agreed upon by the building principal and teacher, but minimally must meet the requirement of the Teacher Evaluation Assessment Model (TEAM). In order to be considered highly effective the intended goals must be surpassed by the teacher being evaluated. For additional information about the highly effective teacher please review the Teacher Evaluation Rubric.</p>	<p>Goal Setting: The teacher's goal setting plan focuses on improving student achievement. The goal(s) are based upon a self evaluation using the professional standards. Student growth must be evident in order to be considered effective. Overall expected outcomes will be decided and agreed upon by the building principal and teacher, but minimally must meet the requirement of the Teacher Evaluation Assessment Model (TEAM). In order to be considered effective the intended goals must be met by the teacher being evaluated. The teacher will meet the agreed upon goal(s) in order to be considered effective</p>	<p>Goal Setting: The teacher's goal setting plan does not fulfill its intended focus or goals (with respect to improving student achievement). The appropriate level of student growth was not evident.</p>	<p>Goal Setting: The teacher's goal setting plan does not fulfill its intended focus or goals (with respect to improving student achievement). The appropriate level of student growth was not evident.</p>