



Reform Redesign Report

David Hicks Elementary School

Wayne-Westland Community School District

Mr. Andrew Rosinski, Principal
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Inkster, MI 48141-1262

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Introduction

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

Executive Summary

Introduction

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

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

Description of the School

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

David Hicks Elementary is a K-4 building with approximately 370 students, located in Inkster, a suburb of Detroit. Hicks receives many students from the surrounding city of Inkster as School of Choice students or those who come back from Charter schools that have closed. Most of Hicks students live in a low-income area and the free and reduced lunch rate is 85%. Additionally, many of those students come to school needing additional behavior support because they have not yet learned the skills/ strategies to be successful in school and this resulted in 187 suspensions during the 2011-2012 school year. The school has had significant turnover in administrators (3 in the last 5 years) and staff, over half of which is new to the building within the last year. David Hicks Elementary also went through the process of district reconfiguration and as of the 2010-2011 school year, over 50% of its students were new to the building. Along with this reconfiguration, Hicks has a significant transient population and attendance issues (83 of 372 students had been absent 11 or more days as of February 2012). While the population of Hicks is majority African American, the overwhelming majority of teachers in the building are Caucasian, at times leading to a disconnect and misunderstanding of norms. With regard to teachers, there was a high rate of absences in the past year which the district level is aware of and for this reason, across the district has implemented the idea that no teacher is pulled for more than six (6) days for professional development for the year, which is a number based in research.

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.

Vision Statement: At David Hicks Elementary School, all students are encouraged to do their personal best in a warm and nurturing environment. All staff members, families, students and community members are consistently involved in the learning process. Support is provided through family resources, community assistance and educational technology.

Mission Statement: In cooperation with parents and the community, we, the staff at David Hicks Elementary, will offer a productive learning environment conducive to meeting the individual needs of our student population. We will help our students to be their best by fostering respect, responsibility and safety.

Beliefs Statement: All students at David Hicks Elementary School can and will learn. David Hicks will promote a warm and inviting learning environment for students with a commitment to academic achievement.

In order to promote the Vision, Mission and Beliefs Statement of Hicks, a parent coordinator has been hired to work as a liaison between the community and the staff. She is involved in the School Improvement Team and works with parents of the building. The team at Hicks has worked diligently over the summer and this fall to implement consistent processes and procedures directly aimed at becoming more nurturing and inviting to students and families, all the while improving their abilities to teach the content at a high level. The idea of a productive learning environment is at the forefront of all changes they have made recently.

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.

Notable Achievements- The increased stability of the staff and now having an administrator who has been in the district a significant amount of time is notable. There has also been an addition of two Class Size Reduction Teachers (CRTs) through 31a funding, provided by the district. Efforts have been made to keep as many teachers as possible in that same building and the effect of that consistency is evident. Additionally, there is now a full-time social worker in the building which helps immensely with the variety of needs of students and support needed by staff. As a staff, a cohesive Leadership Team has developed, one that led by its principal who understands School Improvement, formative assessment and the Professional Learning Communities (PLC) process in order to guide the team. In just the short time since the team's Summer Institute in July 2012, they have implemented many consistent procedures and processes and can see the difference in the overall student, parent and staff demeanor and response. Hicks has also been fortunate to add the Bright Futures After School program and a Schoolcraft College partnership to there notable achievements recently.

Area of Improvement- Challenges relate to the high poverty rate and mobility rate which impacts students' school attendance and need for basic supports and strategies. There are never enough personnel to meet the needs of all students who are struggling. At a district level, there is a need, now being addressed to implement the Common Core and address gaps in the curriculum. This is a key focus of the district K-12. Teaching those standards with fidelity across all classrooms every day is another area to improve. Many staff members need to work toward using formative assessments so they understand daily where their students are at and how to impact their instruction. Additionally, many students come to school without the social/ emotional/ behavioral skills needed to successfully navigate the school setting. These skills need to be taught to students daily and supported not only by staff, but families as well. Parent participation is low and another area to address. Finally, PLCs must be implemented consistently and effectively, as an area of focus this year.

Additional Information

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

Based on the areas needing improvement, David Hicks Elementary will focus on specific areas of the academic, affective and Professional Learning Community (PLC) domains since data indicates these. Rapid turnaround and highest effect rankings support the research and these focus areas.

Transformation Redesign Diagnostic

Introduction

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

PART A: REFORM TEAM PERSONNEL

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

Jennifer Munson, District Contact- Executive Director/ School Improvement & Innovation, munsonj@wwcs.k12.mi.us

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Amanda Olson, Teacher, olsona@wwcsd.net

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Sharon Streat, Intervention Specialist/MSU, sws0310@aol.com (inclusive dates 9/12/2012 -10/26/2012)

Roz Whitehead, Lead Facilitator/ MSU, rozjwhitehead@aol.com

PART B: TEACHING AND LEARNING PRIORITIES

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

The staff and Reform Team determined our three "Big Ideas" for the reform/redesign plan are: 1) Academic Domain in the areas of Reading across the curriculum, Writing across the curriculum and Math; 2) Affective Domain and; 3) Professional Learning Communities. These areas were determined through research based 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, State Priority School website(z scores), Positive Behavior Intervention & Supports (PBIS) and research from the Center for Innovation and Improvement.

1)The areas of Academic Domain in Reading across the curriculum, Writing across the curriculum and Math, were determined as areas in need of greatest focus.

OVERALL MEAP DATA PICTURE

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

-Reading across the curriculum, where the achievement gap is -2.1495 with improvement, although minimal, of .1662 and an overall Z score of -1.3784. Through the Golden Package data, it was determined that the reading baseline score for the 2011-2012 school year was 38% on the MEAP. State scores were 62%-69% based on grade level 3, 4, or 5 being tested.

-Writing across the curriculum, where the achievement gap is -2.1499 with improvement of -.2230 and an overall Z score of -1.9750. Through the Golden Package data, it was determined that the writing baseline score for the 2011-2012 school year was 24%, while the State was at 45%.

-Math, where the achievement gap is -1.7732 with improvement, again minimal of .0276 and an overall Z score of -1.2634. Through the Golden Package data, it was determined that the writing baseline score for the 2011-2012 school year was 10-12%, while the State was at 36-40% in grades 3-5.

-Although Science shows an overall Z score which is of greater negative value than Math, we feel that increasing reading and writing scores across the curriculum, will improve Science achievement as a secondary positive effect.

"DRILLED DOWN" MEAP DATA

Additionally, in looking at the data in each of these areas and drilling down during the data dig, as well as being mindful of the necessity to maintain a highly focused approach, we recognized that the following strands are those of highest difficulty for our students.

For Reading, according to the Golden Package Data, we do not have curriculum alignment in the subject of Reading for grades three, four, and five. There are several key strands that our students performed poorly on. The first is in the area of Word Study. On items for standard R.WS.2.11, fifty-four percent of our third graders were proficient in the fall of 2011, and forty-six percent were proficient in the fall of 2011. On items for standard R.WS.03.08, sixty-two percent of our fourth graders were proficient in the fall of 2010, and fifty-nine percent were proficient in the fall of 2011. On items for standard R.WS.04.07, forty percent of our students were proficient in the fall of 2010, and thirty-four percent of our students were proficient in the fall of 2011. The common theme between these strands is the idea of determining the meaning of unknown words in context.

The second area targets text features for both narrative and informational text. According to the MEAP Blueprint Summary and the expectations for the Common Core State Standards, students must be exposed to an increasing amount of informational text. On items for standard R.IT.02.03, forty-four percent of our third graders were proficient in the fall of 2010 and in the fall of 2011. On items for standard R.IT.03.03, forty-eight percent of our fourth graders were proficient in the fall of 2010, and forty-two percent of our fourth graders were proficient in the fall of 2011. On items for standard R.IT.04.01, fifty-four percent of our fifth graders were proficient in the fall of 2011, and fifty-one percent of our fifth graders were proficient in the fall of 2011. This indicates a need for instructional focus on text features of both narrative and informational texts, with an increasing emphasis on informational texts.

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The third area targets making connections between texts, the self, and the world with both written and oral responses. On items for standard R.CM.02.02, fifty-six percent of our third graders were proficient in the fall of 2010, and fifty-five percent were proficient in the fall of 2011. On items for standard R.CM.03.01, forty-three percent of our fourth graders were proficient in the fall of 2010, and thirty-five percent of our fourth graders were proficient in the fall of 2011. On items for standard R.CM.04.03, fifty-nine percent of our fifth graders were proficient in the fall of 2010, and fifty-four percent were proficient in the fall of 2011.

For Writing, according to the Golden Package data, our students do not perform well on items connected to grammar and usage. Thirty percent of the total score for writing is related to grammar and usage. Of the items related to grammar and usage, forty-five percent of our fourth graders were proficient in the fall of 2010, and thirty-nine percent were proficient in the fall of 2011.

Similarly to Reading, in Math, we do not have curriculum alignment according to the data in the Golden Package. We have chosen three areas to focus on that we see as areas of weakness across grade levels. The first area is the use of pictographs. On items for standard D.RE.02.01, thirty-eight percent of our third graders were proficient in the fall of 2010, and thirty-six percent of our third graders were proficient in the fall of 2011. On items for standard, D.RE.03.01, forty-one percent of our fourth graders were proficient in the fall of 2010, and twenty-nine were proficient in the fall of 2011.

The second area of focus will be comparing amounts. On items for standard N.ME.02.03, twenty-seven percent of our third graders were proficient in the fall of 2010, and thirty-three were proficient in the fall of 2011. On items for standard N.ME.03.03, forty-three percent of our fourth graders were proficient in the fall of 2010, and forty-nine percent were proficient in the fall of 2011.

The third area of focus will be the attributes of geometric figures. On items for standard G.GS.02.01, forty-seven percent of our third graders were proficient in the fall of 2010, and forty-two percent were proficient in the fall of 2011. On items for standard G.GS.03.04, fifty-six percent of our fourth graders were proficient in the fall of 2010, and forty-seven percent were proficient in the fall of 2011.

For Science, according to the Golden Package, our Science Curriculum is not aligned to the assessment. There are correlations between areas of weakness in Science and areas of weakness in both Math and Writing. On items for standard S.IP.04.16, fourteen percent of our former fourth graders were proficient. On items for standard S.IA.04.13, fourteen percent of our students were proficient. Both of these standards correlate to our students' weakness with building and analyzing graphs, and with written responses.

SEC DATA

Finally, 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 (which was 16 out of 17 who the SEC was available to) were provided with an overview 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. A separate day was held, providing rotating substitutes 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 building principal, SIF and Executive Director/ School Improvement & Innovation.

The SEC data by both grade level and school-wide, provided useful 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 following data was found:

-Reading across the curriculum strands and skills indicated by the SEC as areas in need of greater emphasis are:

1) Comprehension, across grades K-2, specifically, a) Main idea(s), key concepts, and sequence(s) of events; b) Strategies (e.g. activating prior knowledge, questioning, making connections, predictions, inference; c) Imagery, summarization, re-telling. Most importantly for Comprehension is the need for teachers to instruct comprehension at a higher Bloom's Taxonomy level, moving from Perform Procedures/ Explain to Generate or Analyze/ Investigate. All staff is working on comprehension to a significant degree, but the thinking level is not strong enough to meet Common Core Standards.

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2) Critical Reasoning, across grades 3-4, specifically, a) Validity and significance of assurance and/ or argument; b) Comparison of topic, theme, treatment, scope or organization; c) Textual evidence or use of reference to support; d) Relationships among purpose, organization, format and meaning in text

3) Vocabulary, across grades K-4, specifically, a) Word or phrase meaning from context; b) Word definitions (including new vocabulary)

-Writing across the curriculum strands and skills indicated by the SEC as areas in need of greater emphasis are:

1) Elements of Presentation, specifically, a) Purpose, audience and context (K-4); b) Word Choice (1-2);

2) Language Study, specifically, a) Grammatical analysis (K-4); b) Capitalization and punctuation (K-2); c) Standard and non-standard language usage; d) Syntax & sentence structure (1-2)

3) Writing Applications, grades K-4, specifically, a) Persuasive (e.g. editorial, advertisement, argumentative); b) Technical (e.g., manuals, specifications, research report). Both of these areas need to move to higher levels of the Bloom's Taxonomy.

-Math SEC did not have sufficient numbers of teachers who took the survey to analyze school-wide data.

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

-Reading across the curriculum, grades K-4, specifically in the areas of:

-Grades K-2, Informational texts using Comprehension at the Analyze/ Investigate level, across content areas, with emphasis on, a) Main idea(s), key concepts, and sequence(s) of events; and b) Strategies (e.g. activating prior knowledge, questioning, making connections, predictions, inference).

-Grades 3-4, Informational texts using Critical Reasoning, across content areas, with emphasis on, a) Textual evidence or use of reference to support; b) Relationships among purpose, organization, format and meaning in text.

-Grades K-4, Vocabulary across content areas, with emphasis on, a) Word or phrase meaning from context; b) Word definitions (including new vocabulary).

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

-Grades K-4, Elements of Presentation, specifically, a) Purpose, audience and context; b) Word choice

-Grades K-4, Language Study, specifically, a) Grammatical analysis (grammar and usage); b) Syntax & sentence structure.

-Grades K-4, Writing Applications, specifically, a) Persuasive (e.g. editorial, advertisement, argumentative); b) Technical (e.g., manuals, specifications, research report).

-Math, grades K-4, specifically in the areas of:

-Graphic representation

-Comparing amounts (e.g. shapes, numbers, fractions, greater than/ less than)

-Attributes of geometric figures

-Science, grades K-4, specifically in the areas of:

- Building and analyzing graphs with written responses. This area can be addressed through the content areas of writing and math as well.

Based on the information above, each Professional Learning Community will concentrate on the areas identified. To simplify, if teachers focus informational writing across the curriculum, graphic representation, vocabulary in context and comparison and contrast, they will cover the majority of focus areas.

OVERALL GOALS FOR READING, WRITING, MATH AND SCIENCE

The goals set, based on the data for each of the overall areas of Reading, Writing, Math and Science areas as follows:

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- Reading growth per class is to have 90% of students at Benchmark or 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 Benchmark Assessment System (BAS) or for Kindergarten, on the MLPP. The goal for reading achievement on the MEAP will be to grow by 10% per year. The baseline year 2011-2012 is 38%. The next years' goals will be: 2012-2013, 48%; 2013-2014, 58%; 2014-2015, 68%; 2015-2016, 78%.
- Writing achievement on the MEAP will grow by 10% each year. The baseline year 2011-2012 is 24%. The next years' goals will be: 2012-2013, 34%; 2013-2014, 44%; 2014-2015, 54%; 2015-2016, 64%.
- Math achievement on the MEAP will grow by 10% each year. The baseline year 2011-2012 is 10-12%. The next years' goals will be: 2012-2013, 22%; 2013-2014, 32%; 2014-2015, 42%; 2015-2016, 52%.
- Science achievement on the MEAP will grow by 10% each year. The baseline year 2011-2012 is 2%. The next years' goals will be: 2012-2013, 12%; 2013-2014, 22%; 2014-2015, 32%; 2015-2016, 42%.

To meet the focus of the above areas in the Academic Domains, the following steps will be taken:

- The data team will study data trends to find achievement gaps on specific strands between grade levels.
- Teachers will focus on Common Core State Standards using current curricular and supplemental materials.
 - The RtI model will be implemented with fidelity in both the academic and affective domains.
- Summer Institute for staff will occur for the purpose of Leader in Me training and working as a Professional Learning Community (PLC) to plan the monthly instructional and behavioral focus.
- Instructional coaching will support the implementation of the Common Core State Standards and RtI Model.
- Professional development in research-based strategies to impact teaching will take place through Teach Like a Champion, Formative Assessment training and Guided Reading. Teachers will then be expected to use the strategies taught in the professional development on a daily basis with their students in all subject areas.
- Extended Learning Opportunities will be provided to all students, based on the data, both before/after school and during the summer. These opportunities will focus on reading, writing and math with informational text and increase the use of technology to engage students in Smarter Balanced Assessment samples and Compass Learning Paths in order to prepare our students for the Common Core and more stringent standard readiness.
- Ensuring there is 90-120 minutes of ELA daily and 60 minutes of Mathematics daily
- Staff will be held accountable through the principal's walkthroughs and the PLC Feedback sheets a) Persuasive (e.g. editorial, advertisement, argumentative); b) Technical (e.g., manuals, specifications, research report)

RESEARCH: Teach Like a Champion, 2010; District Best Practices documents based in research.

2)The area of Affective Domain was determined as another area in need of great focus for our students. For the 2011-2012 school year, there were a total of 533 suspensions. According to PBiS data, there have been 159 Office Discipline Referrals for September and October 2012. For the same time period in 2011, there were 105 referrals. However, there have been only 41 suspensions this year compared to 61 for the same time period last year. The average suspension per month last year was 60.

Suspensions are considered by staff to be a negative reinforcement for behaviors and should only occur in the most severe or major instances. We have identified 30 students for Tier 2 interventions based on the PBiS data. Tier 2 interventions include: behavior plans, check-in/check-out, social/emotional skill groups based on behaviors and teacher referrals, cool-down passes, and a mentor program. Based on the reflection of the PBiS data, we determined that the detention process did not promote the positive behaviors we are trying to reinforce and achieve. Instead, students who reach the fourth level of PBiS report to our Responsible Thinking Lunch to complete a detailed plan for returning to class based on a series of steps they will follow to maintain their behavior. The child discusses his/her plan with a teacher from the building.

More than half of the current teachers have less than three years of teaching experience. Our school social worker and psychologist meet as often as possible with teachers to create and adjust behavior plans to help students learn appropriate behavior. Our school social worker is

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here full time and our psychologist is here two days a week. Additionally, Second Step, a district-supported program designed to teach social and conflict resolution skills to students, is being done inconsistently at this time due to outdated materials. A specific process for teaching these skills is necessary, especially for at-risk students who come to school without those skills.

We are on track to reduce the number of suspensions; however, we believe the number of suspensions is still too high. We attribute the reduction in the number of suspensions to the effectiveness of the interventions that we have implemented with fidelity thus far this year.

Many of the teachers need more coaching to increase their efficacy with management skills.

Attendance during the 2011-2012 school year was an area of great challenge. As of February count, 2012, 83 of 372 (22%) students were absent more than 10 days. Additionally, 37% of students were tardy 10 or more times.

Based on the data provided, goals have been set as follows to meet the Affective Domain area:

1) All teachers will follow the prescribed attendance process and document each step of the plan to submit to the building attendance support team quarterly in an effort to decrease overall student truancy.

2) Staff will work to decrease tardies by decreasing the number of students tardy 10 or more days each year (at February count) by 5% each year. The baseline year of 2011-12 was 37%. The next years' goals are: 2012-2013, 32%; 2013-2014, 27%; 2014-2015, 22%; 2015-2016, 17%.

3) Staff will work to decrease truancy (absences) by decreasing the number of students absent 10 or more days each year (at February count) by 5% each year. The baseline year of 2011-12 was 22%. The next years' goals are: 2012-2013, 17%; 2013-2014, 12%; 2014-2015, 7%; 2015-2016, 2%.

4) School climate/ culture and student time-on-task will be increased by decreasing the amount of suspensions school-wide each year. Average suspension during the baseline year of 2011-2012 was 60 per month. The goals for the next years' are: 2012-2013, 40 per month; 2013-2014, 35 per month; 2014-2015, 30 per month; 2015-2016, 25 per month.

4) Hicks Elementary will be awarded the Lighthouse Award based on The Leader in Me initiative through Covey on or before September of 2016 (following the 2015-2016 Year 4 of the Reform Plan).

Based on the information above, the following steps will occur:

1) Positive Behavior Intervention & Support (PBIS) - Staff will continue to consistently implement the PBIS system. Student rewards will be based on appropriate behavior and attendance as determined by the PBIS team. PBIS materials will be differentiated for Kindergarten through Second Grade and Third through Fourth Grade. The PBIS team, some of whom are part of the Reform and Lighthouse teams, will analyze students' behavioral performance on a monthly basis. One of the Tier II interventions will be a mentoring program.

2) Second Step - Every teacher will have a Second Step kit. Grade levels will focus on one lesson per week that will assist students with self regulation skills.

3) Behavior Coach - This person will lead intervention groups, meet with teachers, and model effective behavior management techniques for teachers from The Leader in Me, Teach Like a Champion, PBIS and Second Step in order to increase staff's ability to prevent and calmly handle behavior issues that are resulting in Office Discipline Referrals (ODRs) and improve staff/ student relationships.

4) Scheduling - Specials will be scheduled as much as possible so that teachers have a consistent schedule everyday in order to provide predictable and consistent expectations for all students, especially those most at-risk .

5) Summer Institute- A Summer Institute for staff will take place for the purpose of Leader in Me training and working as a Professional Learning Community (PLC) to plan and adapt processes based on PBIS data.

6) 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.

7) Parent Component - The Social Worker, Psychologist, and Parent Coordinator will teach a series of classes based on the Parent University model of up to 15 parents per session. The sessions will include topics about learning styles, behavior plan support, how to create a learning environment at home, strengthening reading skills, and other school related skills.

8) OPTIMUM- We have an Occupational Therapist in all our buildings to help with brain and motor development which impacts students'

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ability to focus and maintain personal space.

9) Established attendance process- The building staff and Reform Team will establish a proactive and consistent process for improving student attendance based on research of effective programs

10) Learning Partners- Teachers will observe in other teachers' classrooms for Teach Like a Champion techniques in the areas of Creating a Strong Classroom Culture and Building Character and Trust in order to see how these techniques work so they can apply these ideas in their own classrooms. Teaching Routines, 100 Percent, What to Do, Sweat the Details and Precise Praise will also be added over the course of the 4-year plan.

RESEARCH:

Covey; Marzano; Sornson; Jensen

3) The area of Professional Learning Communities was determined as the final area in need of focus at this time for our students. The majority of staff meetings will be dedicated to allowing grade levels to meet. The feedback will focus on the targeted academic and affective areas. More specifically, the grade-level teams will provide feedback on the following:

a) Formative, benchmark and summative assessment data connected to our academic areas of focus (informational reading and writing across the curriculum, graphic representations, vocabulary in context, grammatical analysis, and comparing/contrasting).

b) PBI data and trends will be shared monthly with each grade level PLC team in order to determine Second Step lessons and target strategies to be used for generalization of those skills.

Based on the data and need for deliberate and consistent time available to staff to review data, especially with regard to formative assessments, and plan instruction based on the data, the following goal was set:

- 80% or more of staff meetings every year will be dedicated to Professional Learning Communities grade level or cross-grade level work.

RESEARCH: DuFour

State what data were used to identify these ideas.

The staff and Reform Team determined our three "Big Ideas" for the reform/redesign plan are: 1) Academic Domain in the areas of Reading across the curriculum, Writing across the curriculum and Math; 2) Affective Domain and; 3) Professional Learning Communities. These areas were determined through research based 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, State Priority School website (Z scores), Positive Behavior Intervention & Supports (PBI) and research from the Center for Innovation and Improvement.

1)The areas of Academic Domain in Reading across the curriculum, Writing across the curriculum and Math, were determined as areas in need of greatest focus.

OVERALL MEAP DATA PICTURE

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

-Reading across the curriculum, where the achievement gap is -2.1495 with improvement, although minimal, of .1662 and an overall Z score of -1.3784. Through the Golden Package data, it was determined that the reading baseline score for the 2011-2012 school year was 38% on the MEAP. State scores were 62%-69% based on grade level 3, 4, or 5 being tested.

-Writing across the curriculum, where the achievement gap is -2.1499 with improvement of -.2230 and an overall Z score of -1.9750.

Through the Golden Package data, it was determined that the writing baseline score for the 2011-2012 school year was 24%, while the State was at 45%.

-Math, where the achievement gap is -1.7732 with improvement, again minimal of .0276 and an overall Z score of -1.2634. Through the Golden Package data, it was determined that the writing baseline score for the 2011-2012 school year was 10-12%, while the State was at 36-40% in grades 3-5.

-Although Science shows an overall Z score which is of greater negative value than Math, we feel that increasing reading and writing scores

across the curriculum, will improve Science achievement as a secondary positive effect.

"DRILLED DOWN" MEAP DATA

Additionally, in looking at the data in each of these areas and drilling down during the data dig, as well as being mindful of the necessity to maintain a highly focused approach, we recognized that the following strands are those of highest difficulty for our students.

For Reading, according to the Golden Package Data, we do not have curriculum alignment in the subject of Reading for grades three, four, and five. There are several key strands that our students performed poorly on. The first is in the area of Word Study. On items for standard R.WS.2.11, fifty-four percent of our third graders were proficient in the fall of 2011, and forty-six percent were proficient in the fall of 2011. On items for standard R.WS.03.08, sixty-two percent of our fourth graders were proficient in the fall of 2010, and fifty-nine percent were proficient in the fall of 2011. On items for standard R.WS.04.07, forty percent of our students were proficient in the fall of 2010, and thirty-four percent of our students were proficient in the fall of 2011. The common theme between these strands is the idea of determining the meaning of unknown words in context.

The second area targets text features for both narrative and informational text. According to the MEAP Blueprint Summary and the expectations for the Common Core State Standards, students must be exposed to an increasing amount of informational text. On items for standard R.IT.02.03, forty-four percent of our third graders were proficient in the fall of 2010 and in the fall of 2011. On items for standard R.IT.03.03, forty-eight percent of our fourth graders were proficient in the fall of 2010, and forty-two percent of our fourth graders were proficient in the fall of 2011. On items for standard R.IT.04.01, fifty-four percent of our fifth graders were proficient in the fall of 2011, and fifty-one percent of our fifth graders were proficient in the fall of 2011. This indicates a need for instructional focus on text features of both narrative and informational texts, with an increasing emphasis on informational texts.

The third area targets making connections between texts, the self, and the world with both written and oral responses. On items for standard R.CM.02.02, fifty-six percent of our third graders were proficient in the fall of 2010, and fifty-five percent were proficient in the fall of 2011. On items for standard R.CM.03.01, forty-three percent of our fourth graders were proficient in the fall of 2010, and thirty-five percent of our fourth graders were proficient in the fall of 2011. On items for standard R.CM.04.03, fifty-nine percent of our fifth graders were proficient in the fall of 2010, and fifty-four percent were proficient in the fall of 2011.

For Writing, according to the Golden Package data, our students do not perform well on items connected to grammar and usage. Thirty percent of the total score for writing is related to grammar and usage. Of the items related to grammar and usage, forty-five percent of our fourth graders were proficient in the fall of 2010, and thirty-nine percent were proficient in the fall of 2011.

Similarly to Reading, in Math, we do not have curriculum alignment according to the data in the Golden Package. We have chosen three areas to focus on that we see as areas of weakness across grade levels. The first area is the use of pictographs. On items for standard D.RE.02.01, thirty-eight percent of our third graders were proficient in the fall of 2010, and thirty-six percent of our third graders were proficient in the fall of 2011. On items for standard, D.RE.03.01, forty-one percent of our fourth graders were proficient in the fall of 2010, and twenty-nine were proficient in the fall of 2011.

The second area of focus will be comparing amounts. On items for standard N.ME.02.03, twenty-seven percent of our third graders were proficient in the fall of 2010, and thirty-three were proficient in the fall of 2011. On items for standard N.ME.03.03, forty-three percent of our fourth graders were proficient in the fall of 2010, and forty-nine percent were proficient in the fall of 2011.

The third area of focus will be the attributes of geometric figures. On items for standard G.GS.02.01, forty-seven percent of our third graders were proficient in the fall of 2010, and forty-two percent were proficient in the fall of 2011. On items for standard G.GS.03.04, fifty-six percent of our fourth graders were proficient in the fall of 2010, and forty-seven percent were proficient in the fall of 2011.

For Science, according to the Golden Package, our Science Curriculum is not aligned to the assessment. There are correlations between areas of weakness in Science and areas of weakness in both Math and Writing. On items for standard S.IP.04.16, fourteen percent of our former fourth graders were proficient. On items for standard S.IA.04.13, fourteen percent of our students were proficient. Both of these standards correlate to our students' weakness with building and analyzing graphs, and with written responses.

SEC DATA

Finally, 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

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(SEC). All those who participated (which was 16 out of 17 who the SEC was available to) were provided with an overview 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. A separate day was held, providing rotating substitutes 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 building principal, SIF and Executive Director/ School Improvement & Innovation.

The SEC data by both grade level and school-wide, provided useful 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 following data was found:

-Reading across the curriculum strands and skills indicated by the SEC as areas in need of greater emphasis are:

1) Comprehension, across grades K-2, specifically, a) Main idea(s), key concepts, and sequence(s) of events; b) Strategies (e.g. activating prior knowledge, questioning, making connections, predictions, inference; c) Imagery, summarization, re-telling. Most importantly for Comprehension is the need for teachers to instruct comprehension at a higher Bloom's Taxonomy level, moving from Perform Procedures/ Explain to Generate or Analyze/ Investigate. All staff is working on comprehension to a significant degree, but the thinking level is not strong enough to meet Common Core Standards.

2) Critical Reasoning, across grades 3-4, specifically, a) Validity and significance of assurance and/ or argument; b) Comparison of topic, theme, treatment, scope or organization; c) Textual evidence or use of reference to support; d) Relationships among purpose, organization, format and meaning in text

3) Vocabulary, across grades K-4, specifically, a) Word or phrase meaning from context; b) Word definitions (including new vocabulary)

-Writing across the curriculum strands and skills indicated by the SEC as areas in need of greater emphasis are:

1) Elements of Presentation, specifically, a) Purpose, audience and context (K-4); b) Word Choice (1-2);

2) Language Study, specifically, a) Grammatical analysis (K-4); b) Capitalization and punctuation (K-2); c) Standard and non-standard language usage; d) Syntax & sentence structure (1-2)

3) Writing Applications, grades K-4, specifically, a) Persuasive (e.g. editorial, advertisement, argumentative); b) Technical (e.g., manuals, specifications, research report). Both of these areas need to move to higher levels of the Bloom's Taxonomy.

-Math SEC did not have sufficient numbers of teachers who took the survey to analyze school-wide data.

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

-Reading across the curriculum, grades K-4, specifically in the areas of:

-Grades K-2, Informational texts using Comprehension at the Analyze/ Investigate level, across content areas, with emphasis on, a) Main idea(s), key concepts, and sequence(s) of events; and b) Strategies (e.g. activating prior knowledge, questioning, making connections, predictions, inference).

-Grades 3-4, Informational texts using Critical Reasoning, across content areas, with emphasis on, a) Textual evidence or use of reference to support; b) Relationships among purpose, organization, format and meaning in text.

-Grades K-4, Vocabulary across content areas, with emphasis on, a) Word or phrase meaning from context; b) Word definitions (including

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new vocabulary).

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

-Grades K-4, Elements of Presentation, specifically, a) Purpose, audience and context; b) Word choice

-Grades K-4, Language Study, specifically, a) Grammatical analysis (grammar and usage); b) Syntax & sentence structure.

-Grades K-4, Writing Applications, specifically, a) Persuasive (e.g. editorial, advertisement, argumentative); b) Technical (e.g., manuals, specifications, research report).

-Math, grades K-4, specifically in the areas of:

-Graphic representation

-Comparing amounts (e.g. shapes, numbers, fractions, greater than/ less than)

-Attributes of geometric figures

-Science, grades K-4, specifically in the areas of:

- Building and analyzing graphs with written responses. This area can be addressed through the content areas of writing and math as well.

Based on the information above, each Professional Learning Community will concentrate on the areas identified. To simplify, if teachers focus informational writing across the curriculum, graphic representation, vocabulary in context and comparison and contrast, they will cover the majority of focus areas.

OVERALL GOALS FOR READING, WRITING, MATH AND SCIENCE

The goals set, based on the data for each of the overall areas of Reading, Writing, Math and Science areas as follows:

- Reading growth per class is to have 90% of students at Benchmark or 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 Benchmark Assessment System (BAS) or for Kindergarten, on the MLPP. The goal for reading achievement on the MEAP will be to grow by 10% per year. The baseline year 2011-2012 is 38%. The next years' goals will be: 2012-2013, 48%; 2013-2014, 58%; 2014-2015, 68%; 2015-2016, 78%.

- Writing achievement on the MEAP will grow by 10% each year. The baseline year 2011-2012 is 24%. The next years' goals will be: 2012-2013, 34%; 2013-2014, 44%; 2014-2015, 54%; 2015-2016, 64%.

- Math achievement on the MEAP will grow by 10% each year. The baseline year 2011-2012 is 10-12%. The next years' goals will be: 2012-2013, 22%; 2013-2014, 32%; 2014-2015, 42%; 2015-2016, 52%.

- Science achievement on the MEAP will grow by 10% each year. The baseline year 2011-2012 is 2%. The next years' goals will be: 2012-2013, 12%; 2013-2014, 22%; 2014-2015, 32%; 2015-2016, 42%.

To meet the focus of the above areas in the Academic Domains, the following steps will be taken:

-The data team will study data trends to find achievement gaps on specific strands between grade levels.

-Teachers will focus on Common Core State Standards using current curricular and supplemental materials.

-The RtI model will be implemented with fidelity in both the academic and affective domains.

-Summer Institute for staff will occur for the purpose of Leader in Me training and working as a Professional Learning Community (PLC) to plan the monthly instructional and behavioral focus.

-Instructional coaching will support the implementation of the Common Core State Standards and RtI Model.

-Professional development in research-based strategies to impact teaching will take place through Teach Like a Champion, Formative Assessment training and Guided Reading. Teachers will then be expected to use the strategies taught in the professional development on a daily basis with their students in all subject areas.

-Extended Learning Opportunities will be provided to all students, based on the data, both before/after school and during the summer. These opportunities will focus on reading, writing and math with informational text and increase the use of technology to engage students in Smarter Balanced Assessment samples and Compass Learning Paths in order to prepare our students for the Common Core and more stringent standard readiness.

-Ensuring there is 90-120 minutes of ELA daily and 60 minutes of Mathematics daily

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-Staff will be held accountable through the principal's walkthroughs and the PLC Feedback sheets

RESEARCH: Teach Like a Champion, 2010; District Best Practices documents based in research.

2)The area of Affective Domain was determined as another area in need of great focus for our students. For the 2011-2012 school year, there were a total of 533 suspensions. According to PBiS data, there have been 159 Office Discipline Referrals for September and October 2012. For the same time period in 2011, there were 105 referrals. However, there have been only 41 suspensions this year compared to 61 for the same time period last year. The average suspension per month last year was 60.

Suspensions are considered by staff to be a negative reinforcement for behaviors and should only occur in the most severe or major instances. We have identified 30 students for Tier 2 interventions based on the PBiS data. Tier 2 interventions include: behavior plans, check-in/check-out, social/emotional skill groups based on behaviors and teacher referrals, cool-down passes, and a mentor program. Based on the reflection of the PBiS data, we determined that the detention process did not promote the positive behaviors we are trying to reinforce and achieve. Instead, students who reach the fourth level of PBiS report to our Responsible Thinking Lunch to complete a detailed plan for returning to class based on a series of steps they will follow to maintain their behavior. The child discusses his/her plan with a teacher from the building.

More than half of the current teachers have less than three years of teaching experience. Our school social worker and psychologist meet as often as possible with teachers to create and adjust behavior plans to help students learn appropriate behavior. Our school social worker is here full time and our psychologist is here two days a week. Additionally, Second Step, a district-supported program designed to teach social and conflict resolution skills to students, is being done inconsistently at this time due to outdated materials. A specific process for teaching these skills is necessary, especially for at-risk students who come to school without those skills.

We are on track to reduce the number of suspensions; however, we believe the number of suspensions is still too high. We attribute the reduction in the number of suspensions to the effectiveness of the interventions that we have implemented with fidelity thus far this year.

Many of the teachers need more coaching to increase their efficacy with management skills.

Attendance during the 2011-2012 school year was an area of great challenge. As of February count, 2012, 83 of 372 (22%) students were absent more than 10 days. Additionally, 37% of students were tardy 10 or more times.

Based on the data provided, goals have been set as follows to meet the Affective Domain area:

1) All teachers will follow the prescribed attendance process and document each step of the plan to submit to the building attendance support team quarterly in an effort to decrease overall student truancy.

2)Staff will work to decrease tardies by decreasing the number of students tardy 10 or more days each year (at February count) by 5% each year. The baseline year of 2011-12 was 37%. The next years' goals are: 2012-2013, 32%; 2013-2014, 27%; 2014-2015, 22%; 2015-2016, 17%.

3) Staff will work to decrease truancy (absences) by decreasing the number of students absent 10 or more days each year (at February count) by 5% each year. The baseline year of 2011-12 was 22%. The next years' goals are: 2012-2013, 17%; 2013-2014, 12%; 2014-2015, 7%; 2015-2016, 2%.

4) School climate/ culture and student time-on-task will be increased by decreasing the amount of suspensions school-wide each year. Average suspension during the baseline year of 2011-2012 was 60 per month. The goals for the next years' are: 2012-2013, 40 per month; 2013-2014, 35 per month; 2014-2015, 30 per month; 2015-2016, 25 per month.

5) Hicks Elementary will be awarded the Lighthouse Award based on The Leader in Me initiative through Covey on or before September of 2016 (following the 2015-2016 Year 4 of the Reform Plan).

Based on the information above, the following steps will occur:

-Positive Behavior Intervention & Support (PBiS) - Staff will continue to consistently implement the PBiS system. Student rewards will be based on appropriate behavior and attendance as determined by the PBiS team. PBiS materials will be differentiated for Kindergarten through Second Grade and Third through Fourth Grade. The PBiS team, some of whom are part of the Reform and Lighthouse teams, will

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analyze students' behavioral performance on a monthly basis. One of the Tier II interventions will be a mentoring program.

-Second Step - Every teacher will have a Second Step kit. Grade levels will focus on one lesson per week that will assist students with self regulation skills.

-Behavior Coaching - This person will lead intervention groups, meet with teachers, and model effective behavior management techniques for teachers from The Leader in Me, Teach Like a Champion, PBiS and Second Step in order to increase staff's ability to prevent and calmly handle behavior issues that are resulting in Office Discipline Referrals (ODRs) and improve staff/ student relationships.

-Scheduling - Specials will be scheduled as much as possible so that teachers have a consistent schedule everyday in order to provide predictable and consistent expectations for all students, especially those most at-risk .

-Summer Institute- A Summer Institute for staff will take place for the purpose of Leader in Me training and working as a Professional Learning Community (PLC) to plan and 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.

-Parent Component - The Social Worker, Psychologist, and Parent Coordinator will teach a series of classes based on the Parent University model of up to 15 parents per session. The sessions will include topics about learning styles, behavior plan support, how to create a learning environment at home, strengthening reading skills, and other school related skills.

-OPTIMUM- We have an Occupational Therapist in all our buildings to help with brain and motor development which impacts students' ability to focus and maintain personal space.

-Established attendance process- The building staff and Reform Team will establish a proactive and consistent process for improving student attendance based on research of effective programs

-Learning Partners- Teachers will observe in other teachers' classrooms for Teach Like a Champion techniques in the areas of Creating a Strong Classroom Culture and Building Character and Trust in order to see how these techniques work so they can apply these ideas in their own classrooms. Teaching Routines, 100 Percent, What to Do, Sweat the Details and Precise Praise will also be added over the course of the 4-year plan.

RESEARCH:

Covey; Marzano; Sornson; Jensen

3) The area of Professional Learning Communities was determined as the final area in need of focus at this time for our students. The majority of staff meetings will be dedicated to allowing grade levels to meet. The feedback will focus on the targeted academic and affective areas. More specifically, the grade-level teams will provide feedback on the following:

a) Formative, benchmark and summative assessment data connected to our academic areas of focus (informational reading and writing across the curriculum, graphic representations, vocabulary in context, grammatical analysis, and comparing/contrasting).

b) PBiS data and trends will be shared monthly with each grade level PLC team in order to determine Second Step lessons and target strategies to be used for generalization of those skills.

Based on the data and need for deliberate and consistent time available to staff to review data, especially with regard to formative assessments, and plan instruction based on the data, the following goal was set:

- 80% or more of staff meetings every year will be dedicated to Professional Learning Communities grade level or cross-grade level work.

RESEARCH: DuFour

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

Mr. Rosinski accepted the position of Principal of David Hicks Elementary in August, 2012, and therefore meets the "two-year rule" and will remain Hick's principal in the coming 2013-2014 school year.. For the past four years, Mr. Rosinski was an Assistant Principal at a Wayne-Westland district high school that has shown consistent progress in its Professional Learning Community (PLC) structure and took an active role in efforts toward higher student achievement. Additionally, Mr. Rosinski was originally a teacher in School-Wide Title K-5 building in the district for six years and continues to hold a valid elementary teaching certificate and an administrator certificate. A resume for Mr. Rosinski is attached.

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

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.

Both 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%) in the determination of 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 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 Uniserve 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. 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 receive monthly training regarding the

Teacher Evaluation tool, 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.

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

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

Additionally, David Hicks Elementary has dealt with the on-going issue of changing administration (three principals over five years) and frequent changes in staff. Eight out of our sixteen classroom teachers are new to the building this year. Eleven out of the sixteen classroom teachers have not yet achieved tenure. Current teacher contract language is grounded primarily in seniority and whether teachers chose to move or not. With a district the size of Wayne-Westland, there are often opportunities to change buildings or grade levels. Due to these issues there is significant 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 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 David Hicks 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 be evaluated as "Effective" or "Highly Effective" 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: Academic, Affective and Professional Learning Communities.
- Staff members are only eligible for the incentive indicated if they have a current "effective" or "highly effective" evaluation rating. The

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rewards and incentives will be based on the following goals:

- 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 5% each year (37% in 2011-2012; 32% in 2012-2013; 27% in 2013-2014; 22% in 2014-2015; 17% in 2015-2016). 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.
- Students who are at benchmark on the Benchmark Assessment System (BAS) or for Kindergarten at benchmark on MLPP Letter Sounds and Letter ID or increase their reading proficiency (decoding and comprehension) by at least a year (as determined by amount of benchmark levels per grade level) will be able to attend a free movie party 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 June.
- 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 (proficient) Benchmark (BAS for gr. 1-4 and MLPP Letter ID and Sounds) 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). 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 2013-2014 school year to 2015-2016 school year) for the students they work directly with (e.g. caseload, classroom, intervention groups), will receive a \$500 stipend.
- Math achievement on the MEAP will grow by 10% each year. The baseline year 2011-2012 is 10-12%. The next years' goals will be: 2012-2013, 22%; 2013-2014, 32%; 2014-2015, 42%; 2015-2016, 52%. If the school-wide goal is met all WWEA and WWBAA members will receive a \$200 stipend toward teaching materials/ conferences/ professional development resources.
- Science achievement on the MEAP will grow by 10% each year. The baseline year 2011-2012 is 2%. The next years' goals will be: 2012-2013, 12%; 2013-2014, 22%; 2014-2015, 32%; 2015-2016, 42%. If the school-wide goal is met all WWEA and WWBAA members will receive a \$200 stipend toward teaching materials/ conferences/ professional development resources.
- Should Hicks reach "Beating the Odds" status per Michigan Department of Education guidelines, 8 staff members from Hicks Elementary will attend the 3-day Professional Learning Communities (PLC) workshop in Lincolnshire, Illinois.
- Hicks Elementary will be awarded the Lighthouse Award based on The Leader in Me initiative through Covey on or before September of 2016 (following the 2015-2016 Year 4 of the Reform Plan). If the Lighthouse Award is received within that time, each W-WEA, W-WBAA, W-WAP, W-WESA, and W-WAP member will each receive an i-Pad (or equivalent technology at that time) purchased through set-aside funds. 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 David Hicks 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

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

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. Academic Domain in Reading across the curriculum, Writing across the curriculum and Math

Reading across the curriculum- Based on the data shared in question #1 & #2, our focus areas are:

-Grades K-2, Informational texts using Comprehension at the Analyze/ Investigate level, across content areas, with emphasis on, a) Main idea(s), key concepts, and sequence(s) of events; and b) Strategies (e.g. activating prior knowledge, questioning, making connections, predictions, inference).

-Grades 3-4, Informational texts using Critical Reasoning, across content areas, with emphasis on, a) Textual evidence or use of reference to support; b) Relationships among purpose, organization, format and meaning in text.

-Grades K-4, Vocabulary across content areas, with emphasis on, a) Word or phrase meaning from context; b) Word definitions (including new vocabulary).

-Writing across the curriculum- Based on the data shared in question #1 #2, our focus areas are:

-Grades K-4, Elements of Presentation, specifically, a) Purpose, audience and context; b) Word choice

-Grades K-4, Language Study, specifically, a) Grammatical analysis (grammar and usage); b) Syntax & sentence structure.

-Grades K-4, Writing Applications, specifically, a) Persuasive (e.g. editorial, advertisement, argumentative); b) Technical (e.g., manuals, specifications, research report).

-Math, grades K-4- Based on the data shared in question #1 & #2, our focus areas are:

-Graphic representation

-Comparing amounts (e.g. shapes, numbers, fractions, greater than/ less than)

-Attributes of geometric figures

-Science, grades K-4- Based on the data shared in question #1 & #2, our focus areas are:

- Building and analyzing graphs with written responses. This area can be addressed through the content areas of writing and math as well.

Based on the information above, each Professional Learning Community will concentrate on the areas identified. To simplify, if teachers focus informational writing across the curriculum, graphic representation, vocabulary in context and comparison and contrast, they will cover the majority of focus areas.

-District-wide training on November 6th (1/2 day): Best Practices Palooza, based on the 49 techniques in Teach Like a Champion, by Doug Lemov. Teachers will be able to participate in several different sessions during the ½ day session, to begin learning these techniques. Use of these techniques will enhance the staff's ability to differentiate instruction.

-January 2012- November 6, 2012- ½ day District-wide training: Introduction to Formative Assessment in which teachers will work with same grade-level faculty to practice developing formative assessments. During the November District Professional Development, all teachers will receive training in formative assessments in an effort to help them better understand the purpose and effect of this type of assessment.

There will also be a Formative Assessment Team created who will train with Ellen VorenKamp later this school year, in order to become leaders in their building to support other teachers within their PLCs (5 days for leader and 1 day for all other teachers). Teacher lesson plans will include a section titled formative assessment for every subject area every day.

-September 2012- June 2013- Common Core Modules: Staff will participate in at least 12-15 modules centered on the characteristics of an effective classroom and changes in teaching that will be required for students to meet the demands of the Common Core Standards. This

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training will be impact instruction across all core content areas by preparing teachers to implement Common Core State Standards.

-November 2012- June 2013 and on-going yearly-Teacher to Teacher: Teachers will participate in a job-embedded program focusing on Reading Workshop 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.

-Beginning February 2012 and on-going yearly- Teachers will receive support through Instructional Coaching and debriefing to increase their capacity to successfully differentiate instruction using guided math groups, increase their capacity to successfully differentiate reading instruction using non-fiction texts, especially science texts.

-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 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.

-July's of 2013, 2014, 2015- 3-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. Additionally, Leader in Me and time for planning instruction and behavioral lessons based on data will occur.

-Spring 2013 and on-going- Guided Reading job-embedded professional development will be provided to all teachers through use of substitutes, 6 hours of contract time or stipends.

-Through the 2012-2015 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 September 2013- Math Workshop/ Small Group Model training will occur K-4.

-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.

-Spring 2014- Teachers will participate in a Book Study on Next Steps in Guided Reading in order to learn to develop high quality, rigorous, small group lessons that focus on the specific reading skills each student needs.

-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.

-2012-2016- 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.

Affective Domain- As indicated in #1 & #2 for The Big Ideas, our focus areas for the Affective Domain are reducing suspensions, truancy and teaching appropriate behaviors. This is due to data showing For the 2011-2012 school year, there were a total of 533 suspensions.

According to PBiS data, there have been 159 Office Discipline Referrals for September and October 2012. For the same time period in 2011, there were 105 referrals. However, there have been only 41 suspensions this year compared to 61 for the same time period last year. We have identified 30 students for Tier 2 interventions based on the PBiS data. Tier 2 interventions include: behavior plans, check-in/check-out, groups based on behaviors and teacher referrals, cool-down passes, and a mentor program. The staff decided not to continue with assigning detentions. Instead, students who reach the fourth level of PBiS report to our Responsible Thinking Lunch to complete a plan for returning to class.

More than half of the current teachers have less than three years of teaching experience. Our school social worker and psychologist meet as often as they can with teachers to create and design behavior plans to help students learn appropriate behavior. Our school social worker is here full time and our psychologist is here two days a week.

We are on track to reduce the number of suspensions; however, we believe the number of suspensions is still too high. We attribute the

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reduction in the number of suspensions to the effectiveness of the interventions that we have implemented with fidelity thus far this year.

Many of the teachers need more coaching to increase their efficacy with management skills.

Attendance during the 2011-2012 school year was an area of great challenge. As of February count, 2012, 83 of 372 (22%) students were absent more than 10 days. Additionally, 37% of students were tardy 10 or more times.

Professional development is needed for staff in order to ensure fidelity and consistency in the instruction and procedures for these areas.

The Reform Team, with input from the rest of the staff and the Executive Director/ School Improvement & Innovation, determined the following professional development is necessary to prepare staff to work most effectively with students.

-District-wide training on November 6th (1/2 day): Best Practices Palooza, based on the 49 techniques in Teach Like a Champion, by Doug Lemov. Teachers will be able to participate in several different sessions during the ½ day session, to begin learning these techniques. The use of these techniques will develop high expectations including participation and development of responsibility for instruction taught.

-October 2012- Second Step will begin in all classrooms with support of Central Office personnel and the building School Social Worker and School Psychologist; additional staff could attend RESA PBiS conferences

-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 and on-going- 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 attend The Leader in Me training (Covey), including Leadership training for the Reform/ School Improvement Team in order to begin implementation of the program with students during September 2013. This may be part of the Summer Institute for staff.

-July of 2013, 2014, 2015- Summer Institute could include further development of learning about techniques in Teach Like a Champion and Teaching with Poverty in Mind and efforts to assess and plan instruction based on PBiS data to promote high expectations.

-Summer 2013 and on-going for 3 years- All staff will attend 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 during September 2013. 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 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.

-September-December 2013- Teachers will participate in a workshop and/or book study of Teaching with Poverty in Mind, by Eric Jensen or Breaking the Poverty Barrier: Changing Student Lives with Passion, Perseverance, and Performance, by R. LeBlanc-Esparza & W. Roulston, to gain a deeper understanding of our high poverty community.

3. Professional Learning Communities (PLCs)- As indicated in #1 & #2 for The Big Picture, our focus areas Professional Learning Communities (PLCs) are ensure fidelity and consistency of PLCs.

-November 6, 2012- ½ day District-wide training: Introduction to Formative Assessment in which teachers will work with same grade-level

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faculty to practice developing formative assessments.

-Beginning September 2012- PLCs are held weekly as part of the job-embedded professional development.

-Beginning January 2012 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. 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.

-September 2012- June 2013- Common Core Modules: Staff will participate in at least 12-15 modules centered on the characteristics of an effective classroom and changes in teaching that will be required for students to meet the demands of the Common Core Standards. This training will be impact instruction across all core content areas.

-Summer 2013 and on-going for 3 years- All staff will attend The Leader in Me training (Covey), including Leadership training for the Reform/School Improvement Team in order to begin implementation of the program with students during September 2013. This may be part of the Summer Institute for staff.

-September-December 2013- Teachers will participate in a workshop and/or book study of Breaking the Poverty Barrier: Changing Student Lives with Passion, Perseverance, and Performance, by R. LeBlanc-Esparza & W. Roulston, to gain a deeper understanding of our high poverty community.

-2013-2014 School year- RESA consultants to work with building to further PLC model; PLC team leaders and administrator or other building leaders to attend National PLC conference in Lincolnshire, Illinois should the team meet the "Beating the Odds" status.

-January 2012-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 Hicks 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

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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 districtwide.
- 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 SB-CEUs 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 Hicks 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 provides teachers with flexibility to teach additional time for additional pay.
- Flexible tutoring will be provided for students and 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 Hicks for the long-term.
- Teachers who maintain a "Highly Effective" or "Effective" rating at Hicks 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 Hicks 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 Hicks 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 Hicks 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.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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 Alexander Hamilton Elementary plan, as evidenced in question #1-Big Ideas and the Hamilton 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, some of the PLC Modules are designed by the Instruction Department 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 Second Step 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 in solid best practice research that will be expected of all staff at Hicks due to the data included in questions #1 & #2. The primary focuses from those questions are:

- Reading across the curriculum, grades K-4, specifically in the areas of:
 - Grades K-2, Informational texts using Comprehension at the Analyze/ Investigate level, across content areas, with emphasis on, a) Main idea(s), key concepts, and sequence(s) of events; and b) Strategies (e.g. activating prior knowledge, questioning, making connections, predictions, inference).
 - Grades 3-4, Informational texts using Critical Reasoning, across content areas, with emphasis on, a) Textual evidence or use of reference to support; b) Relationships among purpose, organization, format and meaning in text.
 - Grades K-4, Vocabulary across content areas, with emphasis on, a) Word or phrase meaning from context; b) Word definitions (including new vocabulary).
- Writing across the curriculum, specifically in the areas of:
 - Grades K-4, Elements of Presentation, specifically, a) Purpose, audience and context; b) Word choice
 - Grades K-4, Language Study, specifically, a) Grammatical analysis (grammar and usage); b) Syntax & sentence structure.
 - Grades K-4, Writing Applications, specifically, a) Persuasive (e.g. editorial, advertisement, argumentative); b) Technical (e.g., manuals, specifications, research report).
- Math, grades K-4, specifically in the areas of:

-Graphic representation

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-Comparing amounts (e.g. shapes, numbers, fractions, greater than/ less than)

-Attributes of geometric figures

-Science, grades K-4, specifically in the areas of:

- Building and analyzing graphs with written responses. This area can be addressed through the content areas of writing and math as well.

Based on the information above, each Professional Learning Community will concentrate on the areas identified. To simplify, if teachers focus informational writing across the curriculum, graphic representation, vocabulary in context and comparison and contrast, they will cover the majority of focus areas.

1) Academic Domain: The Reform Team studied the Golden Package data and the results of the Survey of Enacted Curriculum in order to learn what areas our students have performed poorly in and to prepare for what our students will be asked to do. For Reading, Writing, Math, and Science, the team identified specific strands to target for each grade level. The team connected those strands with the results of the Survey of Enacted Curriculum to determine the essential skills and performance expectations for the students. Teachers will learn and implement Teach Like a Champion techniques to increase engagement and maintain high expectations in all content and behavioral areas. We chose differentiation of instruction, based on formative assessment to address the significant gaps in achievement in all areas. Differentiation will help target instruction to the needs of specific students, individually or in small groups. Consistent formative assessment is needed in order to target instruction more specifically to meet the needs of students in an efficient manner.

Reading and Writing across the curriculum- Instruction through the use of informational text in ELA will occur more frequently during the school day across contents at least three (3) times per week, specifically in the focus areas indicated, where there will be greater emphasis. This can be done during Reader's and Writer's Workshop, which is to be done daily in every classroom. As part of Reader's Workshop, every teacher will implement Guided Reading groups in their classroom 4-5 times per week. Staff members will also use Daily 5 in their classrooms throughout the week. Once staff members have had the instruction, they will employ Explicit Instruction techniques in order to provide additional differentiation for enrichment, maintenance and intervention purposes. Students who are the most at-risk will be provided Response to Intervention services during the day, through use of research-based interventions by highly qualified staff. Leveled Literacy Intervention (LLI) may be used during these intervention sessions. All teachers will utilize formative assessment to drive instruction daily. In the core content area of reading, formative assessment will be done through analysis of running (reading) records that assess fluency and comprehension. During participation in daily Reading Workshop, students will use differentiated reading materials during "read to self" and "read to someone" portions of the workshop. Also, during the Reading Workshop period, daily small groups lessons will differentiate reading instruction by focusing on the needs of the students as identified during formative assessments. Students will be assessed using the Benchmark Assessment System(BAS) three times per year. Training on integrating reading and writing with science and social studies will provide teachers with ways to incorporate reading comprehension work and writing in response to reading informational text. In the core content area of writing, formative assessment will be done through analysis of writing in relation to narrative and informational writing rubrics. During participation in daily Writing Workshop, students will have access to differentiated writing materials and choices about their writing topics within the genre being studied. Differentiated instruction will be provided during a conferring session with each student at least once weekly.

Math- Instruction in mathematics will include all teachers instructing math through the use of the Guided Math/ Math Workshop at least 3-4 days per week that includes a mini-lesson, guided practice and independent practice using games as well as paper/pencil practice. They will also utilize daily, the numeracy training they will receive as it relates to the skills being taught, specifically in the focus areas indicated, where there will be greater emphasis. Technology use will continue to be a focus during math and other content area times, in order to help students to be ready for the online assessments from Michigan and Smarter Balanced. This will be done using Compass Learning and Smarter Balanced example assessment items as well as SmartBoard technology. In the core content area of math, formative assessments will need to be identified/developed for each lesson. Daily guided math small groups will differentiate math instruction by focusing on the needs of the students, as identified during formative assessments.

The primary focuses in the Affective Domain are:

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- All teachers will follow the prescribed attendance process and document each step of the plan to submit to the building attendance support team quarterly in an effort to decrease overall student truancy.
- Staff will work to decrease tardies by decreasing the number of students tardy 10 or more days each year (at February count) by 5% each year. The baseline year of 2011-12 was 37%. The next years' goals are: 2012-2013, 32%; 2013-2014, 27%; 2014-2015, 22%; 2015-2016, 17%.
- Staff will work to decrease truancy (absences) by decreasing the number of students absent 10 or more days each year (at February count) by 5% each year. The baseline year of 2011-12 was 22%. The next years' goals are: 2012-2013, 17%; 2013-2014, 12%; 2014-2015, 7%; 2015-2016, 2%.
- School climate/ culture and student time-on-task will be increased by decreasing the amount of suspensions school-wide each year. Average suspension during the baseline year of 2011-2012 was 60 per month. The goals for the next years' are: 2012-2013, 40 per month; 2013-2014, 35 per month; 2014-2015, 30 per month; 2015-2016, 25 per month.
- Hicks Elementary will be awarded the Lighthouse Award based on The Leader in Me initiative through Covey on or before September of 2016 (following the 2015-2016 Year 4 of the Reform Plan).

2) Affective Domain: The area of Affective Domain was determined as another area in need of great focus for our students. For the 2011-2012 school year, there were a total of 533 suspensions. According to PBIIS data, there have been 159 Office Discipline Referrals for September and October 2012. For the same time period in 2011, there were 105 referrals. However, there have been only 41 suspensions this year compared to 61 for the same time period last year. Suspensions are considered by staff to be a negative reinforcement for behaviors and should only occur in the most severe or major instances.

The Hicks Elementary staff will be trained in Leader in Me program over the next three years. This will take the positive social skills have learned with the PBIIS and Second Step programs to the application level and empower students to make themselves better and their school better, changing the classroom, and school culture, with the potential to change the surrounding community.

Based on the information above, the staff will continue to implement the PBIIS consistently and with fidelity. In addition to PBIIS, the staff will use the Second Step program to teach appropriate behaviors and conflict resolution skills.

Our Parent Coordinator, Psychologist, and Social Worker will also provide parents to attend a Parent University. The goal of the program is to strengthen the communication between the school and the home, and help parents support their students academically and behaviorally.

The primary focus in #3 is:

- 80% or more of staff meetings every year will be dedicated to Professional Learning Communities grade level or cross-grade level work.

3) Professional Learning Communities (PLCs):

In order to ensure that all staff are implementing the Transformation Plan with consistency and fidelity, the feedback from the grade-level Professional Learning Communities will reflect the initiatives set forth in the plan. PLC teams will provide feedback about our instructional focus, PBIIS interventions, Second Step implementation, Leader in Me implementation and student achievement data.

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

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

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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 Hamilton team will begin the formative assessment and backward planning in Science. Some PLC meetings are used to focus on data as it relates to a particular Common Core Module, which is developed at the district level for all K-12 buildings, with feedback from building staff and administrators. 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 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 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.

Yearly, MEAP results are analyzed by the entire staff through data sent by the State of Michigan and through use of the Golden Package. The team strands in each subject area are of greatest need, have the greatest impact on scoring in the tests, and whether the difficulties might be coming from the need to look at test-taking skills or curriculum gaps. Additionally, the team looks at whether there are similarities in those areas of difficulty for the lowest and highest achieving students. These points are just to name a few. 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, achievement score trends in reading, math, and science, PBS data, individual student reading progress) will be posted and updated at least 3 times per year at either RtI 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

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

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, Math and science (Teaching with Poverty in Mind, 2009) The programs are as follows:

-August 2013: All incoming students K-4 will have the opportunity to participate in a 2-week Summer Academy. Teachers will incorporate technology, hands-on learning, and the Common Core State Standard areas of focus identified by the Reform Plan in all lessons.

-July-August 2014, 2015, 2016: All incoming students K-4 will have the opportunity to participate in a 4-6 week Summer Academy which will incorporate technology, hands-on learning, and the Common Core State Standard areas of focus identified by the Reform Plan in all lessons.

- Hicks High Tech Language Arts and Math Academies will be offered to all students in grades K-4 and held either before or after school with transportation provided for after school sessions. Academies will run ten weeks at a time, 2 days per week, 1 hour per day. In order to offer transportation effectively and allow for families with more than one student attending Hicks to participate, those factors will be taken into consideration when developing groups. Approximate timelines for the programs are as follows for K-4:

-January - March 2013: Kindergarten and first graders will have the opportunity to participate in after-school reading intervention groups. Students will meet in small groups based on reading levels. Teachers will use the LLI kits to provide interventions. Sessions will be held on Tuesdays and Wednesdays.

-April - May 2013: Students in grades two through four will have the opportunity to participate in after-school reading and math intervention groups. Teachers will incorporate technology, hands-on learning, the Common Core State Standards, and the instructional areas of focus identified by the data team in lesson plans.

-Between September -March 2013 and yearly: Kindergarten and second graders will have the opportunity to participate in after-school reading intervention groups. Students will meet In small groups to based on reading levels. Teachers will use the LLI kits to provide interventions. Sessions will be held on Tuesdays and Wednesdays.

-January - May 2014 and yearly: Students in grades two through four will have the opportunity to participate in after-school reading and math intervention groups. Teachers will incorporate technology, hands-on learning, the Common Core State Standards, and the instructional areas of focus identified by the data team in lesson plans. 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 Academy sessions much more quickly and lessen the amount of time taken from core classroom instruction.

Bright Futures after school and summer program, provided through Eastern Michigan University will provide for 50 students at a time to attend enrichment and academic sessions three hours at a time, Monday through Thursday, both throughout the school year and for six weeks during the summer. Fifteen (15) of the students chosen will be based on the need to improve their attendance and strive for continued improvement in school these students' involvement will meet the Drop-Out Challenge requirements of the Reform Plan.

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. During the summer, books will be mailed home to students at regular intervals, so they can continue reading during the

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summer. Students will choose books before the end of school in June, since student choice of reading materials is a strong motivator for reading. This is a research-based process (Allington). Data from the Summer 2012 program at another Priority building in the district showed that 38 students participated in this summer reading program. Out of the 38 students, 9 students (23%) moved and did not return to Hamilton Elementary this fall. Of the 77% of students, who returned to that building, 93% either sustained or increased their reading level, showing not only a research base, but an evidence base with student similar to Hicks' population.

During the first 4 weeks of school, a "highly qualified" staff member will be available one day per week (or 2 half days as needed) in order to give district reading, writing, and math assessments to those students who have enrolled late. This will minimize the time out of the classroom, provide the teacher with timely data to guide his/her differentiated instruction with the student and allow for timely additional enrichment or intervention sessions. As you recall, 42 students enrolled after the start of the school year just during the months of September and October.

Additional collaboration time of 50 minutes/weekly will be provided to teachers through the use of stipends to give teachers grade level collaboration time once each week, in addition to the time they already spend during their daily planning. This time will be utilized to create differentiated lessons based on recent professional development and formative assessment. Additionally, teachers will have an opportunity to discuss the "Learning Partners" time they spent in the classrooms. Teachers will bring the observation form they were given as a point of reference, designed around aspects of the 3 Big Ideas. To provide focus on continuous improvement, teachers will spend a portion of the collaboration time talking about the lesson. They will discuss which of the focus strategies they saw and how they will implement those ideas into their own classroom. This time can also be used to 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.

With a focus on Professional Learning Communities and formative assessment in the areas of focus, 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, Next Steps in Guided Reading 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.

The strategies described previously (e.g. The Leader in Me, PBiS, Second Step) 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, an increase in time on task for all students and staff.

All K-4 families will be invited to Math and Science Family Learning Nights, Language Arts, Social Studies Family Learning Night, Math and Language Arts Game Night Assemblies related to school/ classroom culture or core subjects and Book Fairs as enrichment activities through extended learning time. The focus for those nights will be around the Common Core and Culture areas indicated in question #1 and #2 of the plan. Sophisticated Ladies is a program offered at Hicks designed to strengthen the academic, social, cultural, and emotional skills of young girls. The girls become role models for their peers while exhibiting a strong desire for self-improvement and integrity. Participants learn proper etiquette, gain in academic success, and become involved with both the school and home community.

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

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

Goal #1: Hicks Elementary will increase attendance at curriculum nights during the school year. We will track attendance with sign-in sheets. The baseline for 2012-2013 is 30%. The goals for each year are as follows: 2013-2014, 40%, 2014-2015, 50%; 2015-2016, 60%.

Goal #2: Hicks Elementary will graduate at least 20 parents from Parent University and/or "7 Habits of Highly Effective Parents" each year.

Goal #3: Hicks Elementary will collaborate with the Inkster Public Library at least two times per year to invite parents to learn about educational resources available to them.

Goal #4: Hicks Elementary parents will be engaged in at least one activity in the building each card marking each year. The goal for each year are as follows: 2012-2013, 50% of parents; 2013-2014, 60% of parents; 2014-2015, 70% of parents; 2015-2016, 80% of parents.

Structures in place to support the above goals

1. Parent Coordinator is at school to meet with parents and provide educational support, recruit parents, plan family / school events and work with classroom teachers toward academic and affective goals 30 hours per week.
2. Our Parent Teacher Organization focuses on fundraising, community service projects, and providing resources and support to parents.
3. Regular communication through classroom newsletters, school newsletters, and robocalls.
4. Curriculum Nights when parents can learn how to support their children in specific subject areas.
5. The school social worker, psychologist, and parent coordinator will coordinate and implement a Parent University at least two times per year. One will be held in the evening and one during the school day.
6. "7 Habits of Highly Effective Parents" trainers will be trained through The Leader in Me and will provide sessions yearly for any parent interested in attending.
7. Parents will record their participation by entering the date of their participation next to their students' name on a Volunteer Attendance class chart. Volunteer Attendance class charts will be available for classroom and building activities for each card marking. At the end of each card marking, each teacher will turn in the Volunteer Attendance chart to the office and the percentage of parent participation will be calculated.

Building Level Engagement: Building level engagement will be offered in the form of multiple evening program opportunities at the building level and one (1) time per month per teacher at the classroom level. Classroom engagement could range from field trips to writing celebrations to math workshop centers to District Literacy Corp, as examples. 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 2011-2012 school year.

Hicks Elementary will provide for continuous improvement and ongoing family and community engagement by continuing with a Parent Coordinator position to the building at 30 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 Hicks 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 parent 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 Parent University 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.A. meetings, Family Fun Nights, field Day, Book

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Fairs; Extra-curricular family activities, such as Math/Science Nights, Game Nights; Parent Workshops; School Leadership Team; PBiS Monthly Building Reward activity.

District/Community Level Engagement: Local businesses and organizations provide assistance to families in the form of holiday help, school supplies, and clothing. 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

Parents are offered the opportunity to be involved on the School Leadership Team, which creates our building's School Improvement Plan. Our building has a Parent Coordinator focused on increasing parent involvement. The Parent-Teacher Organization works to promote positive home-school relationships and will support community events and classroom needs. Additionally, partnerships with Bright Futures and Schoolcraft Community College will help to organize more community programs and Inkster Library has recently offered support to the school to give more access to technology and learning programs to our community. Other initiatives the team is looking to move forward are the Parent University and a Harvest Night.

Families will be invited to classroom celebrations, to the Parent Resource Center and to volunteer in special classroom activities, such as field trips. In addition, parents are invited to Parent Workshops through Starfish that will help them work with their children.

Local businesses and organizations provide assistance to families in the form of holiday help, school supplies, and clothing. 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.

In the past, each school created surveys to go to families and the community. This year, District Perception Surveys will be given at Hicks twice 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 Hicks 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.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

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 Hicks, 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 Hicks, 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. Additional collaboration time of 50 minutes/week will be provided to teachers through the use of stipends. This will allow teachers to have time in addition to the grade level planning time once each week.

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 Hicks, the building closest to the homes of the students. The Bright Futures program, held after school and during the summer will be utilized to engage those students at risk of dropping out and help them to stay in school in a fun and academically engaging atmosphere. 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 Hick'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 Hicks is under the Reform Plan requirement. As new staff members are hired into the district, building principals may participate as part of the interview team.

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

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.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	The principal's resume is available if you would like to see it. It would not upload with the PDF. FINAL EVAL INFO.pdf
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	Professional Development for Hicks Elementary Reform Plan.doc
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	Extended Increased Learning Time.doc
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	Increased Enrichment Time.doc
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	Teacher Collaboration Time.doc
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	This is a DRAFT Letter of Understanding with the Union (W-WEA) to go with the draft plan. It will be updated once the Union has had a chance to review the draft plans. LETTER OF UNDERSTANDING without comments.doc

High School Administrator Goal Setting Plan

Name													Revised 9/24/12				
Goal Setting Plan													4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective	
													0	0	0	0	0
Best Practices Goal																	
Student Growth/Achievement Goal													0	0	0	0	0
Student Growth and School Achievement													4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective	
Student Growth and School Achievement													4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective	
<i>Local Data</i>																	
Marks Distribution Average (Math)																	
Marks Distribution Average (English)																	
Marks Distribution Average (Social Studies)																	
Marks Distribution Average (Science)																	
Marks Distribution Average (Electives)													0	0	0	0	0
<i>Supporting Evidence</i>													<i>Effectiveness Label</i>				
													4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective	
<i>School Achievement</i>																	
10th Grade ACT PLAN Reading																	
10th Grade ACT PLAN Writing																	
10th Grade ACT PLAN Math																	
10th Grade ACT PLAN Social Studies																	
10th Grade ACT PLAN Science																	
MME Reading																	
MME Writing																	
MME Math																	
MME Social Studies																	
MME Science													0	0	0	0	0
<i>Supporting Evidence</i>													<i>Effectiveness Label</i>				
													4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective	
<i>Vertical Track Data</i>																	
MEAP Composite (Reading)																	
MEAP Composite (Writing)																	
MEAP Composite (Math)																	
MEAP Composite (Science)																	
MEAP Composite (Social Studies)																	
MME Composite(Reading)																	
MME Composite (Writing)																	
MME Composite (Math)																	
MME Composite (Science)																	
MME Composite (Social Studies)													0	0	0	0	0
													Student Growth and School Achievement Total				0
													Total Score				0

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

Goal Setting: Based upon this evaluation please describe your goals for the next school year.			
WWBAA Member Signature		Date	
Evaluator Signature		Date	
Comments:			
≥ 90 = Highly Effective	75 - 89 = Effective	51 - 74 = Minimally Effective	< 51 = Ineffective

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

Goal Setting: Based upon this evaluation please describe your goals for the next school year.			
WWBAA Member Signature		Date	
Evaluator Signature		Date	
Comments:			
≥ 90 = Highly Effective	75 - 89 = Effective	51 - 74 = Minimally effective	< 51 = Ineffective

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

	<i>MME Composite (Writing)</i>																							
	<i>MME Composite (Math)</i>																							
	<i>MME Composite (Science)</i>																							
	<i>MME Composite (Social Studies)</i>																							
																			0	0	0	0	0	
																			Student Growth and School Achievement Total				0	
																			Total Score				0	
Goal Setting: Based upon this evaluation please describe your goals for the next school year.																								
WWBAA Member Signature																		Date						
Evaluator Signature																		Date						
Comments:																								
<u>≥</u> 90 = Highly Effective						75 - 89 = Effective						51 - 74 = Minimally Effective						< 51 = Ineffective						

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

Goal Setting: Based upon this evaluation please describe your goals for the next school year.			
WWBAA Member Signature			Date
Evaluator Signature			Date
Comments:			
≥ 90 = Highly Effective	75 - 89 = Effective	74 - 51 = Minimally Effective	<51 = Ineffective

Name					Supporting Evidence			Effectiveness Label				
					Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
FOUNDATIONS												
Essential Counselor Beliefs												
Revised 9/14/2012												
High Expectations												
Malleable Intelligence												
Student Attitudes and Motivation												
Equity and Anti-Racism												
Urgency, Relentlessness, and Ownership of Outcomes												
Embedding Technology												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Counselor Responsibilities												
Content Knowledge												
Continuing Professional Development												
Reflection												
Professional Collaboration												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Caseload Management												
Supportive Personal Relationships with Students												
Embedding Technology												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Initial and On-Going Planning for Student Programming and Interventions												
Backward Planning												
Student Planning												
Long-Term Planning												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Investing in Families and the Community												
Two-Way Communication												
Volunteering												
Learning at Home												
Collaborating with the Community												
Embedding Technology												
								0	0	0	0	0
Name												

					Supporting Evidence			Effectiveness Label				
					Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Instructional Decision-Making												
Identifying Instructional Needs *												
Setting Goals *												
Matching Instructional Strategies to Identified Needs *												
Progress Monitoring *												
Embedding Technology												
								0	0	0	0	0
								Foundations Total Score				0
Student Achievement					Supporting Evidence			Effectiveness Label				
Student Growth					Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Local Measures												
Socio-Behavioral Rates												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Graduation Rates (Grades 9-12)												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Student Attendance Rates (Grades 7-8)												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
ELA Building MEAP Scores												
								0	0	0	0	0
ELA Building MME Scores												
Reading												
Writing												
								0	0	0	0	0
								Building Assessment Score				0
								Total Evaluation Score				0
Goal setting: Based upon this evaluation please describe your goals for the next school year.												
Teacher Signature								Date				
Administrator Signature								Date:				

Effectiveness Rating:

>90 = Highly Effective

75 - 89 = Effective

51 - 74 = Minimally Effective

< 51 = Ineffective

Counselor Goal Setting Plan

Name										Revised 9/17/12			
Goal Setting Plan						Effectiveness Label							
						4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective				
Best Practices Goal						0	0	0	0	0			
Student Growth/Achievement Goal						0	0	0	0	0			
Student Achievement						Effectiveness Label							
						4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective				
Student Growth						<i>Data (* Required)</i>	<i>Observation</i>	<i>Artifact</i>					
<i>Local Measures</i>													
Socio-Behavioral Rates						0	0	0	0	0			
Graduation Rates (Grades 9-12)						Effectiveness Label							
						4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective				
Graduation Rates (Grades 9-12)						0	0	0	0	0			
Student Attendance Rates (Grades 7-8)						Effectiveness Label							
						4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective				
Student Attendance Rates (Grades 7-8)						0	0	0	0	0			
ELA Building MEAP Scores (Grades 7-8)						Effectiveness Label							
						4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective				
ELA Building MEAP Scores (Grades 7-8)						0	0	0	0	0			
ELA Building MME Scores (Grades 9-12)													
Reading													
Writing						0	0	0	0	0			
Building Assessment Score										0			
Total Evaluation Score										0			

Goal setting: Based upon this evaluation please describe your goals for the next school year.			
Teacher Signature			Date
Administrator Signature			Date:
Comments:			
≥ 90 = Highly Effective	75 - 89 = Effective	51 - 74 = Minimally Effective	< 51 = Ineffective

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

High School Administrator Professional Growth Evaluation

Name													Revised						
													Supporting Evidence			Effectiveness Label			
FOUNDATIONS													Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Essential Administrator Visions and Beliefs																			
<i>High Expectations</i>																			
<i>Malleable Intelligence</i>																			
<i>Systemic Review Process</i>																			
<i>Shared Values and Beliefs</i>																			
<i>Equity and Anti-Racism</i>																			
<i>Continuous Improvement</i>																			
<i>Urgency, Relentlessness, and Ownership of Outcomes</i>																			
<i>Embedding Technology</i>																			
													0	0	0	0			
													Supporting Evidence			Effectiveness Label			
													Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Instructional Leadership																			
<i>Monitoring Student Learning</i>																			
<i>Continuing Professional Development</i>																			
<i>Leadership Knowledge</i>																			
<i>Improving Professional Practice</i>																			
<i>Reflection</i>																			
<i>Professional Collaboration</i>																			
<i>Supervision and Evaluation</i>																			
													0	0	0	0			
													Supporting Evidence			Effectiveness Label			
													Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
School and Organizational Management																			
<i>Creating an Environment for learning</i>																			
<i>Instruction Support</i>																			
<i>Supportive Personal Relationships with Staff and Students</i>																			
<i>Student Support Services</i>																			
<i>Evaluation</i>																			
<i>Building Expectations</i>																			
<i>Budget and Fiscal Resource Management</i>																			
													0	0	0	0			
													Supporting Evidence			Effectiveness Label			
													Data (*=Required)	Observed	Artifact	Highly Effective	Effective	Minimally Effective	Ineffective

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Programs and Instructional Decision-Making																			
Identifying Instructional Needs																			
Setting Goals																			
Trend Data																			
Matching Instructional Programs and Strategies to Identified Needs																			
Progress Monitoring																			
Providing Feedback																			
																0	0	0	0
																Using Data Total			
													Supporting Evidence			Effectiveness Label			
Student Growth and School Achievement																			
Student Growth and School Achievement													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Local Data																			
Marks Distribution Average (Math)																			
Marks Distribution Average (English)																			
Marks Distribution Average (Social Studies)																			
Marks Distribution Average (Science)																			
Marks Distribution Average (Electives)																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
School Achievement																			
10th Grade ACT PLAN Reading																			
10th Grade ACT PLAN Writing																			
10th Grade ACT PLAN Math																			
10th Grade ACT PLAN Social Studies																			
10th Grade ACT PLAN Science																			
MME Reading																			
MME Writing																			
MME Math																			
MME Social Studies																			
MME Science																			
																0	0	0	0

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

													Supporting Evidence			Effectiveness Label				
													Data (=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective	
Positive Culture for Student Learning																				
<i>Consistent Culture</i>																				
<i>Clear and Verifiable Results</i>																				
<i>School Climate</i>																				
<i>Efficacy and Empowerment</i>																				
<i>Communications Opportunities</i>																				
<i>Change Strategies</i>																				
<i>Diversity and Equity</i>																				
																0	0	0	0	0
													Foundations Total				0			
													Supporting Evidence			Effectiveness Label				
													Data (=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective	
USING DATA																				
Using Multiple Data Sources																				
<i>Comprehensive Assessment System</i>																				
<i>Preformance Measures</i>																				
<i>Professional Development</i>																				
<i>Non-Assessment</i>																				
																0	0	0	0	0
													Using Data Total				0			
													Supporting Evidence			Effectiveness Label				
													Data (=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective	
Programs and Instructional Decision-Making																				
<i>Identifying Instructional Needs</i>																				
<i>Setting Goals</i>																				
<i>Trend Data</i>																				
<i>Matching Instrutional Programs and Strategies to Identified Needs</i>																				
<i>Progress Monitoring</i>																				
<i>Providing Feedback</i>																				
																0	0	0	0	0
													Using Data Total				0			
													Supporting Evidence			Effectiveness Label				
													Data (=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective	
Student Growth and School Achievement																				
Student Growth and School Achievement																				
<i>Local Data</i>																				
<i>Local Math Assessment</i>																				
<i>Local Reading Assessment</i>																				
<i>Local Writing Assessment</i>																				
<i>Local Science Assessment</i>																				
<i>Local Social Studies Assessment</i>																				
																0	0	0	0	0

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

Middle School Administrator Professional Growth Evaluation																		
Name												Revise						
FOUNDATIONS												Supporting Evidence			Effectiveness Label			
												Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Essential Administrator Visions and Beliefs																		
<i>High Expectations</i>																		
<i>Malleable Intelligence</i>																		
<i>Systemic Review Process</i>																		
<i>Shared Values and Beliefs</i>																		
<i>Equity and Anti-Racism</i>																		
<i>Continuous Improvement</i>																		
<i>Urgency, Relentlessness, and Ownership of Outcomes</i>																		
<i>Embedding Technology</i>																		
												0	0	0	0			
												Supporting Evidence			Effectiveness Label			
												Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Instructional Leadership																		
<i>Monitoring Student Learning</i>																		
<i>Continuing Professional Development</i>																		
<i>Leadership Knowledge</i>																		
<i>Improving Professional Practice</i>																		
<i>Reflection</i>																		
<i>Professional Collaboration</i>																		
<i>Supervision and Evaluation</i>																		
												0	0	0	0			
												Supporting Evidence			Effectiveness Label			
												Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
School and Organizational Management																		
<i>Creating an Environment for learning</i>																		
<i>Instruction Support</i>																		
<i>Supportive Personal Relationships with Staff and Students</i>																		
<i>Student Support Services</i>																		
<i>Evaluation</i>																		
<i>Building Expectations</i>																		
<i>Budget and Fiscal Resource Management</i>																		
												0	0	0	0			
												Supporting Evidence			Effectiveness Label			

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Investing in Families and the Community																			
<i>Two-Way Communication</i>																			
<i>Volunerring</i>																			
<i>Partnerships</i>																			
<i>Decision-Making</i>																			
<i>Collaborating with the Community</i>																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
A Professional Learning Community																			
<i>PLC Defined</i>																			
<i>Learning for All</i>																			
<i>Collaborative Culture</i>																			
<i>Evidence of Learning</i>																			
<i>Job-embedded Professional Development</i>																			
<i>Balance of Assessments</i>																			
<i>Systemic Response to Students</i>																			
<i>Enrich and Extend Learning</i>																			
<i>Celebrate Success</i>																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Positive Culture for Student Learning																			
<i>Consistent Culture</i>																			
<i>Clear and Verifiable Results</i>																			
<i>School Climate</i>																			
<i>Efficacy and Empowerment</i>																			
<i>Communications Opportunities</i>																			
<i>Change Strategies</i>																			
<i>Diversity and Equity</i>																			
																0	0	0	0
													Foundations Total			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	Highly Effective	3-Effective	Minimally Effective	1-Ineffective
USING DATA																			
Using Multiple Data Sources																			

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

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<i>Comprehensive Assessment System</i>																				<i>Performance Measures</i>																				<i>Professional Development</i>																				<i>Non-Assessment</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																	Programs and Instructional Decision-Making																				<i>Identifying Instructional Needs</i>																				<i>Setting Goals</i>																				<i>Trend Data</i>																				<i>Matching Instructional Programs and Strategies to Identified Needs</i>																				<i>Progress Monitoring</i>																				<i>Providing Feedback</i>																																0	0	0	0																	Using Data Total																Supporting Evidence			Effectiveness Label				Student Growth and School Achievement												Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective			Student Growth and School Achievement														<i>Local Data</i>																				<i>Marks Distribution Average (Math)</i>																				<i>Marks Distribution Average (English)</i>																				<i>Marks Distribution Average (Social Studies)</i>																				<i>Marks Distribution Average (Science)</i>																				<i>Marks Distribution Average (Electives)</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																	<i>School Achievement</i>																				<i>8th Grade Math Meap</i>																				<i>8th Grade Reading Meap</i>																				<i>9th Grade Social Studies MEAP</i>																				<i>8th Grade EXPLORE Reading</i>																				<i>8th Grade EXPLORE Math</i>																				<i>8th Grade EXPLORE Science</i>																			
<i>Performance Measures</i>																				<i>Professional Development</i>																				<i>Non-Assessment</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																							Programs and Instructional Decision-Making																				<i>Identifying Instructional Needs</i>																				<i>Setting Goals</i>																				<i>Trend Data</i>																				<i>Matching Instructional Programs and Strategies to Identified Needs</i>																				<i>Progress Monitoring</i>																				<i>Providing Feedback</i>																																0	0	0	0																	Using Data Total																Supporting Evidence			Effectiveness Label				Student Growth and School Achievement												Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective			Student Growth and School Achievement														<i>Local Data</i>																				<i>Marks Distribution Average (Math)</i>																				<i>Marks Distribution Average (English)</i>																				<i>Marks Distribution Average (Social Studies)</i>																				<i>Marks Distribution Average (Science)</i>																				<i>Marks Distribution Average (Electives)</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																	<i>School Achievement</i>																				<i>8th Grade Math Meap</i>																				<i>8th Grade Reading Meap</i>																				<i>9th Grade Social Studies MEAP</i>																				<i>8th Grade EXPLORE Reading</i>																				<i>8th Grade EXPLORE Math</i>																				<i>8th Grade EXPLORE Science</i>																																	
<i>Professional Development</i>																				<i>Non-Assessment</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																							Programs and Instructional Decision-Making																				<i>Identifying Instructional Needs</i>																				<i>Setting Goals</i>																				<i>Trend Data</i>																				<i>Matching Instructional Programs and Strategies to Identified Needs</i>																				<i>Progress Monitoring</i>																				<i>Providing Feedback</i>																																0	0	0	0																	Using Data Total																Supporting Evidence			Effectiveness Label				Student Growth and School Achievement												Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective			Student Growth and School Achievement																				<i>Local Data</i>																				<i>Marks Distribution Average (Math)</i>																				<i>Marks Distribution Average (English)</i>																				<i>Marks Distribution Average (Social Studies)</i>																				<i>Marks Distribution Average (Science)</i>																				<i>Marks Distribution Average (Electives)</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																	<i>School Achievement</i>																				<i>8th Grade Math Meap</i>																				<i>8th Grade Reading Meap</i>																				<i>9th Grade Social Studies MEAP</i>																				<i>8th Grade EXPLORE Reading</i>																				<i>8th Grade EXPLORE Math</i>																				<i>8th Grade EXPLORE Science</i>																																															
<i>Non-Assessment</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																							Programs and Instructional Decision-Making																				<i>Identifying Instructional Needs</i>																				<i>Setting Goals</i>																				<i>Trend Data</i>																				<i>Matching Instructional Programs and Strategies to Identified Needs</i>																				<i>Progress Monitoring</i>																				<i>Providing Feedback</i>																																0	0	0	0																	Using Data Total																Supporting Evidence			Effectiveness Label				Student Growth and School Achievement												Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective			Student Growth and School Achievement																				<i>Local Data</i>																				<i>Marks Distribution Average (Math)</i>																				<i>Marks Distribution Average (English)</i>																				<i>Marks Distribution Average (Social Studies)</i>																				<i>Marks Distribution Average (Science)</i>																				<i>Marks Distribution Average (Electives)</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																							<i>School Achievement</i>																				<i>8th Grade Math Meap</i>																				<i>8th Grade Reading Meap</i>																				<i>9th Grade Social Studies MEAP</i>																				<i>8th Grade EXPLORE Reading</i>																				<i>8th Grade EXPLORE Math</i>																				<i>8th Grade EXPLORE Science</i>																																																													
												0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																							Programs and Instructional Decision-Making																				<i>Identifying Instructional Needs</i>																				<i>Setting Goals</i>																				<i>Trend Data</i>																				<i>Matching Instructional Programs and Strategies to Identified Needs</i>																				<i>Progress Monitoring</i>																				<i>Providing Feedback</i>																																0	0	0	0																	Using Data Total																Supporting Evidence			Effectiveness Label				Student Growth and School Achievement												Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective			Student Growth and School Achievement																				<i>Local Data</i>																				<i>Marks Distribution Average (Math)</i>																				<i>Marks Distribution Average (English)</i>																				<i>Marks Distribution Average (Social Studies)</i>																				<i>Marks Distribution Average (Science)</i>																				<i>Marks Distribution Average (Electives)</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																							<i>School Achievement</i>																				<i>8th Grade Math Meap</i>																				<i>8th Grade Reading Meap</i>																				<i>9th Grade Social Studies MEAP</i>																				<i>8th Grade EXPLORE Reading</i>																				<i>8th Grade EXPLORE Math</i>																				<i>8th Grade EXPLORE Science</i>																																																																																	
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Programs and Instructional Decision-Making																				<i>Identifying Instructional Needs</i>																				<i>Setting Goals</i>																				<i>Trend Data</i>																				<i>Matching Instructional Programs and Strategies to Identified Needs</i>																				<i>Progress Monitoring</i>																				<i>Providing Feedback</i>																																0	0	0	0																	Using Data Total																Supporting Evidence			Effectiveness Label				Student Growth and School Achievement												Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective			Student Growth and School Achievement														<i>Local Data</i>																				<i>Marks Distribution Average (Math)</i>																				<i>Marks Distribution Average (English)</i>																				<i>Marks Distribution Average (Social Studies)</i>																				<i>Marks Distribution Average (Science)</i>																				<i>Marks Distribution Average (Electives)</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																	<i>School Achievement</i>																				<i>8th Grade Math Meap</i>																				<i>8th Grade Reading Meap</i>																				<i>9th Grade Social Studies MEAP</i>																				<i>8th Grade EXPLORE Reading</i>																				<i>8th Grade EXPLORE Math</i>																				<i>8th Grade EXPLORE Science</i>																																																																																																																																																																													
<i>Identifying Instructional Needs</i>																				<i>Setting Goals</i>																				<i>Trend Data</i>																				<i>Matching Instructional Programs and Strategies to Identified Needs</i>																				<i>Progress Monitoring</i>																				<i>Providing Feedback</i>																																0	0	0	0																	Using Data Total																Supporting Evidence			Effectiveness Label				Student Growth and School Achievement												Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective			Student Growth and School Achievement																				<i>Local Data</i>																				<i>Marks Distribution Average (Math)</i>																				<i>Marks Distribution Average (English)</i>																				<i>Marks Distribution Average (Social Studies)</i>																				<i>Marks Distribution Average (Science)</i>																				<i>Marks Distribution Average (Electives)</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																	<i>School Achievement</i>																				<i>8th Grade Math Meap</i>																				<i>8th Grade Reading Meap</i>																				<i>9th Grade Social Studies MEAP</i>																				<i>8th Grade EXPLORE Reading</i>																				<i>8th Grade EXPLORE Math</i>																				<i>8th Grade EXPLORE Science</i>																																																																																																																																																																																											
<i>Setting Goals</i>																				<i>Trend Data</i>																				<i>Matching Instructional Programs and Strategies to Identified Needs</i>																				<i>Progress Monitoring</i>																				<i>Providing Feedback</i>																																0	0	0	0																	Using Data Total																Supporting Evidence			Effectiveness Label				Student Growth and School Achievement												Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective			Student Growth and School Achievement																				<i>Local Data</i>																				<i>Marks Distribution Average (Math)</i>																				<i>Marks Distribution Average (English)</i>																				<i>Marks Distribution Average (Social Studies)</i>																				<i>Marks Distribution Average (Science)</i>																				<i>Marks Distribution Average (Electives)</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																							<i>School Achievement</i>																				<i>8th Grade Math Meap</i>																				<i>8th Grade Reading Meap</i>																				<i>9th Grade Social Studies MEAP</i>																				<i>8th Grade EXPLORE Reading</i>																				<i>8th Grade EXPLORE Math</i>																				<i>8th Grade EXPLORE Science</i>																																																																																																																																																																																																									
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ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

5-6 Administrator Professional Growth Evaluation																			
Name													Revise						
													Supporting Evidence		Effectiveness Label				
FOUNDATIONS													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Essential Administrator Visions and Beliefs																			
<i>High Expectations</i>																			
<i>Malleable Intelligence</i>																			
<i>Systemic Review Process</i>																			
<i>Shared Values and Beliefs</i>																			
<i>Equity and Anti-Racism</i>																			
<i>Continuous Improvement</i>																			
<i>Urgency, Relentlessness, and Ownership of Outcomes</i>																			
<i>Embedding Technology</i>																			
																0	0	0	0
													Supporting Evidence		Effectiveness Label				
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Instructional Leadership																			
<i>Monitoring Student Learning</i>																			
<i>Continuing Professional Development</i>																			
<i>Leadership Knowledge</i>																			
<i>Improving Professional Practice</i>																			
<i>Reflection</i>																			
<i>Professional Collaboration</i>																			
<i>Supervision and Evaluation</i>																			
																0	0	0	0
													Supporting Evidence		Effectiveness Label				
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
School and Organizational Management																			
<i>Creating an Environment for learning</i>																			
<i>Instruction Support</i>																			
<i>Supportive Personal Relationships with Staff and Students</i>																			
<i>Student Support Services</i>																			
<i>Evaluation</i>																			
<i>Building Expectations</i>																			
<i>Budget and Fiscal Resource Management</i>																			
																0	0	0	0
													Supporting Evidence		Effectiveness Label				

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Investing in Families and the Community																			
<i>Two-Way Communication</i>																			
<i>Volunerring</i>																			
<i>Partnerships</i>																			
<i>Decision-Making</i>																			
<i>Collaborating with the Community</i>																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
A Professional Learning Community																			
<i>PLC Defined</i>																			
<i>Learning for All</i>																			
<i>Collaborative Culture</i>																			
<i>Evidence of Learning</i>																			
<i>Job-embedded Professional Development</i>																			
<i>Balance of Assessments</i>																			
<i>Systemic Response to Students</i>																			
<i>Enrich and Extend Learning</i>																			
<i>Celebrate Success</i>																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Positive Culture for Student Learning																			
<i>Consistent Culture</i>																			
<i>Clear and Verifiable Results</i>																			
<i>School Climate</i>																			
<i>Efficacy and Empowerment</i>																			
<i>Communications Opportunities</i>																			
<i>Change Strategies</i>																			
<i>Diversity and Equity</i>																			
																0	0	0	0
													Foundations Total			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	Highly Effective	3-Effective	Minimally Effective	1-Ineffective
USING DATA																			
Using Multiple Data Sources																			

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

													0	0	0	0			
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Vertical Track Data																			
MEAP Composite (Reading Grades 3-7)																			
MEAP Composite (Writing Grades 4 and 7)																			
MEAP Composite (Math Grades 3-7)																			
MEAP Composite (Science Grade 5)																			
MEAP Composite (Social Studies Grade 6)																			
													0	0	0	0			
													Student Growth and School Achievement Total						
													Total Score						

Goal Setting: Based upon this evaluation please describe your goals for the next school year.

WWBAA Member Signature	Date
Evaluator Signature	Date

Comments:

≥ 90 = Highly Effective	75 - 89 = Effective	51 - 74 = Minimally Effective	< 51
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APPENDIX F
K-6 Intervention Specialists PROFESSIONAL GROWTH EVALUATION INSTRUMENT

Elementary Intervention Specialists Professional Growth Evaluation											Revised 9/17/12								
Name																			
											Supporting Evidence		Effectiveness Label						
FOUNDATIONS											Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective		
Essential Teacher Beliefs																			
High Expectations																			
Malleable Intelligence																			
Student Attitudes and Motivation																			
Equity and Anti-Racism																			
Urgency, Relentlessness, and Ownership of Outcomes																			
Embedding Technology																			
														0.00	0.00	0.00	0.00		0.00
											Supporting Evidence		Effectiveness Label						
Educator Responsibilities											Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective		
Content Knowledge																			
Continuing Professional Development																			
Pedagogical Knowledge																			
Reflection																			
Professional Collaboration																			
Embedding Technology																			
														0.00	0.00	0.00	0.00		0.00
											Supporting Evidence		Effectiveness Label						
Classroom Responsibilities											Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective		
Creating an Environment for Learning																			
Routines to Maximize Instruction																			
Supportive Personal Relationships with Students																			
Embedding Technology																			
														0.00	0.00	0.00	0.00		0.00

APPENDIX F
K-6 Intervention Specialists PROFESSIONAL GROWTH EVALUATION INSTRUMENT

										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Initial and On-Going Instructional Planning																	
	Standards/Objective Based Planning																
	Backward Planning																
	Lesson Planning																
	Unit Planning																
	Long-Term Planning																
	Embedding Technology																
												0.00	0.00	0.00	0.00	0.00	
										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Investing in Families and the Community																	
	Two-Way Communication																
	Volunteering																
	Learning at Home																
	Decision-Making																
	Collaborating with the Community																
	Embedding Technology																
												0.00	0.00	0.00	0.00	0.00	
										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Engagement and Motivation of All Learners																	
	Cultural Relevance																
	Reinforcing Effort and Providing Recognition																
	Tapping into Student Interest and Expertise																
	Embedding Technology																
												0.00	0.00	0.00	0.00	0.00	
										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Activation and Extension of Knowledge																	
	Relevance																
	Making Connections/Deep Knowledge																
	Mnemonic Devices																
	Embedding Technology																
												0.00	0.00	0.00	0.00	0.00	

APPENDIX F
K-6 Intervention Specialists PROFESSIONAL GROWTH EVALUATION INSTRUMENT

										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Differentiation																	
<i>Academic Strengths and Areas for Growth</i>																	
<i>Needs of Diverse Learners</i>																	
<i>Learning Preferences</i>																	
<i>Multiple Intelligences</i>																	
<i>Embedding Technology</i>																	
													0.00	0.00	0.00	0.00	0.00
										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Stimulation of Critical Thinking and Problem-Solving																	
<i>Generating and Testing Hypotheses</i>																	
<i>Higher Order Thinking Skills</i>																	
<i>Summarizing</i>																	
<i>Critical Discussion</i>																	
<i>Nonlinguistic Representation</i>																	
<i>Comparing and Contrasting</i>																	
<i>Metacognition</i>																	
<i>Embedding Technology</i>																	
													0.00	0.00	0.00	0.00	0.00
										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Scaffolding																	
<i>Graduated Questioning</i>																	
<i>Direct Instruction</i>																	
<i>Conferring</i>																	
<i>Spacing Learning Over Time</i>																	
<i>Embedding Technology</i>																	
													0.00	0.00	0.00	0.00	0.00
										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Multiple Opportunities for Practice, Mastery, and Assessment																	
<i>Academic Choice</i>																	
<i>Authentic/Alternative Assessment</i>																	
<i>Formative Assessment</i>																	
<i>Summative Assessment</i>																	
<i>Homework</i>																	
<i>Embedding Technology</i>																	
													0.00	0.00	0.00	0.00	0.00

APPENDIX F
K-6 Intervention Specialists PROFESSIONAL GROWTH EVALUATION INSTRUMENT

										Supporting Evidence			Effectiveness Label					
										Data (* = Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective		
Flexible Grouping																		
<i>Cooperative Grouping</i>																		
<i>Whole Group Instruction</i>																		
<i>Heterogeneous Grouping</i>																		
<i>Individual Instruction</i>																		
<i>Flexibility and Fluidity</i>																		
<i>Embedding Technology</i>																		
																	0.00	
										Supporting Evidence			Effectiveness Label					
										Data (* = Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective		
USING DATA																		
Using Multiple Data Sources																		
<i>Informal Assessment *</i>																		
<i>Formal Assessment *</i>																		
<i>Non-Assessment Data *</i>																		
<i>Embedding Technology *</i>																		
																	0.00	
										Supporting Evidence			Effectiveness Label					
										Data (* = Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective		
Instructional Decision-Making																		
<i>Identifying Instructional Needs *</i>																		
<i>Setting Goals *</i>																		
<i>Matching Instructional Strategies to Identified Needs *</i>																		
<i>Progress Monitoring *</i>																		
<i>Providing Feedback</i>																		
<i>Embedding Technology</i>																		
																	0	
																	Total Score	0

APPENDIX F
K-6 Intervention Specialists PROFESSIONAL GROWTH EVALUATION INSTRUMENT

										Supporting Evidence			Effectiveness Label					
Student Achievement										Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective		
Student Growth																		
Local Assessments																		
	Math																	
	Reading																	
	Writing																	
											0	0	0	0		0.00		
										Supporting Evidence			Effectiveness Label					
										Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective		
<i>Building Assessment</i>																		
	MEAP Math Assessments																	
	MEAP Reading Assessments																	
	MEAP Writing Assessment																	
											0	0	0	0		0		
										Student Achievement Score				0				
										Total Evaluation Score				0				
Goal setting: Describe your goals for the next school year.:																		
Teacher Signature:										Date								
Administrator Signature:										Date								
Comments:																		
≥ 90 = Highly Effective					75 - 89 = Effective					51 - 74 Minimally Effective					< 51 = Ineffective			

**APPENDIX F
MIDDLE SCHOOL EVALUATION INSTRUMENT**

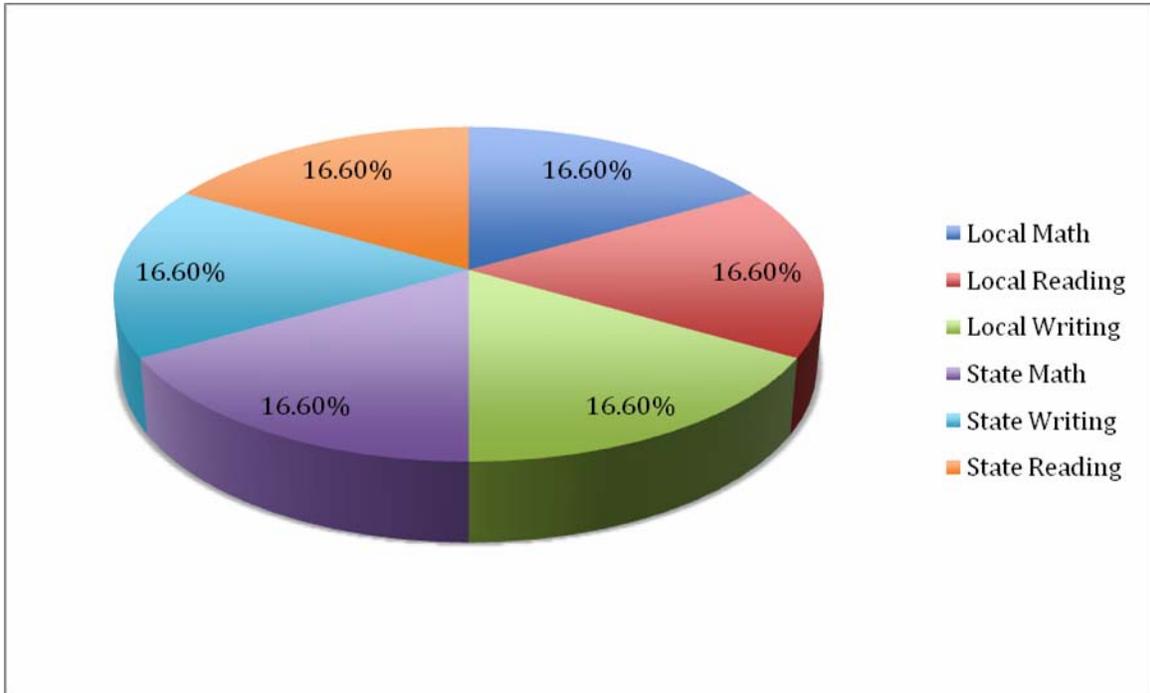
										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Initial and On-Going Instructional Planning																	
	Standards/Objective Based Planning																
	Backward Planning																
	Lesson Planning																
	Unit Planning																
	Long-Term Planning																
	Embedding Technology																
												0.00	0.00	0.00	0.00	0.00	
										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Investing in Families and the Community																	
	Two-Way Communication																
	Volunteering																
	Learning at Home																
	Decision-Making																
	Collaborating with the Community																
	Embedding Technology																
												0.00	0.00	0.00	0.00	0.00	
										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Engagement and Motivation of All Learners																	
	Cultural Relevance																
	Reinforcing Effort and Providing Recognition																
	Tapping into Student Interest and Expertise																
	Embedding Technology																
												0.00	0.00	0.00	0.00	0.00	
										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Activation and Extension of Knowledge																	
	Relevance																
	Making Connections/Deep Knowledge																
	Mnemonic Devices																
	Embedding Technology																
												0.00	0.00	0.00	0.00	0.00	

**APPENDIX F
MIDDLE SCHOOL EVALUATION INSTRUMENT**

										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Flexible Grouping																	
	Cooperative Grouping																
	Whole Group Instruction																
	Heterogeneous Grouping																
	Individual Instruction																
	Flexibility and Fluidity																
	Embedding Technology																
												0.00	0.00	0.00	0.00	0.00	
										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
USING DATA																	
Using Multiple Data Sources																	
	Informal Assessment *																
	Formal Assessment *																
	Non-Assessment Data *																
	Embedding Technology *																
												0.00	0.00	0.00	0.00	0.00	
										Supporting Evidence			Effectiveness Label				
										Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Instructional Decision-Making																	
	Identifying Instructional Needs *																
	Setting Goals *																
	Matching Instructional Strategies to Identified Needs *																
	Progress Monitoring *																
	Providing Feedback																
	Embedding Technology																
												0.00	0.00	0.00	0.00	0.00	
																0.00	
										Supporting Evidence			Effectiveness Label				
										Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Student Achievement																	
Student Growth																	
	Local Assessments																
	Marks Distribution Report for Department																
												0	0	0	0	0	
	National Assessment by Department																
												0	0	0	0	0	

Intervention Specialists (K-6):

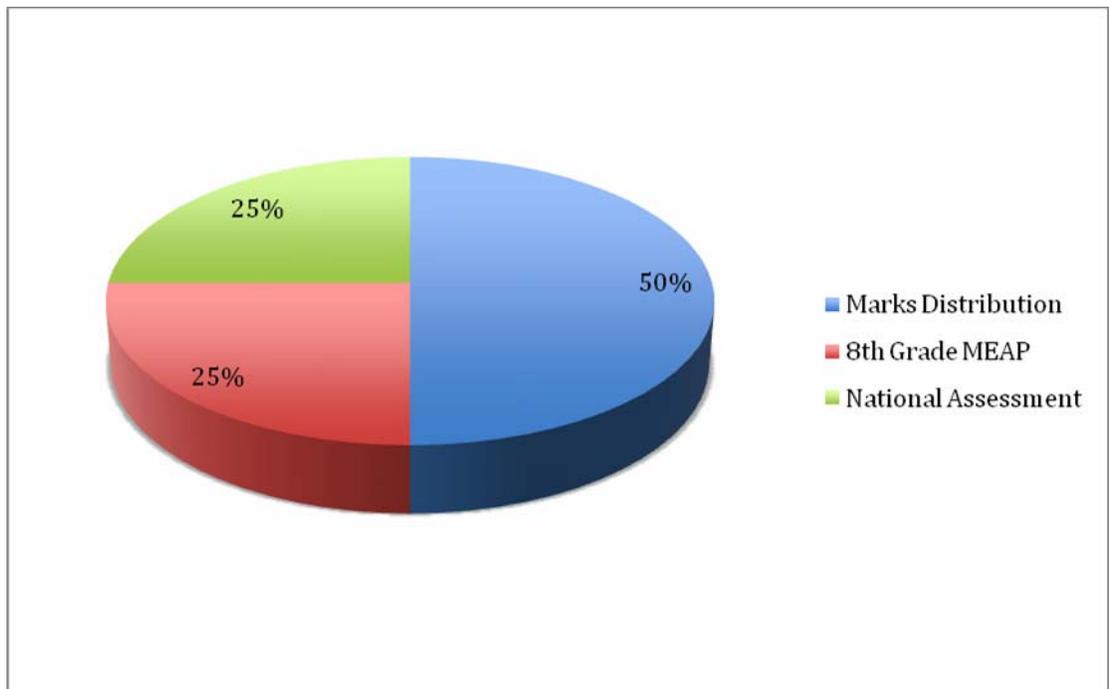
- Local Math Assessments (16.6%)
- Local Reading Assessments (16.6%)
- Local Writing Assessments (16.6%)
- MEAP Math Assessments (16.6%)
- MEAP Reading Assessments (16.6%)
- MEAP Writing Assessments (16.6%)



Middle School Intervention Specialists (7-8):

Marks Distribution for Department (50%)
*8th Grade MEAP (25%)
**National Assessment by Department (25%)

*Measures instruction at the 7th Grade level.
**Measures instruction at the 8th Grade level.



K-6 Intervention Specialist Goal Setting Plan

revised 9/17/12

Name										4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Goal Setting Plan														
										0	0	0	0	0
Best Practices Goal														
Student Growth/Achievement Goal														
										0	0	0	0	0
Student Achievement										Effectiveness Label				
Student Growth										4 - Highly Effective	3 - Effective Proficient	2 - Minimally Effective	1 - Ineffective	
<i>Local Assessments</i>														
	Math													
	Reading													
	Writing									0	0	0	0	0.00
<i>Building Assessment</i>										Effectiveness Label				
<i>MEAP Math Assessment</i>										4 - Highly Effective	3 - Effective Proficient	2 - Minimally Effective	1 - Ineffective	
<i>MEAP Reading Assessment</i>														
<i>MEAP Writing Assessment</i>														
										0	0	0	0	0.00
										Total Student Growth Score			0.00	
										Total Evaluation Score			0	

Goal setting: Describe your goals for the next school year.:

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Comments:

≥ 90 = Highly Effective	75 - 89 = Effective	51 - 74 = Minimally Effective	<51 = Ineffective
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MS Intervention Specialist Goal Setting Plan

Name _____ Revised 9/17/12

Goal Setting Plan										4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
										0	0	0	0	0
Best Practices Goal														
										0	0	0	0	0
Student Growth/Achievement Goal														
										0	0	0	0	0

Student Achievement										Effectiveness Label							
Student Growth										Supporting Evidence			Effectiveness Label				
										Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective Proficient	2 - Minimally Effective	1 - Ineffective	
<i>Local Assessments</i>																	
Marks Distribution Report by Department													0	0	0	0	0
National Assessment by Department													0	0	0	0	0
										Supporting Evidence			Effectiveness Label				
<i>Building Assessment</i>													4 - Highly Effective	3 - Effective Proficient	2 - Minimally Effective	1 - Ineffective	
Building MEAP Scores													0	0	0	0	0
													Student Achievement Score				0
													Total Evaluation Score				0

Goal setting: Describe your goals for the next school year.:

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Comments:

≥ 90 = Highly Effective	75 - 89 = Effective	51 - 74 = Minimally Effective	< 51 = Ineffective
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APPENDIX B

Wayne-Westland Community Schools Evaluation of Paraprofessional

Name: _____ Building/Department: _____

Date of Employment: _____ Date of Evaluation: _____

Semester: Winter Spring

THE FOLLOWING GENERAL DEFINITIONS APPLY TO EACH FACTOR TO BE RATED BELOW. THE EVALUATOR MUST DOCUMENT AND GIVE SUGGESTIONS FOR IMPROVEMENTS IN EACH FACTOR RATED BELOW AVERAGE.

- 1. Exceeds Job Requirements:** The individual's performance with respect to this factor is noticeably above the basic requirements for a satisfactory performance in this position.
- 2. Meets Acceptable Job:** The individual's performance with respect to this factor satisfied the full job requirements. This is the basic standard for rating above and below.
- 3. Does Not Meet Job Requirements:** This individual's performance with respect to this factor is below the satisfactory requirements for this position.

A. HUMAN RELATIONS

Friendliness: The sociability and warmth which an individual imparts in his attitude toward students and adults

Excellent at establishing good relationships Approachable: friendly once known by others Distant and aloof

Comments: _____

Relationship with children: The concern for the academic and social well-being and needs of the child

Recognizes and meets the needs of the child Usually understands the child's needs Cannot comprehend the child's needs

Comments: _____

Relationship with staff: The establishment of effective rapport with total staff

Communicates and interacts with staff at all levels Establishes effective relationships with most of the staff Little communication and interaction with staff

Comments: _____

B. MOTIVATION AND PERFORMANCE

Accuracy: The correctness of work duties performed

- Requires minimum of supervision; is almost always accurate Usually accurate Careless, makes frequent errors

Comments: _____

Initiative: The ability to suggest and carryout new ideas for finding new and better ways of doing things

- Seeks new and better ways of doing things Reasonable number of new ideas Rarely has a new idea

Comments: _____

Dependability: Dependable in performing required tasks

- Requires little supervision Usually takes care of and completes necessary tasks with reasonable promptness Requires close supervision, is unreliable

Comments: _____

Job Knowledge: Information concerning tasks which an individual should know

- Understands all phases of assigned duties, requires little repetition of instruction Requires minimal repetition of instruction Requires constant instruction related to assigned duties

Comments: _____

B. PERSONAL ATTRIBUTES:

Personality: An individual's behavior characteristics or his personal suitability for the job; poise, self-confidence, sensitivity, sense of humor

- Very desirable personality for this job Personality satisfactory for this job Personality unsatisfactory for this job

Comments: _____

Attendance: Faithful in coming to work and conforming to work hours

- Very prompt, regular in attendance Usually present and on time Lax in attendance and/or frequently reports for work late

Comments: _____

Emotional Stability: The ability to maintain an even temperament and to cope with difficulties and new situations

- Accepts and copes with problems and new situations Usually remains calm; occasionally has difficulty with new situations Unable to cope with new situations

Comments: _____

OVERALL EVALUATION

-
- Above Average for Job Requirement**
-
- Average for Job Requirement**
-
- Substandard For Job Requirement**

EMPLOYEE'S SIGNATURE

DATE

ADMINISTRATOR'S SIGNATURE

DATE

A copy of this report has been given to me and has been discussed with me. My signature indicates I have read the evaluation report. I reserve the right to make additional comments in the form of an addendum.

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

Goal Setting: Based upon this evaluation please describe your goals for the next school year.			
WWBAA Member Signature		Date	
Evaluator Signature		Date	
Comments:			
≥ 90 = Highly Effective	75 - 89 = Effective	51 - 74 = Minimally Effective	< 51 = Ineffective

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

Goal Setting: Based upon this evaluation please describe your goals for the next school year.			
WWBAA Member Signature		Date	
Evaluator Signature		Date	
Comments:			
≥ 90 = Highly Effective	75 - 89 = Effective	51 - 74 = Minimally effective	< 51 = Ineffective

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

	<i>MME Composite (Writing)</i>																							
	<i>MME Composite (Math)</i>																							
	<i>MME Composite (Science)</i>																							
	<i>MME Composite (Social Studies)</i>																							
																			0	0	0	0	0	
																			Student Growth and School Achievement Total				0	
																			Total Score				0	
Goal Setting: Based upon this evaluation please describe your goals for the next school year.																								
WWBAA Member Signature																		Date						
Evaluator Signature																		Date						
Comments:																								
<u>≥ 90 = Highly Effective</u>						75 - 89 = Effective						51 - 74 = Minimally Effective						< 51 = Ineffective						

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

5-6 Administrator Goal Setting Plan																		
Name											Revised 9/24/12							
Goal Setting Plan											4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective				
Professional Goal 1																		
											0	0	0	0	0			
Professional Goal 2																		
											0	0	0	0	0			
Student Growth and School Achievement											Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective	
Student Growth and School Achievement																		
<i>Local Data</i>																		
Local Math Assessment																		
Local Reading Assessment																		
Local Writing Assessment																		
Local Science Assessment																		
Local Social Studies Assessment																		
											0	0	0	0	0			
											Supporting Evidence			Effectiveness Label				
											Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective	
<i>School Achievement</i>																		
6th Grade Math Meap																		
7th Grade Math Meap																		
6th Grade Reading MEAP																		
7th Grade Reading MEAP																		
7th Grade Writing MEAP																		
6th Grade Social Studies MEAP																		
											0	0	0	0	0			
											Supporting Evidence			Effectiveness Label				
											Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective	
<i>Vertical Track Data</i>																		
MEAP Composite (Reading Grades 3-7)																		
MEAP Composite (Writing Grades 4 and 7)																		
MEAP Composite (Math Grades 3-7)																		
MEAP Composite (Science Grade 5)																		
MEAP Composite (Social Studies Grade 6)																		
											0	0	0	0	0			
											Student Growth and School Achievement Total				0			
											Total Score				0			

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

Goal Setting: Based upon this evaluation please describe your goals for the next school year.			
WWBAA Member Signature			Date
Evaluator Signature			Date
Comments:			
≥ 90 = Highly Effective	75 - 89 = Effective	74 - 51 = Minimally Effective	<51 = Ineffective

Name					Supporting Evidence			Effectiveness Label				
					Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
FOUNDATIONS												
Essential Counselor Beliefs												
Revised 9/14/2012												
High Expectations												
Malleable Intelligence												
Student Attitudes and Motivation												
Equity and Anti-Racism												
Urgency, Relentlessness, and Ownership of Outcomes												
Embedding Technology												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Counselor Responsibilities												
Content Knowledge												
Continuing Professional Development												
Reflection												
Professional Collaboration												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Caseload Management												
Supportive Personal Relationships with Students												
Embedding Technology												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Initial and On-Going Planning for Student Programming and Interventions												
Backward Planning												
Student Planning												
Long-Term Planning												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Investing in Families and the Community												
Two-Way Communication												
Volunteering												
Learning at Home												
Collaborating with the Community												
Embedding Technology												
								0	0	0	0	0
Name												

					Supporting Evidence			Effectiveness Label				
					Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Instructional Decision-Making												
Identifying Instructional Needs *												
Setting Goals *												
Matching Instructional Strategies to Identified Needs *												
Progress Monitoring *												
Embedding Technology												
								0	0	0	0	0
								Foundations Total Score				0
Student Achievement					Supporting Evidence			Effectiveness Label				
Student Growth					Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Local Measures												
Socio-Behavioral Rates												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Graduation Rates (Grades 9-12)												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Student Attendance Rates (Grades 7-8)												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
ELA Building MEAP Scores												
								0	0	0	0	0
ELA Building MME Scores												
Reading												
Writing												
								0	0	0	0	0
								Building Assessment Score				0
								Total Evaluation Score				0
Goal setting: Based upon this evaluation please describe your goals for the next school year.												
Teacher Signature								Date				
Administrator Signature								Date:				

Effectiveness Rating:

>90 = Highly Effective

75 - 89 = Effective

51 - 74 = Minimally Effective

< 51 = Ineffective

Counselor Goal Setting Plan

Name										Revised 9/17/12						
Goal Setting Plan						Effectiveness Label										
						4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective							
Best Practices Goal						0	0	0	0	0						
Student Growth/Achievement Goal						0	0	0	0	0						
Student Achievement						Supporting Evidence				Effectiveness Label						
						Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective				
Student Growth																
<i>Local Measures</i>																
Socio-Behavioral Rates						0	0	0	0	0						
						Supporting Evidence				Effectiveness Label						
						Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective				
Graduation Rates (Grades 9-12)																
						0	0	0	0	0						
						Supporting Evidence				Effectiveness Label						
						Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective				
Student Attendance Rates (Grades 7-8)																
						0	0	0	0	0						
						Supporting Evidence				Effectiveness Label						
						Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective				
ELA Building MEAP Scores (Grades 7-8)																
						0	0	0	0	0						
ELA Building MME Scores (Grades 9-12)																
Reading																
Writing						0	0	0	0	0						
						Building Assessment Score				0						
						Total Evaluation Score				0						

Goal setting: Based upon this evaluation please describe your goals for the next school year.			
Teacher Signature			Date
Administrator Signature			Date:
Comments:			
≥ 90 = Highly Effective	75 - 89 = Effective	51 - 74 = Minimally Effective	< 51 = Ineffective

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

High School Administrator Professional Growth Evaluation

Name													Revised						
													Supporting Evidence			Effectiveness Label			
FOUNDATIONS													Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Essential Administrator Visions and Beliefs																			
<i>High Expectations</i>																			
<i>Malleable Intelligence</i>																			
<i>Systemic Review Process</i>																			
<i>Shared Values and Beliefs</i>																			
<i>Equity and Anti-Racism</i>																			
<i>Continuous Improvement</i>																			
<i>Urgency, Relentlessness, and Ownership of Outcomes</i>																			
<i>Embedding Technology</i>																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Instructional Leadership																			
<i>Monitoring Student Learning</i>																			
<i>Continuing Professional Development</i>																			
<i>Leadership Knowledge</i>																			
<i>Improving Professional Practice</i>																			
<i>Reflection</i>																			
<i>Professional Collaboration</i>																			
<i>Supervision and Evaluation</i>																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
School and Organizational Management																			
<i>Creating an Environment for learning</i>																			
<i>Instruction Support</i>																			
<i>Supportive Personal Relationships with Staff and Students</i>																			
<i>Student Support Services</i>																			
<i>Evaluation</i>																			
<i>Building Expectations</i>																			
<i>Budget and Fiscal Resource Management</i>																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data (*=Required)	Observed	Artifact	Highly Effective	Effective	Minimally Effective	Ineffective

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Programs and Instructional Decision-Making																			
Identifying Instructional Needs																			
Setting Goals																			
Trend Data																			
Matching Instructional Programs and Strategies to Identified Needs																			
Progress Monitoring																			
Providing Feedback																			
																0	0	0	0
																Using Data Total			
													Supporting Evidence			Effectiveness Label			
Student Growth and School Achievement																			
Student Growth and School Achievement													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Local Data																			
Marks Distribution Average (Math)																			
Marks Distribution Average (English)																			
Marks Distribution Average (Social Studies)																			
Marks Distribution Average (Science)																			
Marks Distribution Average (Electives)																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
School Achievement																			
10th Grade ACT PLAN Reading																			
10th Grade ACT PLAN Writing																			
10th Grade ACT PLAN Math																			
10th Grade ACT PLAN Social Studies																			
10th Grade ACT PLAN Science																			
MME Reading																			
MME Writing																			
MME Math																			
MME Social Studies																			
MME Science																			
																0	0	0	0

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Investing in Families and the Community																			
<i>Two-Way Communication</i>																			
<i>Volunerring</i>																			
<i>Partnerships</i>																			
<i>Decision-Making</i>																			
<i>Collaborating with the Community</i>																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
A Professional Learning Community																			
<i>PLC Defined</i>																			
<i>Learning for All</i>																			
<i>Collaborative Culture</i>																			
<i>Evidence of Learning</i>																			
<i>Job-embedded Professional Development</i>																			
<i>Balance of Assessments</i>																			
<i>Systemic Response to Students</i>																			
<i>Enrich and Extend Learning</i>																			
<i>Celebrate Success</i>																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Positive Culture for Student Learning																			
<i>Consistent Culture</i>																			
<i>Clear and Verifiable Results</i>																			
<i>School Climate</i>																			
<i>Efficacy and Empowerment</i>																			
<i>Communications Opportunities</i>																			
<i>Change Strategies</i>																			
<i>Diversity and Equity</i>																			
																0	0	0	0
													Foundations Total			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	Highly Effective	3-Effective	Minimally Effective	1-Ineffective
USING DATA																			
Using Multiple Data Sources																			

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

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<i>Comprehensive Assessment System</i>																				<i>Performance Measures</i>																				<i>Professional Development</i>																				<i>Non-Assessment</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																					Programs and Instructional Decision-Making																				<i>Identifying Instructional Needs</i>																				<i>Setting Goals</i>																				<i>Trend Data</i>																				<i>Matching Instructional Programs and Strategies to Identified Needs</i>																				<i>Progress Monitoring</i>																				<i>Providing Feedback</i>																																0	0	0	0																	Using Data Total																Supporting Evidence			Effectiveness Label				Student Growth and School Achievement												Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective					Student Growth and School Achievement																<i>Local Data</i>																				<i>Marks Distribution Average (Math)</i>																				<i>Marks Distribution Average (English)</i>																				<i>Marks Distribution Average (Social Studies)</i>																				<i>Marks Distribution Average (Science)</i>																				<i>Marks Distribution Average (Electives)</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																					<i>School Achievement</i>																				<i>8th Grade Math Meap</i>																				<i>8th Grade Reading Meap</i>																				<i>9th Grade Social Studies MEAP</i>																				<i>8th Grade EXPLORE Reading</i>																				<i>8th Grade EXPLORE Math</i>																				<i>8th Grade EXPLORE Science</i>																			
<i>Performance Measures</i>																				<i>Professional Development</i>																				<i>Non-Assessment</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																									Programs and Instructional Decision-Making																				<i>Identifying Instructional Needs</i>																				<i>Setting Goals</i>																				<i>Trend Data</i>																				<i>Matching Instructional Programs and Strategies to Identified Needs</i>																				<i>Progress Monitoring</i>																				<i>Providing Feedback</i>																																0	0	0	0																	Using Data Total																Supporting Evidence			Effectiveness Label				Student Growth and School Achievement												Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective					Student Growth and School Achievement																<i>Local Data</i>																				<i>Marks Distribution Average (Math)</i>																				<i>Marks Distribution Average (English)</i>																				<i>Marks Distribution Average (Social Studies)</i>																				<i>Marks Distribution Average (Science)</i>																				<i>Marks Distribution Average (Electives)</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																					<i>School Achievement</i>																				<i>8th Grade Math Meap</i>																				<i>8th Grade Reading Meap</i>																				<i>9th Grade Social Studies MEAP</i>																				<i>8th Grade EXPLORE Reading</i>																				<i>8th Grade EXPLORE Math</i>																				<i>8th Grade EXPLORE Science</i>																																			
<i>Professional Development</i>																				<i>Non-Assessment</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																									Programs and Instructional Decision-Making																				<i>Identifying Instructional Needs</i>																				<i>Setting Goals</i>																				<i>Trend Data</i>																				<i>Matching Instructional Programs and Strategies to Identified Needs</i>																				<i>Progress Monitoring</i>																				<i>Providing Feedback</i>																																0	0	0	0																	Using Data Total																Supporting Evidence			Effectiveness Label				Student Growth and School Achievement												Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective					Student Growth and School Achievement																				<i>Local Data</i>																				<i>Marks Distribution Average (Math)</i>																				<i>Marks Distribution Average (English)</i>																				<i>Marks Distribution Average (Social Studies)</i>																				<i>Marks Distribution Average (Science)</i>																				<i>Marks Distribution Average (Electives)</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																					<i>School Achievement</i>																				<i>8th Grade Math Meap</i>																				<i>8th Grade Reading Meap</i>																				<i>9th Grade Social Studies MEAP</i>																				<i>8th Grade EXPLORE Reading</i>																				<i>8th Grade EXPLORE Math</i>																				<i>8th Grade EXPLORE Science</i>																																																			
<i>Non-Assessment</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																									Programs and Instructional Decision-Making																				<i>Identifying Instructional Needs</i>																				<i>Setting Goals</i>																				<i>Trend Data</i>																				<i>Matching Instructional Programs and Strategies to Identified Needs</i>																				<i>Progress Monitoring</i>																				<i>Providing Feedback</i>																																0	0	0	0																	Using Data Total																Supporting Evidence			Effectiveness Label				Student Growth and School Achievement												Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective					Student Growth and School Achievement																				<i>Local Data</i>																				<i>Marks Distribution Average (Math)</i>																				<i>Marks Distribution Average (English)</i>																				<i>Marks Distribution Average (Social Studies)</i>																				<i>Marks Distribution Average (Science)</i>																				<i>Marks Distribution Average (Electives)</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																									<i>School Achievement</i>																				<i>8th Grade Math Meap</i>																				<i>8th Grade Reading Meap</i>																				<i>9th Grade Social Studies MEAP</i>																				<i>8th Grade EXPLORE Reading</i>																				<i>8th Grade EXPLORE Math</i>																				<i>8th Grade EXPLORE Science</i>																																																																			
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ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

5-6 Administrator Professional Growth Evaluation																			
Name													Revise						
													Supporting Evidence		Effectiveness Label				
FOUNDATIONS													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Essential Administrator Visions and Beliefs																			
<i>High Expectations</i>																			
<i>Malleable Intelligence</i>																			
<i>Systemic Review Process</i>																			
<i>Shared Values and Beliefs</i>																			
<i>Equity and Anti-Racism</i>																			
<i>Continuous Improvement</i>																			
<i>Urgency, Relentlessness, and Ownership of Outcomes</i>																			
<i>Embedding Technology</i>																			
																0	0	0	0
													Supporting Evidence		Effectiveness Label				
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Instructional Leadership																			
<i>Monitoring Student Learning</i>																			
<i>Continuing Professional Development</i>																			
<i>Leadership Knowledge</i>																			
<i>Improving Professional Practice</i>																			
<i>Reflection</i>																			
<i>Professional Collaboration</i>																			
<i>Supervision and Evaluation</i>																			
																0	0	0	0
													Supporting Evidence		Effectiveness Label				
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
School and Organizational Management																			
<i>Creating an Environment for learning</i>																			
<i>Instruction Support</i>																			
<i>Supportive Personal Relationships with Staff and Students</i>																			
<i>Student Support Services</i>																			
<i>Evaluation</i>																			
<i>Building Expectations</i>																			
<i>Budget and Fiscal Resource Management</i>																			
																0	0	0	0
													Supporting Evidence		Effectiveness Label				

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

														Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Investing in Families and the Community																				
<i>Two-Way Communication</i>																				
<i>Volunerring</i>																				
<i>Partnerships</i>																				
<i>Decision-Making</i>																				
<i>Collaborating with the Community</i>																				
																	0	0	0	0
														Supporting Evidence			Effectiveness Label			
														Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
A Professional Learning Community																				
<i>PLC Defined</i>																				
<i>Learning for All</i>																				
<i>Collaborative Culture</i>																				
<i>Evidence of Learning</i>																				
<i>Job-embedded Professional Development</i>																				
<i>Balance of Assessments</i>																				
<i>Systemic Response to Students</i>																				
<i>Enrich and Extend Learning</i>																				
<i>Celebrate Success</i>																				
																	0	0	0	0
														Supporting Evidence			Effectiveness Label			
														Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Positive Culture for Student Learning																				
<i>Consistent Culture</i>																				
<i>Clear and Verifiable Results</i>																				
<i>School Climate</i>																				
<i>Efficacy and Empowerment</i>																				
<i>Communications Opportunities</i>																				
<i>Change Strategies</i>																				
<i>Diversity and Equity</i>																				
																	0	0	0	0
														Foundations Total			Effectiveness Label			
														Data(*=Required)	Observed	Artifact	Highly Effective	3-Effective	Minimally Effective	1-Ineffective
USING DATA																				
Using Multiple Data Sources																				

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

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ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

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													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Vertical Track Data																			
MEAP Composite (Reading Grades 3-7)																			
MEAP Composite (Writing Grades 4 and 7)																			
MEAP Composite (Math Grades 3-7)																			
MEAP Composite (Science Grade 5)																			
MEAP Composite (Social Studies Grade 6)																			
													0	0	0	0			
													Student Growth and School Achievement Total						
													Total Score						

Goal Setting: Based upon this evaluation please describe your goals for the next school year.

WWBAA Member Signature	Date
Evaluator Signature	Date

Comments:

≥ 90 = Highly Effective	75 - 89 = Effective	51 - 74 = Minimally Effective	< 51
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Professional Development for Hicks Elementary Reform Plan

Academic Domain in Reading across the curriculum, Writing across the curriculum and Math

- District-wide training on November 6th (1/2 day): **Best Practices Palooza**, based on the 49 techniques in *Teach Like a Champion*, by Doug Lemov. Teachers will be able to participate in several different sessions during the ½ day session, to begin learning these techniques. Use of these techniques will enhance the staff's ability to differentiate instruction.
- January 2012- November 6, 2012- ½ day District-wide training: Introduction to **Formative Assessment** in which teachers will work with same grade-level faculty to practice developing formative assessments. During the November District Professional Development, all teachers will receive training in formative assessments in an effort to help them better understand the purpose and effect of this type of assessment. There will also be a Formative Assessment Team created who will train with Ellen Vorenkamp later this school year, in order to become leaders in their building to support other teachers within their PLCs (5 days for leader and 1 day for all other teachers). Teacher lesson plans will include a section titled formative assessment for every subject area every day.
- September 2012- June 2013- **Common Core Modules**: Staff will participate in at least 12-15 modules centered on the characteristics of an effective classroom and changes in teaching that will be required for students to meet the demands of the Common Core Standards. This training will be impact instruction across all core content areas by preparing teachers to implement Common Core State Standards.
- November 2012- June 2013 and on-going yearly-**Teacher to Teacher**: Teachers will participate in a job-embedded program focusing on Reading Workshop 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.
- Beginning February 2012 and on-going yearly- Teachers will receive support through **Instructional Coaching and debriefing** to increase their capacity to successfully differentiate instruction using guided math groups, increase their capacity to successfully differentiate reading instruction using non-fiction texts, especially science texts.
- 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* 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.
- July's of 2013, 2014, 2015- 3-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. Additionally, Leader in Me and time for planning instruction and behavioral lessons based on data will occur.
- Spring 2013 and on-going- **Guided Reading** job-embedded professional development will be provided to all teachers through use of substitutes, 6 hours of contract time or stipends.
- Through the 2012-2015 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 September 2013- **Math Workshop/ Small Group Model** training will occur K-4.
- 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.
- Spring 2014- Teachers will participate in a **Book Study** on *Next Steps in Guided Reading* in order to learn to develop high quality, rigorous, small group lessons that focus on the specific reading skills each student needs.

-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.

-2012-2016- 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.

Affective Domain-

-District-wide training on November 6th (1/2 day): **Best Practices Palooza**, based on the 49 techniques in *Teach Like a Champion*, by Doug Lemov. Teachers will be able to participate in several different sessions during the ½ day session, to begin learning these techniques. The use of these techniques will develop high expectations including participation and development of responsibility for instruction taught.

-October 2012- **Second Step** will begin in all classrooms with support of Central Office personnel and the building School Social Worker and School Psychologist; additional staff could attend RESA PBIS conferences

-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 and on-going- **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 attend **The Leader in Me** training (Covey), including Leadership training for the Reform/ School Improvement Team in order to begin implementation of the program with students during September 2013. This may be part of the Summer Institute for staff.

-July of 2013, 2014, 2015- **Summer Institute** could include further development of learning about techniques in *Teach Like a Champion* and *Teaching with Poverty in Mind* and efforts to assess and plan instruction based on PBIS data to promote high expectations.

-Summer 2013 and on-going for 3 years- All staff will attend 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 during September 2013. 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 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.

-September-December 2013- Teachers will participate in a **workshop and/or book study** of *Teaching with Poverty in Mind*, by Eric Jensen or *Breaking the Poverty Barrier: Changing Student Lives with Passion, Perseverance, and Performance*, by R. LeBlanc-Esparza & W. Roulston, to gain a deeper understanding of our high poverty community.

Professional Learning Community (PLC)

-November 6, 2012- ½ day District-wide training: Introduction to Formative Assessment in which teachers will work with same grade-level faculty to practice developing formative assessments.

-Beginning September 2012- PLCs are held weekly as part of the job-embedded professional development.

-Beginning January 2012 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. 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.

-September 2012- June 2013- **Common Core Modules**: Staff will participate in at least 12-15 modules centered on the characteristics of an effective classroom and changes in teaching that will be required for students to meet the demands of the Common Core Standards. This training will be impact instruction across all core content areas.

-Summer 2013 and on-going for 3 years- All staff will attend **The Leader in Me** training (Covey), including Leadership training for the Reform/ School Improvement Team in order to begin implementation of the program with students during September 2013. This may be part of the Summer Institute for staff.

-September-December 2013- Teachers will participate in a **workshop and/or book study** of *Breaking the Poverty Barrier: Changing Student Lives with Passion, Perseverance, and Performance*, by R. LeBlanc-Esparza & W. Roulston, to gain a deeper understanding of our high poverty community.

-2013-2014 School year- **RESA consultants** to work with building to further PLC model; PLC team leaders and administrator or other building leaders to attend **National PLC conference** in Lincolnshire, Illinois should the team meet the "Beating the Odds" status.

-January 2012-June 2014- **Long range planning with the curriculum** will be on-going through Backward Design model and district support.

Extended/ Increased Learning Time Hicks Elementary Reform Plan

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, Math and science (*Teaching with Poverty in Mind, 2009*) The programs are as follows:

-August 2013: All incoming students K-4 will have the opportunity to participate in a 2-week Summer Academy. Teachers will incorporate technology, hands-on learning, and the Common Core State Standard areas of focus identified by the Reform Plan in all lessons.

-July-August 2014, 2015, 2016: All incoming students K-4 will have the opportunity to participate in a 4-6 week Summer Academy which will incorporate technology, hands-on learning, and the Common Core State Standard areas of focus identified by the Reform Plan in all lessons.

- Hicks High Tech Language Arts and Math Academies will be offered to all students in grades K-4 and held either before or after school with transportation provided for after school sessions. Academies will run ten weeks at a time, 2 days per week, 1 hour per day. In order to offer transportation effectively and allow for families with more than one student attending Hicks to participate, those factors will be taken into consideration when developing groups. Approximate timelines for the programs are as follows for K-4:

-January – March 2013: Kindergarten and first graders will have the opportunity to participate in after-school reading intervention groups. Students will meet in small groups based on reading levels. Teachers will use the LLI kits to provide interventions. Sessions will be held on Tuesdays and Wednesdays.

-April – May 2013: Students in grades two through four will have the opportunity to participate in after-school reading and math intervention groups. Teachers will incorporate technology, hands-on learning, the Common Core State Standards, and the instructional areas of focus identified by the data team in lesson plans.

-Between September –March 2013 and yearly: Kindergarten and second graders will have the opportunity to participate in after-school reading intervention groups. Students will meet in small groups to based on reading levels. Teachers will use the LLI kits to provide interventions. Sessions will be held on Tuesdays and Wednesdays.

-January – May 2014 and yearly: Students in grades two through four will have the opportunity to participate in after-school reading and math intervention groups. Teachers will incorporate technology, hands-on learning, the Common Core State Standards, and the instructional areas of focus identified by the data team in lesson plans. 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 Academy sessions much more quickly and lessen the amount of time taken from core classroom instruction.

Bright Futures after school and summer program, provided through Eastern Michigan University will provide for 50 students at a time to attend enrichment and academic sessions three hours at a time, Monday through Thursday, both throughout the school year and for six weeks during the summer. Fifteen (15) of the students chosen will be based on the need to improve their attendance and strive for continued improvement in school these students’ involvement will meet the Drop-Out Challenge requirements of the Reform Plan.

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. During the summer, books will be mailed home to students at regular intervals, so they can continue reading during the summer. Students will choose books before the end of school in June, since student choice of reading materials is a strong motivator for reading. This is a research-based process (Allington). Data from the Summer 2012 program at another Priority building in the district showed that 38 students participated in this summer reading program. Out of the 38 students, 9 students (23%) moved and did not return to Hamilton Elementary this fall. Of the 77% of students, who returned to that building, 93% either sustained or increased their reading level, showing not only a research base, but an evidence base with student similar to Hicks’ population. During the first 4 weeks of school, a “highly qualified” staff member will be available one day per week (or 2 half days as needed) in order to give district reading, writing, and math assessments to those students who have enrolled late. This will minimize the time out of the classroom, provide the teacher with timely data to guide his/her differentiated instruction with the student and allow for timely additional enrichment or intervention sessions. As you recall, 42 students enrolled after the start of the school year just during the months of September and October.

Additional collaboration time of 50 minutes/weekly will be provided to teachers through the use of stipends to give teachers grade level collaboration time once each week, in addition to the time they already spend during their daily planning. This time will be utilized to create differentiated lessons based on recent professional development and formative assessment. Additionally, teachers will have an opportunity to discuss the “Learning Partners” time they spent in the classrooms. Teachers will bring the observation form they were given as a point of reference, designed around aspects of the 3 Big Ideas. To provide focus on continuous improvement, teachers will spend a portion of the collaboration time talking about the lesson. They will discuss which of the focus strategies they saw and how they will implement those ideas into their own classroom. This time can also be used to 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.

With a focus on Professional Learning Communities and formative assessment in the areas of focus, 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, *Next Steps in Guided Reading* 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.

The strategies described previously (e.g. *The Leader in Me*, PBIS, Second Step) 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, an increase in time on task for all students and staff.

All K-4 families will be invited to Math and Science Family Learning Nights, Language Arts, Social Studies Family Learning Night, Math and Language Arts Game Night Assemblies related to school/ classroom culture or core subjects and Book Fairs as enrichment activities through extended learning time. The focus for those nights will be around the Common Core and Culture areas indicated in question #1 and #2 of the plan. *Sophisticated Ladies* is a program offered at Hicks designed to strengthen the academic,

social, cultural, and emotional skills of young girls. The girls become role models for their peers while exhibiting a strong desire for self-improvement and integrity. Participants learn proper etiquette, gain in academic success, and become involved with both the school and home community.

Increased Enrichment Time Hicks Elementary Reform Plan

Bright Futures after school and summer program, provided through Eastern Michigan University will provide for 50 students at a time to attend enrichment and academic sessions three hours at a time, Monday through Thursday, both throughout the school year and for six weeks during the summer. Fifteen (15) of the students chosen will be based on the need to improve their attendance and strive for continued improvement in school these students' involvement will meet the Drop-Out Challenge requirements of the Reform Plan.

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. During the summer, books will be mailed home to students at regular intervals, so they can continue reading during the summer. Students will choose books before the end of school in June, since student choice of reading materials is a strong motivator for reading. This is a research-based process (Allington). Data from the Summer 2012 program at another Priority building in the district showed that 38 students participated in this summer reading program. Out of the 38 students, 9 students (23%) moved and did not return to Hamilton Elementary this fall. Of the 77% of students, who returned to that building, 93% either sustained or increased their reading level, showing not only a research base, but an evidence base with student similar to Hicks' population.

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Teacher Collaboration Time Hicks Reform Plan

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.

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. Additionally, Leader in Me and time for planning instruction and behavioral lessons based on data will occur.

Teachers will participate in a **Book Study** on *Next Steps in Guided Reading* in order to learn to develop high quality, rigorous, small group lessons that focus on the specific reading skills each student needs.

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

Common Core Modules: Staff will participate in at least 12-15 modules centered on the characteristics of an effective classroom and changes in teaching that will be required for students to meet the demands of the Common Core Standards. This training will impact instruction across all core content areas by preparing teachers to implement Common Core State Standards.

All staff will attend 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 during September 2013. 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 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.

Additional collaboration time of 50 minutes/weekly will be provided to teachers through the use of stipends to give teachers grade level collaboration time once each week, in addition to the time they already spend during their daily planning. This time will be utilized to create differentiated lessons based on recent professional development and formative assessment. Additionally, teachers will have an opportunity to discuss the “Learning Partners” time they spent in the classrooms. Teachers will bring the observation form they were given as a point of reference, designed around aspects of the 3 Big Ideas. To provide focus on continuous improvement, teachers will spend a portion of the collaboration time talking

about the lesson. They will discuss which of the focus strategies they saw and how they will implement those ideas into their own classroom. This time can also be used to 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.

**LETTER OF UNDERSTANDING
BETWEEN
WAYNE-WESTLAND COMMUNITY SCHOOLS BOARD OF EDUCATION
AND THE
WAYNE-WESTLAND EDUCATION ASSOCIATION**

The purpose of this Addendum is to achieve compliance with the provisions of Section 1280c of the Revised School code and to support the redesign plan for Alexander Hamilton and David Hicks Elementary Schools. The Wayne Westland Community Schools Board of Education (the "District"), the District's administration and the Wayne-Westland Education Association are committed to making the redesign plan, transformation model, a success and, to that end, have carefully considered the input and guidance of the reviewers from the Michigan Department of Education ("MDE"). This executed Addendum to the applicable collective bargaining agreement, required of the parties by MCLA 380.1280c, only applies to Alexander Hamilton and David Hicks Elementary Schools and will be in effect only as long as these schools are subject to the redesign plan. The Addendum shall expire upon the District receiving written correspondence from the MDE releasing it from the requirements of the Redesign Plan.

THEREFORE, IT IS AGREED:

The parties, the Wayne Westland Education Association and the Wayne Westland Board of Education, agree that any teacher rated as minimally effective or ineffective by the agreed upon evaluation process shall be required to bid out of either school at the end of the school year in which they receive such rating.

It is agreed that any teacher bidding into a priority school must have the consent of the principal, while this letter is in effect. It is agreed that no teacher in a priority school as of the date of this agreement may be bumped out of their position by a more senior teacher, during this model.

It is agreed that teachers in a priority school may bid out in accordance with the W-WEA Master Agreement.

Extra work opportunities at Hicks and Hamilton will be offered to building staff first, at the W-WEA hourly rate of pay. Unfilled positions will be offered to qualified staff. The parties agree to bargain any modifications to work days or times if required as part of the redesign plan.

The parties agree to work collaboratively to address any recommendations for changes by the SRRO and to continue to work collaboratively to resolve any issues as they relate to the redesign plan.

Donald Harris 3/7/13
Don Harris, President Date
Wayne-Westland Education Association

Kelly Bohl 3/7/13
Kelly Bohl Date
Senior Executive Director of
Human Resources

Evelyn Baran 3/7/13
Evelyn Baran, Executive Director Date
Wayne-Westland Education Association