



Redesign Plan

Washington Writers' Academy

Kalamazoo Public School District

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KALAMAZOO, MI 49001-3833

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Executive Summary

Introduction

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

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

Description of the School

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

Washington Writers' Academy is located at 1919 Portage street in Kalamazoo, Michigan. For the 2013- December of 2014 school year the location of Washington will be 3333 South Westnedge in the city of Kalamazoo. The current student population of students in grades K-5 total 368. The Washington-Edison neighbor is one of the oldest portions of the city of Kalamazoo. The citizens of the city of Kalamazoo have supported the passing of a bond that will provide a 11.7 million dollar new school for the elementary students of the Kalamazoo Public School at Washington Writers' Academy. This venture is scheduled to begin in the summer of 2013. The students represent ethnic groups such as: African-American, Hispanic, American-Indian, Caucasian, Native Hawaiian, and Asian. This dynamic creates for a wonderful blending of cultures and community. Many of the students are neighbors of the school and walk to school with their parents daily. The also creates and maintains a positive school culture.

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.

The Mission of Washington Writers' Academy is a community of learners where expectations are high, diversity is welcomed, and teaching and learning are reciprocal.

Our beliefs include:

Everyone learns

High expectations are essential

Teachers have the power to influence the lives of students

Learning to teach and teaching to learn is a life-long cycle

Fostering mutual respect in a safe learning community

Honoring our diversity as learners

Teaching is intentional and results oriented

Kalamazoo Public Schools promotes a literate community. This is also seen through the programs and events available at the school in and throughout the school year. Those events and programs range from, but not limited to: Neighborhood Read, We All Read, literacy intervention groups, academically talented students, and many more.

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.

Washington has maintained the achievement data from 2011-2013, however, it is our desire and our school improvement goals reflect our work towards increased achievement. The student perception data as well as the teacher perception data indicates that teachers believe that students can and will achieve as well as the student perception data indicates student attitudes toward and about their teachers are positive. This data stated the opposite in times past.

Our SIP goals are continued from last school year and enhanced as needed. For example, our goals stated achievement for all content areas as recognized by the MEAP and our four strategies were: Parent Involvement-Writing-PLC-Best Practices. This year, we have expounded upon those four areas and have also included the CCSS as a strategy as well. We also surveyed the staff to find out their beliefs about continuing with the strategies and adding the new. We also identified teachers' comfort level with the respect to the training and PD's attended in the 2012-2013 school year and it reflected over 70% of the staff desired continued training and support with the initiatives.

Additional Information

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

While it is a desire of WWA to increase our MEAP results in all areas including writing, we are concerned with the fact that we remain low in our performance on the MEAP.

Priority School Assurances

Introduction

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

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	See attachment	Kalamazoo Teacher Evaluation Documents

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	See attached	Kalamazoo Administrator Evaluation Documents

Operational Flexibility Assurance

Introduction

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

Assurance of Operational Flexibility

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

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes	Memorandum of Understanding is attached to this section. The executed addendum will be submitted to MDE no later than January 31, 2014.	MOU for Priority School Plan

Label	Assurance	Response	Comment	Attachment
	Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c: Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School. (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits. (b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.	Yes	Executed addendum will be submitted to MDE no later than January 31, 2013.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	Meetings are ongoing. Executed addendum shall be submitted no later than January 31, 2014. Executed Addendum attached May 30, 2014	Executed Addendum for WWA Priority School Plan

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

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

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

Micole D. Dyson, Principal (269)337-0770, dysonmd@kalamazoo.k12.mi.us

Ric Seager, School Improvement Director (269) 337-0100, seagerpe@kalamazoo.k12.mi.us

Emily Ziegler, Title I Literacy Coach (269)337-0770, ZieglerEM@kalamazoo.k12.mi.us

Kristin Limban, Kindergarten Teacher, LimbanKA@kalamazoo.k12.mi.us

Alyse Tollison, 1st Grade Teacher, TollisonAM@kalamazoo.k12.mi.us

Mark Reid, 2nd Grade Teacher, ReidMM@kalamazoo.k12.mi.us

Amanda Darling, 3rd Grade Teacher, DarlingAW@kalamazoo.k12.mi.us

Aaron Mason, 4th Grade Teacher, MasonAD@kalamazoo.k12.mi.us

Shawna Camburn, Special Education Teacher, CamburnSJ@kalamazoo.k12.mi.us

Karen Kempe, Music Teacher, KempeKE@kalamazoo.k12.mi.us

PART B: TEACHING AND LEARNING PRIORITIES

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

Big Ideas:

1. Systematically and relentlessly intervene to offset the impacts of high poverty, low expectations, poor attendance and culture/climate issues that impact student learning.
2. All students must dramatically improve their abilities to strategically read and comprehend complex texts - particularly expository texts related to science and social studies topics.
3. By designing and actively participate in high-functioning PLCs that closely monitor learning, provide for frequent and early interventions, we can assure that all students are making progress to learning targets - particularly in reading. Interventions need to be well-implemented and monitored to inform teacher practices and responses to student learning. (Community of Professional Learners)

State what data were used to identify these ideas

A comprehensive study of data from the MiSchoolData.org, Top-to-Bottom Lookup Tool, Gap Analysis tool, Performance Series, DIBELS and Benchmark Assessment Data and teacher reports were used to inform the decisions made by the Priority School Planning Team.

A study of trend data over the last three assessment cycles (2009-10 - 2012-13) shows the following:

1. On the MEAP Mathematics test - flat growth on the 3rd grade test, declining performance on the 4th grade test, and modestly improving performance on the 5th grade test.
2. On the MEAP Reading test - slightly declining growth on the 3rd grade test, modest increased in performance on the 4th grade test, and modestly declining performance on the 5th grade test.
3. On the MEAP Writing test - 4th grade has slightly decline from 2010 test to the 2012 test.
4. On the MEAP Science test - performance is so low that a trend is not discernible.

Data from the Beating the Odds (BTO) Lookup Tool show that the school was predicted to have a Top-to-Bottom List ranking of the 4th percentile, but scored only at the 2nd percentile. While we would certainly not be satisfied with a 4th percentile ranking, we can see from this data that we are still not reaching even the low expectations reflected in the BTO report.

Data from the 2013 Top-to Bottom Lookup Tool shows that Washington Writers' Academy has their lowest relative achievement in Social Studies, Science and Reading. We have had our fastest growth (relative to the state's other schools) in Writing and our slowest growth in Reading.

Data from our local assessments, DIBELS, Performance Series and Benchmark Assessment, also lead us to conclude that expository reading, comprehension and summarization, are the areas of greatest instructional need for our students.

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Additional data study indicates that chronic absenteeism may be a contributing factor to poor student achievement. The following list shows the percent of students in grades PreK-5 with 10 or more absences over the past two school years:

2011-12: $158/340 = 46.5\%$

2012-13: $157/404 = 38.9\%$

2013-14: $13/333 = 3.9\%$

We will need to proactively address the high numbers of students with chronic absenteeism. This will be even more of a challenge for 2013-14 and the first half of 2014-15, while we are displaced due to new building construction.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

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

Micole Dyson is the current principal of Washington Writers' Academy (WAA). We will be retaining her in this role as she meets the turnaround competencies identified by MDE and was specifically hired to initiate and complete a school turnaround at WWA.

Micole Dyson, principal of Washington Writers' Academy, was hired as principal in August 2011 specifically to develop and implement a plan to significantly improve the school. Mrs. Dyson has been evaluated by the district and has demonstrated the ability to improve student achievement and has the ability to lead and implement the turnaround plan designed by her and her leadership team.

As evidenced by her evaluation, Mrs. Dyson has demonstrated the ability to meet these five "turnaround competencies":

1. Identify and focus on early wins and big payoffs;
2. Break organizational norms;
3. Act quickly in a fast cycle;
4. Collect and analyze data; and,
5. Galvanize staff around big ideas.

She has demonstrated these competencies in the following ways:

Ms. Dyson began the 2012-13 school year by immediately focusing on the professional culture in the building. She introduced the Teacher Best Teaching Strategies - having teachers report to one another their best strategies during staff meetings - on day one. In addition, Ms. Dyson also immediately went to work rebuilding the prestige of the school within the community by engaging the Home-School Support Specialist and families to regain the confidence of the school community.

Ms. Dyson introduced key elements of the Adaptive Schools Model in the school immediately upon taking over. In her first year she attended with four teachers the Adaptive Schools training with Carolyn McKanders. The staff began organizing all of their work around collaborative practices and professional norms. They also introduced the concepts of "shared knowledge" and distributed leadership to reform the professional culture in the school. Ms. Dyson extended this training into her second year by participating in the district PLC Summit, delivered by New Frontier 21. This emphasis on professional culture has already paid dividends by reducing staff turnover from an average of four teachers per year in the previous three years to zero teachers leading into the 2013-14 school year.

Principal Dyson reorganized her Title I budget in 2011-12 and 2012-13 in order to provide needed training for staff in anti-bullying and school climate and culture. She also began reforming committees: RtI, SIT, and PTO with a teacher representative from each grade level to sit as members of the committees. Only one teacher has not participated in the committee reforms.

Additionally, Ms. Dyson has worked hard to create a data-driven culture at Washington Writers' Academy. She immediately began using Go Observe Software for walk throughs, using the data to provide immediate feedback to teachers after observations. The staff began recognizing the difference between dialogue and discussion where one is to dig deeper for understanding and the other is to make decisions and to know when and where to use those ways of 'talking'. Child Study meetings became more structured and staff involvement as the data of the students that were "red flagged" were discussed at the table with the use of the collaborative norms.

Finally, Principal Dyson began developing staff cohesion around big ideas that the staff had control over: their attitudes, beliefs, responses/reactions, growth and development as professionals. The three key ideas that the staff focuses on are Culture, Climate and Relationships.

The district builds the leadership capacity of its principals in many ways. In recent years, the district has focused resources on developing principals' capacity to build and lead professional learning communities in their schools through voluntary training in Adaptive Schools, Cognitive Coaching and through participation in the Summer PLC Summit. The district also has on-going, mandatory professional development for all administrators through monthly Instructional Leadership meetings, monthly Principal's Meetings, New Administrator Training and Mentoring, and through individualized and customized professional development at conferences and workshops offered by state and national education service agencies and our RESA.

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

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

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

Our district has adopted an evaluation system based on the Charlotte Danielson model. It is based on 5 domains; planning and preparation, classroom environment, classroom instruction, professionalism, and student growth. For 2013-14, 25% of teacher's evaluation is based on student growth. In 2014-15 this category weighting will be raised to 40% and to 50% in 2015-16, as required by law. Should these values be changed by the legislature, Kalamazoo Public Schools will be certain to comply with the expectations of the legislature.

During the 2010-11 school year the district, KEA and UAW collaborated extensively and created a new three-tiered Annual Educator Evaluation Model that is performance-based (structured around the Framework for Teaching by Charlotte Danielson) and includes student academic growth as a significant numerical factor in the overall evaluation. All parties have agreed that results from these evaluations will be used to inform promotion, tenure and professional growth decisions throughout the district. In its third year of implementation, the district model has been fine-tuned annually based on feedback from teachers and administrators.

Teacher's and administrators collaborate to create goals based on raising student achievement. These goals are reviewed annually. Goals are based on student growth and/or achievement - as relevant to the given measure used. In 2011-12, 2012-13 and 2013-14 25% of the annual evaluation for all educators (teachers and administrators) is based on student growth and/or achievement. In 2014-15 this category weighting will be raised to 40% and to 50% in 2015-16, as required by law. Should these values be changed by the legislature, Kalamazoo Public Schools will be certain to comply with the expectations of the legislature.

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In the 2011-12 school year, KPS and UAW collaborated to review and adopt an administrator evaluation model, ahead of the state adoption of a specific model. The Administrator Performance Review (attached) is a criterion-referenced evaluation that rates administrators on nine key categories of effective leadership. Each category is weighted, with 25% of the evaluation derived from student performance/growth. In 2014-15 the amount of the evaluation accounted for by student growth will be increased to 40% and to 50% in 2015-16, as required by law. Should these values be changed by the legislature, Kalamazoo Public Schools will be certain to comply with the expectations of the legislature.

Evaluation system attachments are included in the assurances section of this redesign plan.

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

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

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

Reward educators who positively contribute to student growth:

The school and district will use common assessments to identify student growth for students assigned to each teacher. The assessments used to determine student growth will include NWEA/MAP or Performance Series tests, Benchmark Assessments, and district course-based, grade-level common assessments. Additionally, teachers who contribute significantly to building leadership through service on the school improvement team, leadership team, who provide grade-level team leadership within a building, or provide leadership in other ways will be identified and recognized each quarter. Top performers at each grade level / department will be recognized in such ways as Teacher of the Month, Teacher of the Quarter, preferred parking, or similar measure. They will be recognized at building staff meetings and/or memorialized in the building in some manner.

Remove educators who do not, after multiple opportunities to improve, increase student achievement:

The district identifies educators who are not adequately increasing student achievement through Domain 5 of the Framework for Professional Practice and Educator Evaluation Process. Pages 3, 41-44 of the attached framework outline the process for removal of ineffective educators. This process includes multiple opportunities to improve, administrative support and additional professional development if appropriate.

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

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the

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work day), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of PD on instructional practices.

Goal 1:

All students will be Proficient Writers.

Measurable Objective 1:

45% of All Students will demonstrate a proficiency in Narrative text in English Language Arts by 06/30/2015 as measured by The State Writing Assessment.

Strategy1:

Communities of Professional Learners (PLC) - All classroom and resource room teachers will meet as PLCs weekly during common planning time. PLC time will also include staff meetings as well as district after school grade level meetings and/or professional development. The principal, Title I Academic Coach, Speech Therapist, and School Psychologist will participate in periodic PLC meetings to provide on-going support to teams.

Research Cited: Garmston, R.J., Williams, B.M. The Adaptive School, A Sourcebook for Developing Collaborative Groups.

Tier:

Activity - Professional Development - PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer PLC Summit - Dr. Anthony Muhammad Adaptive Schools---Carolyn McKanders in Summer of 2012 continuing with PLC training with Ron and Rebecca Fudge (2013-2014) Corners---Staff Meeting time is devoted to the content corners	Professional Learning			09/03/2013	06/13/2014	\$0 - Other	Teachers Principal District coordinators Tutors

Activity - Master Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will be designed to accomodate common planning time for teachers within grade level and/or across grade levels. In addition, increased instructional time is allotted for both Science & S.S. to four days a week.	Academic Support Program			09/03/2013	06/20/2014	\$0 - No Funding Required	Principal, Title I Academic Coach

Goal 2:

All Students will be Proficient Readers.

Measurable Objective 1:

53% of All Students will demonstrate a proficiency in reading on the Michigan state assessment in English Language Arts by 06/30/2015 as measured by the Michigan state assessment.

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Strategy1:

Communities of Professional Learners (PLC) - All classroom and resource room teachers will meet as PLCs weekly during common planning time. PLC time will also include staff meetings as well as district after school grade level meetings and/or professional development. The principal, Title I Academic Coach, Speech Therapist, and School Psychologist will participate in periodic PLC meetings to provide on-going support to teams.

Research Cited: Garmston, R.J., Williams, B.M. The Adaptive School, A Sourcebook for Developing Collaborative Groups.

Tier:

Activity - Master Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will be designed to accommodate common planning time for teachers within grade level and/or across grade levels. In addition, increased instructional time is allotted for both Science & S.S. to four days a week.	Academic Support Program			09/03/2013	06/20/2014	\$0 - No Funding Required	Principals and Title I Academic Coach

Activity - Professional Development – PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer PLC Summit - Dr. Anthony Muhammad Adaptive Schools---Carolyn McKanders in Summer of 2012 continuing with PLC training with Ron and Rebecca Fudge (2013-2014)	Professional Learning			09/02/2013	06/20/2014	\$0 - No Funding Required	Teachers Principal District coordinators Tutors

Strategy2:

Systematically and relentlessly intervene to offset the effects of high poverty, poor attendance, low expectations and school climate and culture - Recognizing that a school with high poverty has significant challenges that impede student's readiness prior to learning, we will provide intentional interventions to offset these challenges. Activities under this strategy will include supplemental and parent involvement activities, tracking and studying attendance data and teaching parents about the importance of regular school attendance, implementing elements of the Adaptive Schools model to improve professional culture, and fully implement our PBIS program for school climate and culture.

Research Cited: Parrett & Budge; Turning High-Poverty Schools into High-Performing Schools

Anthony Muhammad & Sharroky Hollie; The Will to Lead, the Skill to Teach Transforming Schools at Every Level

Tier:

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Activity - Universal Implementation of Attendance Concern Summary	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Study - Use of the "Attendance Concern Summary" form by all teaching staff - Attendance Data reviewed in monthly RtI meetings with teacher representation from all grade levels (K, 1, 2, 3, 4/5, SpEd)	Academic Support Program			09/02/2013	06/20/2014	\$0 - No Funding Required	Principal, Teachers, Lit. Coach, (RtI committee)

Strategy3:

Teacher practices will be implemented to dramatically improve students' ability to read and comprehend complex texts and reflect their understanding through writing - particularly expository texts related to science and social studies. - Schoolwide efforts will be made to integrate literacy across all content areas, with special emphasis on social studies and science text. Activities include:

New core reading curriculum - Reading Street'

Tiered interventions for students who are behind learning expectations

Common literacy practices for all content areas

Research Cited: Marzano, Robert- Classroom Instruction that Works (May 7, 2004).

Hyerle, D. & Alper, L. Student Successes with Thinking Maps (May 27, 2004).

Tier:

Activity - Common literacy practices for all content areas	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common best-practices in literacy will be used by all teachers and in all content areas. These best practices include: Identifying similarities and differences (comparing, contrasting, classifying, analogies and metaphors) Summarizing and note taking Reinforcing effort and give praise Homework and practice Nonlinguistic representations Cooperative learning Setting objectives and providing feedback Generating and testing hypotheses Questions, cues, and advance organizers Cooperative learning - 2013-14 Thinking Maps - 2013-14	Academic Support Program			09/03/2013	06/20/2014	\$0 - No Funding Required	Administrator, Title I Academic Coach, Teaching and Support Staff.

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Activity - Tiered Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The following interventions will be used in a school-wide system of supplemental support for struggling readers: - READ 180 - Fountas and Pinnell Leveled Literacy Interventions (LLI) - Mondo - My Sidewalks - Reading Street Intervention - Road to the Code - Letter Arc - Gates - Reading Mastery - Corrective Reading	Academic Support Program			09/03/2013	06/11/2014	\$40 - Title I Part A \$0 - No Funding Required	Administrator, Title I Academic Coach, Teaching and Support Staff.

Goal 3:

All Students will be Proficient in Mathematics.

Measurable Objective 1:

33% of All Students will demonstrate a proficiency in areas of for improvement in Mathematics by 06/30/2015 as measured by the Michigan State Assessment.

Strategy1:

Communities of Professional Learners (PLC) - All classroom and resource room teachers will meet as PLCs weekly during common planning time. PLC time will also include staff meetings as well as district after school grade level meetings and/or professional development. The principal, Title I Academic Coach, Speech Therapist, and School Psychologist will participate in periodic PLC meetings to provide on-going support to teams.

Research Cited: Garmston, R.J., Williams, B.M. The Adaptive School, A Sourcebook for Developing Collaborative Groups.

Tier:

Activity - Master Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will be designed to accommodate common planning time for teachers within grade level and/or across grade levels. In addition, increased instructional time is allotted for both Science & S.S. to four days a week.	Academic Support Program			08/26/2013	06/30/2014	\$0 - No Funding Required	Principal and Title I Academic Coach

Activity - Professional Development – PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer PLC Summit - Dr. Anthony Muhammad Adaptive Schools---Carolyn McKanders in Summer of 2012 continuing with PLC training with Ron and Rebecca Fudge (2013-2014)	Professional Learning			09/02/2013	06/20/2014	\$0 - No Funding Required	Teachers Principal District coordinators Tutors

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Goal 4:

All Students will be Proficient in Science.

Measurable Objective 1:

31% of All Students will demonstrate a proficiency in areas for improvement in Science by 06/30/2015 as measured by the Michigan State Assessment.

Strategy1:

Communities of Professional Learners (PLC) - All classroom and resource room teachers will meet as PLCs weekly during common planning time. PLC time will also include staff meetings as well as district after school grade level meetings and/or professional development. The principal, Title I Academic Coach, Speech Therapist, and School Psychologist will participate in periodic PLC meetings to provide on-going support to teams.

Research Cited: Garmston, R.J., Williams, B.M. The Adaptive School, A Sourcebook for Developing Collaborative Groups.

Tier:

Activity - Professional Development – PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer PLC Summit - Dr. Anthony Muhammad Adaptive Schools---Carolyn McKanders in Summer of 2012 continuing with PLC training with Ron and Rebecca Fudge (2013-2014)	Professional Learning			09/02/2013	06/20/2014	\$0 - No Funding Required	Teachers Principal District coordinators

Activity - Master Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will be designed to accommodate common planning time for teachers within grade level and/or across grade levels. In addition, increased instructional time is allotted for both Science & S.S. to four days a week.	Academic Support Program			08/26/2013	06/30/2014	\$0 - No Funding Required	Principal, Title I Academic Coach

Goal 5:

All students will be Proficient in Social Studies.

Measurable Objective 1:

27% of All Students will demonstrate a proficiency in areas of improvement in Social Studies by 06/30/2015 as measured by the Michigan State Assessment.

Strategy1:

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Communities of Professional Learners (PLC) - All classroom and resource room teachers will meet as PLCs weekly during common planning time. PLC time will also include staff meetings as well as district after school grade level meetings and/or professional development. The principal, Title I Academic Coach, Speech Therapist, and School Psychologist will participate in periodic PLC meetings to provide on-going support to teams.

Research Cited: Garmston, R.J., Williams, B.M. The Adaptive School, A Sourcebook for Developing Collaborative Groups.

Tier:

Activity - Professional Development – PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer PLC Summit - Dr. Anthony Muhammad Adaptive Schools---Carolyn McKanders in Summer of 2012 continuing with PLC training with Ron and Rebecca Fudge (2013-2014)	Academic Support Program			09/02/2013	06/20/2014	\$0 - No Funding Required	Teachers Principal District coordinators Tutors

Activity - Master Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will be designed to accommodate common planning time for teachers within grade level and/or across grade levels. In addition, increased instructional time is allotted for both Science & S.S. to four days a week.	Academic Support Program			08/26/2013	06/30/2014	\$0 - No Funding Required	Principal, Title I Academic Coach

Narrative:

The top priorities for professional development in year one of this plan are as follows:

1. Implementation of new reading curriculum: Reading Street
2. Implementation of new supplemental and tiered system of support activities; My Sidewalk, Leveled Literacy Interventions; and
3. Implementation of cross-curricular reading supports - Thinking Maps and Cooperative Learning
4. Implementation of Professional Learning Communities

A professional development plan reflecting these priorities is listed here:

Date Meeting Topics

- 8-26-13 Staff Welcome Back @ Miller Auditorium & Building Staff Meeting
- 8-27-13 Staff Professional Development 8-3 p.m. - Reading Street
- 8-28-13 Staff Professional Development 8-3 p.m. - Reading Street and My Sidewalk
- 8-29-13 Staff Voluntary Staff Meeting (Priority Schools) 9:30-10:15 a.m.
- 9-9-13 Staff Open House/Curriculum Night planning 2013-2014/Thinking Maps
- 9-11-13 1.5 hours Welcome Back Professional Development!
- 9-25-13 1.5 hours Grade Level/Dept. Head-
- 10-7-13 2 hours Professional Development--- Teacher Evaluation (Data entry in Datawise)
- 10-14-13 Staff Content Corners, Rtl Team Presents--Expo #1
- 10-23-13 1.5 hours Grade level/Dept. Head P.D.
- 11-4-13 Staff Content Corners, Rtl Team Presents---

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11-6-13 1.5 hours Adaptive Schools (PLC's) Presenter---Rebecca Fudge
12-2-13 2 hours Professional Development Coop. Learn (Kagan model) Presenter--- Katy Clark/Dr. Morse
12-9-13 Staff Content Corners, Rtl Team Presents---
12-11-13 1.5 hours Grade level/Dept. Head P.D.
1-8-14 1.5 hours Thinking Maps---Literacy Coach, E. Ziegler
1-13-14 Staff Content Corners, Rtl Team Presents---
2-3-14 2 hours Professional Development (F. Carreno) SIOP
2-10-14 Staff Content Corners, MEAP results/Literacy Night- Expo #2
2-19-14 1.5 hours Grade level/Dept. Head P.D.
3-10-14 Staff Review MEAP, Rtl Team Presents---
3-17-14 Staff Conference schedule, Rtl Team Presents---
3-26-14 1.5 hours Thinking Maps---Literacy Coach, E. Ziegler
4-14-14 Staff Review Budget, Rtl Team Presents---
5-12-14 Staff Content Corners, Rtl Team Presents---
5-21-13 1.5 hours Grade level/Dept. Head P.D.
6-2-13 Staff Content Corners, Rtl Team Presents---

A process for ensuring the professional development is implemented with fidelity includes:

1. Content corners will be an opportunity at each staff meeting for teachers to meet in groups of their own selection to further collaborate with the use of data as we dialogue about our teaching and learning practices.
2. The Instructional coach will attend and lead the professional development activities and will attend, observe and provide feedback to the PLC groups.
3. Grade Level meetings occur five (5) times throughout the school year using the format for each grade level with facilitators flexing the template agenda and turning in minutes after each meeting.

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

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

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

Recruiting Teachers:

The district uses demographic and achievement data, along with other factors, to determine staffing needs at each individual school. District considers other factors such as skills, specialized certifications needed, and experience working with diverse student populations and communities. Human Resources actively recruits teachers from regional colleges and universities that have the skills we are seeking. They also attend job fairs, advertise postings, and seek out potential recruits with urban experience. Additionally, intern teachers and other promising teachers are often recruited into summer school programming where they are actively observed working with our student population. Teachers that show promise in working with our summer school population are given favorable consideration for openings in our district.

Redesign Plan

Washington Writers' Academy

Retaining Teachers:

The district will provide opportunities for successful teachers in the priority school to design or choose professional development related directly to the school improvement plan. The district will recognize successful teachers in the priority school at staff meetings, district professional development meetings, or publicly.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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

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

Goal 1:

All students will be Proficient Writers.

Measurable Objective 1:

45% of All Students will demonstrate a proficiency in Narrative text in English Language Arts by 06/30/2015 as measured by The State Writing Assessment.

Strategy1:

Communities of Professional Learners (PLC) - All classroom and resource room teachers will meet as PLCs weekly during common planning time. PLC time will also include staff meetings as well as district after school grade level meetings and/or professional development. The principal, Title I Academic Coach, Speech Therapist, and School Psychologist will participate in periodic PLC meetings to provide on-going support to teams.

Research Cited: Danielson, C. a., & ebrary, I. (2008). The handbook for enhancing professional practice: Using the framework for teaching in your school. Alexandria,

Garmston, R.J., Williams, B.M. The Adaptive School, A Sourcebook for Developing Collaborative Groups.

VA: Association for Supervision and Curriculum Development.

Tier:

Redesign Plan

Washington Writers' Academy

Activity - Master Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will be designed to accommodate common planning time for teachers within grade level and/or across grade levels. In addition, increased instructional time is allotted for both Science & S.S. to four days a week.	Academic Support Program			09/03/2013	06/20/2014	\$0 - No Funding Required	Principal, Title I Academic Coach

Activity - Data Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Time will be committed each week to reviewing data in the following realm: 1. Common Plan time---(twice weekly) 2. Red Flag meetings---(monthly) 3. Content corners within staff meetings---(monthly) 4. Grade Level/P.D.---(quarterly)	Professional Learning			09/03/2013	06/13/2014	\$0 - No Funding Required	Teachers Principal District coordinators Tutors

Strategy2:

Teacher practices will be implemented to dramatically improve students' ability to read and comprehend complex texts and reflect their understanding through writing - particularly expository texts related to science and social studies. - Schoolwide efforts will be made to integrate literacy across all content areas, with special emphasis on social studies and science text. Activities include:

New core reading curriculum - Reading Street'

Tiered interventions for students who are behind learning expectations

Common literacy practices for all content areas

Research Cited: Marzano, Robert- Classroom Instruction that Works (May 7, 2004).

Hyerle, D. & Alper, L. Student Successes with Thinking Maps (May 27, 2004).

Tier:

Activity - Common literacy practices for all content areas	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common best-practices in literacy will be used by all teachers and in all content areas. These best practices include: Identifying similarities and differences (comparing, contrasting, classifying, analogies and metaphors) Summarizing and note taking Reinforcing effort and give praise Homework and practice Nonlinguistic representations Cooperative learning Setting objectives and providing feedback Generating and testing hypotheses Questions, cues, and advance organizers Cooperative learning - 2013-14 Thinking Maps - 2013-14	Academic Support Program			07/01/2013	06/30/2014	\$0 - No Funding Required	Administrator, Title I Academic Coach, Teaching and Support Staff.

Redesign Plan

Washington Writers' Academy

Goal 2:

All Students will be Proficient Readers.

Measurable Objective 1:

53% of All Students will demonstrate a proficiency in reading on the Michigan state assessment in English Language Arts by 06/30/2015 as measured by the Michigan state assessment.

Strategy1:

Teacher practices will be implemented to dramatically improve students' ability to read and comprehend complex texts and reflect their understanding through writing - particularly expository texts related to science and social studies. - Schoolwide efforts will be made to integrate literacy across all content areas, with special emphasis on social studies and science text. Activities include:

New core reading curriculum - Reading Street'

Tiered interventions for students who are behind learning expectations

Common literacy practices for all content areas

Research Cited: Marzano, Robert- Classroom Instruction that Works (May 7, 2004).

Hyerle, D. & Alper, L. Student Successes with Thinking Maps (May 27, 2004).

Tier:

Activity - Common literacy practices for all content areas	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common best-practices in literacy will be used by all teachers and in all content areas. These best practices include: Identifying similarities and differences (comparing, contrasting, classifying, analogies and metaphors) Summarizing and note taking Reinforcing effort and give praise Homework and practice Nonlinguistic representations Cooperative learning Setting objectives and providing feedback Generating and testing hypotheses Questions, cues, and advance organizers Cooperative learning - 2013-14 Thinking Maps - 2013-14	Academic Support Program			09/03/2013	06/20/2014	\$0 - No Funding Required	Administrator, Title I Academic Coach, Teaching and Support Staff.

Strategy2:

Communities of Professional Learners (PLC) - All classroom and resource room teachers will meet as PLCs weekly during common planning time. PLC time will also include staff meetings as well as district after school grade level meetings and/or professional development. The principal, Title I Academic Coach, Speech Therapist, and School Psychologist will participate in periodic PLC meetings to provide on-going support to teams.

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Research Cited: Danielson, C. a., & ebrary, I. (2008). The handbook for enhancing professional practice: Using the framework for teaching in your school. Alexandria,

Garmston, R.J., Williams, B.M. The Adaptive School, A Sourcebook for Developing Collaborative Groups.

VA: Association for Supervision and Curriculum Development.

Tier:

Activity - Master Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will be designed to accommodate common planning time for teachers within grade level and/or across grade levels. In addition, increased instructional time is allotted for both Science & S.S. to four days a week.	Academic Support Program			09/03/2013	06/20/2014	\$0 - No Funding Required	Principals and Title I Academic Coach

Goal 3:

All Students will be Proficient in Mathematics.

Measurable Objective 1:

33% of All Students will demonstrate a proficiency in areas of for improvement in Mathematics by 06/30/2015 as measured by the Michigan State Assessment.

Strategy1:

Communities of Professional Learners (PLC) - All classroom and resource room teachers will meet as PLCs weekly during common planning time. PLC time will also include staff meetings as well as district after school grade level meetings and/or professional development. The principal, Title I Academic Coach, Speech Therapist, and School Psychologist will participate in periodic PLC meetings to provide on-going support to teams.

Research Cited: Garmston, R.J., Williams, B.M. The Adaptive School, A Sourcebook for Developing Collaborative Groups.

Tier:

Activity - Master Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will be designed to accommodate common planning time for teachers within grade level and/or across grade levels. In addition, increased instructional time is allotted for both Science & S.S. to four days a week.	Academic Support Program			08/26/2013	06/30/2014	\$0 - No Funding Required	Principal and Title I Academic Coach

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Strategy2:

Teacher practices will be implemented to dramatically improve students' ability to read and comprehend complex texts and reflect their understanding through writing - particularly expository texts related to science and social studies. - Schoolwide efforts will be made to integrate literacy across all content areas, with special emphasis on social studies and science text. In addition reading comprehension in math related to students ability to solve word problems.

Activities include:

New core reading curriculum - Pearson Reading Street

Tiered interventions for students who are behind learning expectations

Common literacy practices for all content areas

Pearson Mathematics- Problem Solving, Reaching All Learners, and Investigations

Research Cited: Marzano, Robert- Classroom Instruction that Works (May 7, 2004).

Hyerle, D. & Alper, L. Student Successes with Thinking Maps (May 27, 2004).

Tier:

Activity - Common literacy practices for all content areas	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common best-practices in literacy will be used by all teachers and in all content areas. These best practices include: Identifying similarities and differences (comparing, contrasting, classifying, analogies and metaphors) Summarizing and note taking Reinforcing effort and give praise Homework and practice Nonlinguistic representations Cooperative learning Setting objectives and providing feedback Generating and testing hypotheses Questions, cues, and advance organizers Cooperative learning - 2013-14 Thinking Maps - 2013-14	Academic Support Program			08/26/2013	06/30/2014	\$0 - No Funding Required	Administrator, Title I Academic Coach, Teaching and Support Staff.

Goal 4:

All Students will be Proficient in Science.

Measurable Objective 1:

31% of All Students will demonstrate a proficiency in areas for improvement in Science by 06/30/2015 as measured by the Michigan State Assessment.

Strategy1:

Teacher practices will be implemented to dramatically improve students' ability to read and comprehend complex texts and reflect their understanding through writing - particularly expository texts related to science and social studies. - Schoolwide efforts will be made to

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integrate literacy across all content areas, with special emphasis on social studies and science text. Activities include:

New core reading curriculum - Reading Street'

Tiered interventions for students who are behind learning expectations

Common literacy practices for all content areas

Research Cited: Marzano, Robert- Classroom Instruction that Works (May 7, 2004).

Hyerle, D. & Alper, L. Student Successes with Thinking Maps (May 27, 2004).

Tier:

Activity - Common literacy practices for all content areas	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common best-practices in literacy will be used by all teachers and in all content areas. These best practices include: Identifying similarities and differences (comparing, contrasting, classifying, analogies and metaphors) Summarizing and note taking Reinforcing effort and give praise Homework and practice Nonlinguistic representations Cooperative learning Setting objectives and providing feedback Generating and testing hypotheses Questions, cues, and advance organizers Cooperative learning - 2013-14 Thinking Maps - 2013-14	Academic Support Program			08/26/2013	06/30/2014	\$0 - No Funding Required	Administrator, Title I Academic Coach, Teaching and Support Staff.

Strategy2:

Communities of Professional Learners (PLC) - All classroom and resource room teachers will meet as PLCs weekly during common planning time. PLC time will also include staff meetings as well as district after school grade level meetings and/or professional development. The principal, Title I Academic Coach, Speech Therapist, and School Psychologist will participate in periodic PLC meetings to provide on-going support to teams.

Research Cited: Garmston, R.J., Williams, B.M. The Adaptive School, A Sourcebook for Developing Collaborative Groups.

Tier:

Activity - Master Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will be designed to accommodate common planning time for teachers within grade level and/or across grade levels. In addition, increased instructional time is allotted for both Science & S.S. to four days a week.	Academic Support Program			08/26/2013	06/30/2014	\$0 - No Funding Required	Principal, Title I Academic Coach

Goal 5:

All students will be Proficient in Social Studies.

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Measurable Objective 1:

27% of All Students will demonstrate a proficiency in areas of improvement in Social Studies by 06/30/2015 as measured by the Michigan State Assessment.

Strategy1:

Teacher practices will be implemented to dramatically improve students' ability to read and comprehend complex texts and reflect their understanding through writing - particularly expository texts related to science and social studies. - Schoolwide efforts will be made to integrate literacy across all content areas, with special emphasis on social studies and science text. Activities include:

New core reading curriculum - Reading Street'

Tiered interventions for students who are behind learning expectations

Common literacy practices for all content areas

Research Cited: Marzano, Robert- Classroom Instruction that Works (May 7, 2004).

Hyerle, D. & Alper, L. Student Successes with Thinking Maps (May 27, 2004).

Tier:

Activity - Common literacy practices for all content areas	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common best-practices in literacy will be used by all teachers and in all content areas. These best practices include: Identifying similarities and differences (comparing, contrasting, classifying, analogies and metaphors) Summarizing and note taking Reinforcing effort and give praise Homework and practice Nonlinguistic representations Cooperative learning Setting objectives and providing feedback Generating and testing hypotheses Questions, cues, and advance organizers Cooperative learning - 2013-14 Thinking Maps - 2013-14	Academic Support Program			08/26/2013	06/30/2014	\$0 - No Funding Required	Administrator, Title I Academic Coach, Teaching and Support Staff.

Strategy2:

Communities of Professional Learners (PLC) - All classroom and resource room teachers will meet as PLCs weekly during common planning time. PLC time will also include staff meetings as well as district after school grade level meetings and/or professional development. The principal, Title I Academic Coach, Speech Therapist, and School Psychologist will participate in periodic PLC meetings to provide on-going support to teams.

Research Cited: Garmston, R.J., Williams, B.M. The Adaptive School, A Sourcebook for Developing Collaborative Groups.

Tier:

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Activity - Master Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will be designed to accommodate common planning time for teachers within grade level and/or across grade levels. In addition, increased instructional time is allotted for both Science & S.S. to four days a week.	Academic Support Program			08/26/2013	06/30/2014	\$0 - No Funding Required	Principal, Title I Academic Coach

Narrative:

A comprehensive study of data from the MiSchoolData.org, Top-to-Bottom Lookup Tool, Gap Analysis tool, Performance Series, DIBELS and Benchmark Assessment Data and teacher reports were used to inform the decisions made by the Priority School Planning Team.

A study of trend data over the last three assessment cycles (2009-10 - 2012-13) shows the following:

1. On the MEAP Mathematics test - flat growth on the 3rd grade test, declining performance on the 4th grade test, and modestly improving performance on the 5th grade test.
2. On the MEAP Reading test - slightly declining growth on the 3rd grade test, modest increased in performance on the 4th grade test, and modestly declining performance on the 5th grade test.
3. On the MEAP Writing test - 4th grade has slightly decline from 2010 test to the 2012 test.
4. On the MEAP Science test - performance is so low that a trend is not discernible.

Data from the Beating the Odds (BTO) Lookup Tool show that the school was predicted to have a Top-to-Bottom List ranking of the 4th percentile, but scored only at the 2nd percentile. While we would certainly not be satisfied with a 4th percentile ranking, we can see from this data that we are still not reaching even the low expectations reflected in the BTO report.

Data from the 2013 Top-to Bottom Lookup Tool shows that Washington Writers' Academy has their lowest relative achievement in Social Studies, Science and Reading. We have had our fastest growth (relative to the state's other schools) in Writing and our slowest growth in Reading.

Data from our local assessments, DIBELS, Performance Series and Benchmark Assessment, also lead us to conclude that expository reading, comprehension and summarization, are the areas of greatest instructional need for our students.

Use data to identify and implement instructional program

- Teachers administer the Fountas & Pinnell benchmark reading assessment to form reading instruction and guided reading groups where needed.
- Teachers administer common growth assessments in reading, science, math, and social studies.
- Teachers in grades 3-5 give Ed Performance assessment
- Teachers give three writing benchmark assessments to individualize writing instruction and to identify individual goals for students.
- Teachers use data to see if students have mastered material (end of unit assessments) if students have not mastered the concept, teachers go back and re-teach.
- Teachers use anecdotal records (researching the room, writing conferences, reading conferences to adjust/modify instruction on a continual basis.

There is significantly less improvement in reading as compared to the state and as compared to WWA improvement in the other four content areas. The gap between highest 30% and lowest 30% of students is much closer in reading (as compared to other schools in the state) and as compared to WWA gaps in other content areas.

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Washington Writers' Academy

Concentrating on reading will help the achievement in all content areas. This supports Big Idea #2.

The causes for low achievement in reading are as follows:

- (1) reading curriculum not meeting needs of students,
- (2) curriculum historically not implemented correctly (using Tier II materials for Tier I instruction),
- (3) instructional practices not standardized/research based

Strategy to address causes 1 and 2: New reading curriculum was chosen by district to address gaps in previous curriculum for Tier I instruction. Putting structures in place (time, training and monitoring of personnel) for Tiers II and III- connect to big idea 1

Strategy to address cause 3: identify and implement several research-based strategies this year in all classrooms (cooperative learning in math, thinking maps for writing in social studies and science, etc), use of PLCs to examine/discuss implementation strategies (adult actions-lesson plans, materials) and impact (student work, assessment results-connect to big idea 3

Washington will follow the following prioritization/pacing for implementing key elements of our reform plan:

Year 1

ELA

1. Newly adopted Reading Street curriculum
 - a. Implementing the core curriculum with fidelity
2. Increased building use of the technology component of the Reading Street curriculum

Thinking Maps

1. Implementation of scaffolded teaching and use of specific maps per grade level as determined in year zero, (i.e. Kindergarten would master circle and bubble maps, while expose students to the tree map). The idea is that first graders would use: circle, bubble, and tree maps while mastering the Tree maps and Double Bubble.

PLC

1. Master schedule will continue to reflect common planning time, schedule priority given to Reading block.
2. Data chats: grade levels meet every six weeks for data meetings using PLC & Data protocols including Adaptive Schools strategies. This models for staff the ways that PLC's work, look , and sound.

Science/Social Studies

1. Increase of instructional time to four days a week.
2. Investigating connections between the new curriculum and science and social studies standards/objectives. Looking for the overlap in material for a more comprehensive use of the curriculum.

Year 2

ELA

Redesign Plan

Washington Writers' Academy

1. Investigate and Implement: Tier 2 and 3 materials from the new Reading Street curriculum

Thinking Maps

1. Monitor progress by evaluating the data from the writing and reading content areas. Determine modifications needed, with respect to the scaffolded model created.

PLC

1. Modeled data chats will be exemplified building-wide by teaching staff within their PLC's. The use of the protocols and Adaptive strategies dialogue/discussion would be used.

Science/Social Studies

1. Alignment of resources and materials in ELA that supports Science and Social Studies instruction with respect to the standards.

Year 3

ELA

1. Implementation of Reading Street, use of all components, (Core, Rtl, ELD, materials).

Thinking Maps

1. Monitor progress by evaluating the data from the writing and reading content areas. Determine modifications needed, with respect to the scaffolded model created.

2. Reflect on the MEAP/State Assessment data and correlations of student and achievement and map use.

PLC

1. A systematic application of a Community of Professional Learners. It will be naturally embedded within the culture and it will be the 'way we talk!'

Science/Social Studies

1. Continue to review the data and look for impact of the increased instructional time and integration of the curriculum.

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

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

Goal 1:

All students will be Proficient Writers.

Measurable Objective 1:

45% of All Students will demonstrate a proficiency in Narrative text in English Language Arts by 06/30/2015 as measured by The State

Redesign Plan

Washington Writers' Academy

Writing Assessment.

Strategy1:

Communities of Professional Learners (PLC) - All classroom and resource room teachers will meet as PLCs weekly during common planning time. PLC time will also include staff meetings as well as district after school grade level meetings and/or professional development. The principal, Title I Academic Coach, Speech Therapist, and School Psychologist will participate in periodic PLC meetings to provide on-going support to teams.

Research Cited: Danielson, C. a., & ebrary, I. (2008). The handbook for enhancing professional practice: Using the framework for teaching in your school. Alexandria,

Garmston, R.J., Williams, B.M. The Adaptive School, A Sourcebook for Developing Collaborative Groups.

VA: Association for Supervision and Curriculum Development.

Tier:

Activity - Master Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will be designed to accomodate common planning time for teachers within grade level and/or across grade levels. In addition, increased instructional time is allotted for both Science & S.S. to four days a week.	Academic Support Program			09/03/2013	06/20/2014	\$0 - No Funding Required	Principal, Tittle I Academic Coach

Goal 2:

All Students will be Proficient Readers.

Measurable Objective 1:

53% of All Students will demonstrate a proficiency in reading on the Michigan state assessment in English Language Arts by 06/30/2015 as measured by the Michigan state assessment.

Strategy1:

Teacher practices will be implemented to dramatically improve students' ability to read and comprehend complex texts and reflect their understanding through writing - particularly expository texts related to science and social studies. - Schoolwide efforts will be made to integrate literacy across all content areas, with special emphasis on social studies and science text. Activities include:

New core reading curriculum - Reading Street'

Tiered interventions for students who are behind learning expectations

Common literacy practices for all content areas

Redesign Plan

Washington Writers' Academy

Research Cited: Marzano, Robert- Classroom Instruction that Works (May 7, 2004).

Hyerle, D. & Alper, L. Student Successes with Thinking Maps (May 27, 2004).

Tier:

Activity - Common literacy practices for all content areas	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common best-practices in literacy will be used by all teachers and in all content areas. These best practices include: Identifying similarities and differences (comparing, contrasting, classifying, analogies and metaphors) Summarizing and note taking Reinforcing effort and give praise Homework and practice Nonlinguistic representations Cooperative learning Setting objectives and providing feedback Generating and testing hypotheses Questions, cues, and advance organizers Cooperative learning - 2013-14 Thinking Maps - 2013-14	Academic Support Program			09/03/2013	06/20/2014	\$0 - No Funding Required	Administrator, Title I Academic Coach, Teaching and Support Staff.

Goal 3:

All Students will be Proficient in Mathematics.

Measurable Objective 1:

33% of All Students will demonstrate a proficiency in areas of for improvement in Mathematics by 06/30/2015 as measured by the Michigan State Assessment.

Strategy1:

Teacher practices will be implemented to dramatically improve students' ability to read and comprehend complex texts and reflect their understanding through writing - particularly expository texts related to science and social studies. - Schoolwide efforts will be made to integrate literacy across all content areas, with special emphasis on social studies and science text. In addition reading comprehension in math related to students ability to solve word problems.

Activities include:

New core reading curriculum - Pearson Reading Street

Tiered interventions for students who are behind learning expectations

Common literacy practices for all content areas

Pearson Mathematics- Problem Solving, Reaching All Learners, and Investigations

Research Cited: Marzano, Robert- Classroom Instruction that Works (May 7, 2004).

Hyerle, D. & Alper, L. Student Successes with Thinking Maps (May 27, 2004).

Tier:

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Washington Writers' Academy

Activity - Common literacy practices for all content areas	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common best-practices in literacy will be used by all teachers and in all content areas. These best practices include: Identifying similarities and differences (comparing, contrasting, classifying, analogies and metaphors) Summarizing and note taking Reinforcing effort and give praise Homework and practice Nonlinguistic representations Cooperative learning Setting objectives and providing feedback Generating and testing hypotheses Questions, cues, and advance organizers Cooperative learning - 2013-14 Thinking Maps - 2013-14	Academic Support Program			08/26/2013	06/30/2014	\$0 - No Funding Required	Administrator, Title I Academic Coach, Teaching and Support Staff.

Narrative:

Continuous use of student data (formative, interim, summative) to inform and differentiate instruction

- Teachers adjust groups based on running records and observation
- Teachers conduct writing conferences with students to help form instruction.
- Teachers observe students to form groups (researching the room)
- Summative data- end of unit assessments, benchmark assessments, ed. Performance

Re-Teaching

- Staff has data meeting to track student progress, form/reform and track intervention groups (every six weeks)
- Red Flag meetings held monthly to support most at-risk students.

We will monitor adult actions through the use of walk-through observations, monitoring of lesson plans, through the use of formative and summative assessments, and through progress monitoring of students. Data from these assessments will inform the work of the PLCs and grade-level teams.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

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

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

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

Additional time will be dedicated to core instruction by redesigning the use of time in the current schedule. Principal will,

1. Assure Social Studies and Science have blocked-out time in the master schedule 4-5 days per week. (approx. 120 minutes per week)
2. Reduce the amount of non-instructional time from breaks and transitions. (50 minutes per week)
3. Repurposing in-class breakfast time to include learning activities each day. (75 minutes per week).
4. Principals will coordinate activities with CIS-K to assure that highest-needs students are receiving supplemental instruction and support in their after-school programming.

Time will be dedicated to enrichment activities by redesigning the use of time in the current schedule.

1. Art, music and P.E. are offered to all students each week and are built into the building master schedule. (110 minutes per week)
2. Orchestra and Choir are offered to students in grades 4 and 5
3. Academically Talented programming is available for identified students.

Professional learning time will be made available for all staff

1. Time will be allocated through redesign of master schedule to allocate common planning time for grade-level teachers each day (20-30 minutes daily). Additional time may be created through provisions of subs and use of pull-out training
2. Professional development (PD) will be tied directly to the strategies outlined in Transformation Area 4. Professional Learning Communities (PLCs) will use Datawise to track data and document that the PD is yielding increased student achievement.

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

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

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

Redesign Plan

Washington Writers' Academy

WWA will engage families in the school through events that showcase key school improvement initiatives and engage families in supporting them.

A. Two Academic Expositions will be held throughout the school year, with an emphasis on Literacy: (1st)- Giving Thanks for Literacy, includes a Thanksgiving (theme) dinner! This is a great opportunity to build and maintain community among students, parents, staff members, and the community at large. (2nd)- We all Read, We all Write/Readers Write and Writers Read. These events showcase student work in all of the content areas. It also includes published writing and inform parents and community about the writing process.

The structure of the event allows parents and community to see the progression of writing development from preschool to 5th grade as well as their child's current performance in the various subject areas. As a community event, children who attend are given books to build their home libraries. Families are awarded gas cards and/or literacy baskets (including books, crayons, pencils, erasers, rulers, markers, glue sticks, and notebooks) through prize drawings as incentives for attending the events with their children. In addition, parents are given resources for home and school use.

These home-literacy component parts support parent involvement with their children in literacy. Giving Thanks for Literacy is a shared community literacy event where the school community comes together to celebrate reading and writing. The event is in an open house with a sit-down family style Thanksgiving Dinner alongside celebrating published student writing. The school community event builds relationships between teachers and parents to facilitate open communication and support and to promote literacy. This event is usually held in November of each school year.

B. Title I Home and School Support Specialist supports continuous communication with families - particularly those with students who struggle with attendance and behavior issues. This person also assists in coordinating and organizing family involvement events.

C. Opportunity for Parents through Parent with a few Washington parents participating.

D. Communities in School of Kalamazoo - This school-community partnership provides after-school and extended day learning opportunities for at-risk and high-needs students in our school. They work closely with staff members to assist students with academic and social learning goals.

More specifically, Washington Writers Academy has multiple avenues for engaging parent and the community in the school reform effort. These include, but are not limited to:

1. Washington family events throughout the year- Giving Thanks for Literacy, Writing EXPOs, Open House/Curriculum Night, Neighborhood Read, We All Read, Winter/Spring Concerts, Moving Up Ceremonies, etc
2. Two Annual Parent Teacher Conference times along with Two Annual Parent Promise Day events support parents
3. Kalamazoo Communities in School- After school program for strategic students as well as parent events and support coordinating school-wide events. Also supports with the Edison Clinic.
4. Blessings in a Backpack- Weekend food packs sent home on Friday to all Kinder and 1st graders.
5. Backpack Buddies- Weekend food packs sent home each Friday to all 100 3-5 graders provided by Bethany Reformed Church
6. Kids Hope USA Mentor Program (and Events)- Westwood Christian Reformed Church and Bethany Reformed Church provide mentoring and events for students (including field trips and celebration events)
7. Title I Parent Corps Program- Employs eligible parents of Title I students to work in the school and gain skills for working with their children at home
8. Lift Up Through Literacy Parent Education Program- Attends school events to get parents involved as well as provides district wide events

Redesign Plan

Washington Writers' Academy

for parents and families.

9. CSM/Tower Pinkster Mentor (and Events)- Mentors from these companies work with identified students. They have also provided book and incentives for the student with which they work.

10. WMU Site-Based Counseling Center- provides in school based therapy by counselors in training for identified students.

11. WMU Literacy Pre-Interns, and Internship Program

12. Kalamazoo Parks and Recreation: Holds an evening program at Washington two nights a week.

13. Kalamazoo Valley Community College- Provides America Reads/America Counts tutors through their Work Study program that support in classrooms.

14. Turn 2- Several classroom teachers run this after school program sponsored by the Derek Jeter Foundation. It teaches character and values.

15. Gryphon Place- Works with the school to support students in crisis and to help them problem solve with Peer Mediation. They provide training and on-going support.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvacEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

The Priority School Improvement Team and principal at Washington Writer's Academy will determine how the building Title I budget will be allocated in the support of the Priority School Improvement Plan. Operational flexibility will be provided to assure the plan can be implemented as written as follows:

- Building principals will be given the flexibility to operate the schools according to the proposed redesign plan, and as needed to substantially improve student academic outcome - including the allocation and expenditure of Title I funds.
- Areas of flexibility include staffing, assignment of personnel to duties, managing the flow of all site-based discretionary funds, leading the building-level leadership team, managing all school improvement goals, etc.
- Flexibility will be provided with regard to Instructional Pacing Guides to assure that instructional staff has the discretion to adjust activities to meet the needs of students in their charge, and to provide instructional support through the proposed Tiered Intervention Model.
- A plan will be developed for monitoring and evaluating the implementation and effectiveness of the proposed redesign plan. External consultants will work with the Office of School Improvement and the building principals to construct evaluation rubrics, timelines for assessment and plans for modifying the project as needed.
- The Board of Education will receive bi-annual status updates for the duration of the redesign plan.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

Ongoing, job-embedded technical assistance and professional development will be provided to assure the plan can be implemented as written through the following assurances:

- Ongoing technical assistance will be provided to the priority school through the proposed redesign plans. Assistance will be provided through contracted external service providers in addition to professional development, regulatory guidance, and curriculum support provided by Teaching and Learning Services.
- The district office of school improvement and building principal will develop and execute contracts where necessary or required.
- The district office of school improvement, building principal, building leadership team and external consultants will develop plans for sustaining and monitoring the effectiveness of the redesign project beyond the redesign cycle.

Redesign Plan

Washington Writers' Academy

- Additional technical assistance will be provided through MiEXCEL and through our School Improvement Facilitator at KRESA.
- The priority school will participate in all related technical assistance and networking meetings for priority schools offered by MDE.

This plan will be fully supported by the Kalamazoo Public Schools. The Director of School Improvement will oversee these assurances and will be the main contact person responsible for monitoring and supporting the school.

KALAMAZOO PUBLIC SCHOOLS Administrator Performance Review

(Must be submitted by May 1st)

(Overall Evaluation)

Administrator:

(Name)

(Position)

School Building:

Evaluation for the Period

to

Evaluator:

(Name)

(Position)

Conference planning date

Mid-year review date

Annual Evaluation conference date

INSTRUCTIONS. Listed below are various behavior and performance characteristics essential for school administrators. The evaluator's task is to place an "X" under each item that best describes the performance of the employee in **that** category. **Ineffective, Minimally Effective, Effective and Highly Effective.** Authentic incidents must be cited for any rating of **Highly Effective** or **Ineffective**. *For items judged to be Ineffective, the evaluator must describe the concern and identify specific means for improvement.* **All** of the descriptors under each heading may not apply to all administrators.

I. JOB PERFORMANCE

1. Student Performance/Achievement

Ineffective

Minimally Effective

Effective

Highly Effective

Effectiveness in this area is evidenced by:

- students' performance improvement compared to others on a statewide and national basis.
- a positive level and rate of growth of students' performance.
- a positive student performance measured by student classification and disaggregated data.
- percentage of students graduated.
- number of students achieving proficiency as measured by national (state) tests.
- percentage of students going onto higher education or employment.
- percentage of students receiving awards or scholarships.
- closing the achievement gap between demographic groups and all students.

Comments: (Please cite authentic incidents and suggestions for improvements, if appropriate.)

2. Curriculum-Instruction Program/Instructional Leadership

Ineffective

Minimally Effective

Effective

Highly Effective

Effectiveness in this area is evidenced by:

- knowledge of current developments in curriculum-instructional areas in the district.
- leadership in the process of selecting supplementary instructional materials.
- knowledge about the use of available curriculum resources.
- assisting in establishing and revising the nature, scope and sequence of curricular offerings and courses
- the implementation of the requisites of accrediting agencies – state and regional.
- effectiveness in scheduling.
- translating system-wide goals into school specific objectives.
- developing an action plan to implement system-wide curriculum and school improvement activities to achieve objectives.
- being recognized as the formal and informal leader of the school or unit.
- an ability to gain followers committed to the missions and objectives of the organization.
- knowing when to delegate and share decision-making authority.
- generating confidence through quality decisions.
- fidelity to the board approved curriculum and materials.
- formal versus informal walkthroughs.

Comments: (Please cite authentic incidents and suggestions for improvements, if appropriate.)

3. Student Management

Ineffective

Minimally Effective

Effective

Highly Effective

Effectiveness in this area is evidenced by:

- effective orientation of the students.
- maintenance of consistent standards for student behavior.
- development and implementation of procedures for monitoring and reporting student attendance and problems.
- proper counseling of students and parents. example – appropriate use of response to intervention (RTI)
- consistent administration of school policies to ensure due process.
- maintenance of a comprehensive student service program including guidance, health, food and transportation.
- information to be used in the school improvement plan.

Comments: (Please cite authentic incidents and suggestions for improvements, if appropriate.)

4. School Plant

Ineffective

Minimally Effective

Effective

Highly Effective

Effectiveness in this area is evidenced by:

- comprehensive management and supervision of the maintenance of school facilities, equipment and inventories.
- developing and implementing procedures for transportation, building safety and emergencies.
- drills (fire, tornado, lockdown)
- building cleanliness
- transportation referrals & follow-up

Comments: (Please cite authentic incidents and suggestions for improvements, if appropriate.)

5. Fiscal Responsibilities

Ineffective

Minimally Effective

Effective

Highly Effective

Effectiveness in this area is evidenced by:

- monitoring of fiscal procedures as prescribed by school administration offices, board and state agencies.(credit or P-card)
- preparation, monitoring and utilization of school and/or department budgets.
- securing adequate financial resources and support. (grant funding)
- identifying alternative and creative methods of cost savings.
- consult supervisors prior to an technology purchase, special projects or large purchases over \$1,000.00

Comments: (Please cite authentic incidents and suggestions for improvements, if appropriate.)

6. School Community

Ineffective

Minimally Effective

Effective

Highly Effective

Effectiveness in this area is evidenced by:

- establishing and maintaining two-way communications with school constituencies.
- demonstrates ability to interpret the school and its programs to the community.
- reception, accommodation and resolution of the concerns and grievances of the school community.
- positive interaction with the community agencies including the school board, patrons, faculty, support staff, businesses, media and service groups.
- supports district projects and initiatives within the school community
- establish, activate and monitor parent groups.

Comments: (Please cite authentic incidents and suggestions for improvements, if appropriate.)

II. MANAGEMENT DIMENSIONS

7. Effective Communication Skills/Sensitivity/Development and Support/Faculty/Staff

Ineffective

Minimally Effective

Effective

Highly Effective

(Actions that indicate a consideration for the feelings and needs of others, as well as, perceiving the impact and the implications of decisions on other components of the organization.)

Effectiveness in this area is demonstrated by:

- an ability to accurately understand the needs of others and address them.
- an ability to listen without interrupting.
- an ability to provide sincere, positive feedback and encouragement to others.
- an ability to accurately perceive relationships between people and departments within the organization.
- an ability to think and act for the **overall success** of the district.
- accurate communications of events, ideas and opinions.
- use of proper grammar and sentence structure.
- ability to speak in an organized manner.
- conducting objective and authentic evaluation of personnel.
- demonstrated knowledge of the contract to assure due process and minimize personnel problems.
- skill to resolve personnel concerns and grievances.
- effectiveness in planning and directing staff meetings..

Comments: (Please cite authentic incidents and suggestions for improvements, if appropriate.)

8. Planning/Analysis/Judgment/Problem Solving

Ineffective

Minimally Effective

Effective

Highly Effective

(Providing effective planning and organization skills, using thorough analysis to arrive at good judgments.)

Effectiveness in this area is demonstrated by:

- an ability to anticipate the issues, problems and needs of the school.
- the efficient use and management of time.
- recognition of situations in which information is missing or in which information is unclear.
- ability to relate and compare data from different sources.
- ability to make decisions based on logical assumptions that reflect factual information.
- ability to adjust, re-evaluate or change a decision when faced with new critical information.
- repeatedly offering thoughts and ideas to resolve problems.
- willingness to develop and apply new solutions, programs and/or procedures to existing problems.
- an ability to "get the job done" regardless of resource limitations.

Comments: (Please cite authentic incidents and suggestions for improvements, if appropriate.)

9. Delegation/Control

Ineffective

Minimally Effective

Effective

Highly Effective

(Utilizing subordinates effectively, allocating decision-making and establishing procedures to monitor and/or regulate tasks.)

Effectiveness in this area is demonstrated by:

- assigning tasks to qualified and able workers.
- identifying qualified individuals to do specific tasks.
- monitoring individuals after the task has been delegated.
- use of calendars, deadlines and target dates as reminders of tasks to be completed.

Comments: (Please cite authentic incidents and suggestions for improvements, if appropriate.)

III. Narrative Summary

IV. Plans for Future Action

V. Comments of Employee

ADMINISTRATOR PERFORMANCE REVIEW	
I. JOB PERFORMANCE	Weight
Student Performance/Achievement/Growth	20%
Curriculum-Instructional Program/Instructional Leadership	10%
School Plant	10%
Fiscal Responsibilities	10%
School Community	10%
Student Personnel	10%
II. MANAGEMENT DIMENSIONS	
Effective Communication Skills/Sensitivity/Development and Support/Faculty/Staff	10%
Planning/Analysis/Judgment/Problem Solving	10%
Delegation/Control	10%
TOTAL	100%

Ineffective

Minimally Effective

Effective

Highly Effective

Evaluator's Signature: _____

Date: _____

Reviewer's Signature: _____

Date: _____

***Evaluatee's Signature:** _____

Date: _____

*Signature indicates a review of the completed evaluation; it does not signify agreement with its contents.

2013-14 KPS District Evaluation Matrix

School:

Date:

Teacher

Domain/Component	Goal	Source	Self-Reflection	Evaluator Comments	Component Score	Domain Average	Domain Weight		
Domain One - Planning and Preparation									
1A	Demonstrating Knowledge of Content	---				#DIV/0!	20.0%		
1B	Demonstrating Knowledge of Students	---							
1C	Setting Instructional Outcomes	---							
1D	Demonstrating Knowledge of Resources	---							
1E	Designing Coherent Instruction	---							
1F	Designing Student Assessments	---							
1G	Utilizing Technology	---							
Domain Two - The Classroom Environment									
2A	Creating an Environment of Respect and Rapport	---				#DIV/0!	20.0%		
2B	Establishing a Culture for Learning	---							
2C	Managing Classroom Procedures	---							
2D	Managing Student Behavior	---							
2E	Organizing Physical Space	---							
2F	Incorporating Technology into the Environment	---							
Domain Three - Instruction									
3A	Communicating with Students	---				#DIV/0!	20.0%		
3B	Using Questioning and Discussion Techniques	---							
3C	Engaging Students in Learning	---							
3D	Using Assessments in Instruction	---							
3E	Demonstrating Flexibility and Responsiveness	---							
3F	Providing Instruction in and through Technology	---							
Domain Four - Professional Responsibilities									
4A	Reflecting on Teaching	---				#DIV/0!	15.0%		
4B	Maintaining Accurate Records	---							
4C	Communicating with Families	---							
4D	Participating in a Professional Community	---							
4E	Growing and Developing Professionally	---							
4F	Showing Professionalism	---							
Domain Five - Student Growth									
5A	System to determine student strengths and weaknesses	---			1	1.2000	15.0%		
5B	Established baseline for learning	---			2				
5C	Pre- and post-assessments	---			2				
5D	Recorded student progress used for pacing instruction	---			---				
5E	Desired results for student learning clearly defined	---			1				
5F	Assessment and in-class questioning techniques address various learning styles and higher ordering thinking level	---			0				
5G	Teacher analyzes, interprets and reflects on student growth	---			2				
5H	Student Growth Profile	Goal	Source	Proficiency Target	Growth Target	Rating (0-3)			
SSP1	Category 1 Measures	Individual	PerfSeries - GLE Reading	fg rh d	15	1	1.6667	10.0%	
SSP2	Category 1 Measures	Schoolwide	MEAP			2			
SSP3	Category 2 Measures	Team/Dept.	Growth Portfolio			2			
SSP4	Additional Measures					---			
SSP5	Additional Measures					---			
SSP6	Additional Measures					---			
						Overall Rating	#DIV/0!	Domain 5 Rating	1.3867
Effectiveness Rating - Based on Overall Rating			Ineffective (0)	Min. Effective (1)	Effective (2)	Highly Effective (3)	#DIV/0!	Minimally Effective	
			0.0 - 0.70	0.71 - 1.65	1.66 - 2.60	2.61 - 3.00			

* Fields for which a score is not selected are not included in calculations

** Use Pull-down menus for Growth Profile Source selection

Teacher Signature

The teacher's signature on this form indicates that the teacher has seen this document. It does not necessarily indicate that the teacher agrees with the assessment. The teacher understands that he/she has the right to respond in writing to the statements and judgments and the comments will be attached to the form in the teacher's file in the Human Resources Department.

Principal Signature