

Camden-Frontier Middle School

**Reform/Redesign
Plan
2010**

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Overview of Camden-Frontier Schools:

Camden-Frontier is located in south central Michigan. Our school resides on 18 acres in the middle of the country between the two towns of Camden and Frontier. We are isolated from many of the county organizations which offer assistance to families of generational and situational poverty. Daily activities are located a minimum of 20 miles away: grocery shopping chain stores, fast food restaurants, and hospitals. The Camden public library is small (10,000 editions) with the two larger areas of Hillsdale county having district libraries where you must pay a fee to check out books if you are not a resident of that community. A high percentage of our population is made up of people living in poverty with a free and reduced percentage rate at 59 percent, an increase more than 10 percent from 2009-2010.

The working staff members of the school strive daily to assist families, children, and the community in becoming successful with student achievement and social outreach. There are several religious-based organizations which have flourished in their efforts to assist the people of south central Michigan. One such organization is Life Line which is located about 1000 yards from our school. Life Line offers clothing, food and other basic necessities to our general public. The organization has grown into a \$40,000 operation in the past few years. Families are experiencing the trials of high job unemployment and difficult economic times. The unemployment rate in Hillsdale County is following a negative trend (-5.7 percent from state average of 13.1percent, putting unemployment around 19 percent according to the milmi website). We have worked hard to make sure all families can participate in school events with transportation serving a big role in this effort.

We have chosen the transformation restructuring process for several reasons. The school has a working and research-based school improvement plan at all building levels. Knowledge base and data resources are in place to assist with elevating student success. A supporting reason for our choice is that the staff and the administration have already begun to take steps necessary to make systemic changes within our organization. The driving force of leadership has changed hands and is ready to tackle the transformation process with cooperative staff members' support. We have several new board members. Leadership in all buildings (principals) and a new superintendent have been strategically put into place further supporting our choice of the transformation process.

The school system has been making progress towards all students achieving at high levels. Our MEAP data shows that staff is able to keep low socio-economic students performing at levels comparable to or even better than other students. There is no consistent achievement gap in the subgroups of gender and low socio-economic status. These subgroups show differences that vary by grade level across grades 3-8.

Strategic reading intervention models have been incorporated into the elementary school grades and gains in student achievement have resulted in only one year! The school improvement grant is necessary to assist our school in expanding our intervention efforts throughout the middle school. Teachers are being trained as facilitators to instruct differentiation through Title IIA monies and will be able to train all K-12 staff next fall. Teacher professional development is a high priority to making our transformation process successful for all students.

Students are experiencing low-achievement in the area of mathematics. Students are scoring at state average or higher in mathematics grade 3 but then show a steady decrease until grade 8 in mathematics achievement when compared to the state averages. Numbers and operations and data and probability are two areas of lowest achievement gains. The school has worked diligently on school improvement in both areas of reading and mathematics. Saxon math was incorporated into the elementary grades and has shown a 10 percent gain for the grade 3 scores. The 10 percent gain has persisted on the grade 4 test but does not follow through to grades 5-8. Achievement data shows that while Saxon is successful for students K-2, it is not increasing students' knowledge to higher levels in subsequent grades.

Our school has worked hard to maintain fund equity and currently holds a 3.5 percent fund equity. School grounds and buildings are well maintained and any necessary updates are completed annually. Edline, Test Wiz, and Student Data System are used for tracking individual student information. MIMIO technology has been incorporated into grades 3-5. The expansion of such programs is a slow process with the amount of fund equity available to the district. This grant will accelerate our work towards No Child Left Behind, all students achieving at 100 percent, and the expansion of technology. We have researched our programs and the programs we will implement.

Several systemic changes have been implemented for increasing school capacity. Previously the elementary principal was also the superintendent. Currently the capacity of school leadership has changed to a K-8 principal position with his responsibilities focusing on curriculum development and alignment assisting with the transition from elementary to middle school, especially in the area of mathematics. The Education Report was analyzed and indicates that processes were in place in previous years but not fully implemented across all grade levels and buildings. Frequent progress monitoring and data meetings will be supported and expanded into the 6-8 building. Assisting with systemic changes are K-12 staff meetings which allow collaboration and cooperative development of school improvement between buildings. This further enhances the data driven culture needed to produce change resulting with increased student achievement. The use of Data Director will enhance our progress monitoring efforts for all individuals.

All staff members are currently working on using every minute to advance student achievement, health, and safety within our buildings. Changes are being made this year to refine instructional time and move other programs to hours outside of a student's instructional day. Safety and health issues are being addressed on the parental level with services available at school to assist families. Flu shots and dental visits are currently being offered here at school for families. School visitors are welcomed and volunteers are placed into assisting positions with training offered. One example is the Buddy Reader program for elementary students.

A comprehensive needs assessment was conducted reviewing achievement, perceptions, and demographic data. Evidence of reform strategies put in place include a 3rd Tier reading program for the elementary, an RTI process for early identification of students needing assistance, grade level meetings based around RTI and students' data for K-5, development of power standards for grades 6-12, data director trainings with the Hillsdale County ISD, Homework Zone After School Program for grades 6-8, After School Program for grades 2-5, summer school program for 6-8, and K-12 staff meetings.

The Education Yes Report indicates these processes are assisting Camden-Frontier with making gains and each school raised their AYP score one letter grade on the 2010 report.

Partnerships between the school and community were analyzed and indicate there are many community-school based projects and organizations. Some examples are Parent's Organization, Athletic Boosters, Academic Boosters, Science Fairs, FFA small animal day, career/job shadowing opportunities, Knights of Columbus Spelling Bee, Hero Project, Band Boosters, Family Spring Dinner, and Parent Leadership Committee for Parental Involvement. The parent involvement group meets to discuss and plan issues serving to increase students' academic and social well-being. They assist with designing and implementing programs. One current program being implemented is the Buddy Reading program, which works towards increasing students' attitudes and achievements in reading comprehension and fluency.

As you can see, we currently have the ability and desire to transform the culture of the school to one where failure is not an option for any of our students. One important piece to making all of this happen is proper direction and facilitation of our school leadership team. We will be using the proven approach of the *Failure Is Not an Option* to accomplish this.

During this process, we will first identify what professional learning community processes are successfully working in the school already. We will then build additional research-based supports to strengthen collaboration focused on student achievement; analyze disaggregated data to address learning needs of the students; and then move systematically to meet the needs of those students who are not meeting benchmarks.

We believe that the transformation process is a great opportunity for our school district. Our school mission statement reads, "Camden-Frontier Schools will provide a solid foundation of academic and social skills for all students. The development of these academic and social skills is congruent with the district's adult roles and life skills of becoming a life-long learner, a productive worker, a friend, a community member, and a homemaker." We embrace the challenges ahead of us and look forward to transforming our school into a model district.

All of the programs implemented as part of the Reform/Redesign Plan will be fully funded by General and Title Funds.

TRANSFORMATION MODEL REQUIRED ACTIVITIES

Develop and Increase School Leader & Teacher Effectiveness

Requirement 1 - Replace the Principal

Camden-Frontier Schools has replaced the Elementary K- 5 principal/superintendent and has now hired Brent Watkins as K-8 Principal in July of 2010. This is a systemic change, which we hope brings continuity in transition and greater focus to curriculum and staffing K-8. His responsibilities will include instruction, curriculum, teacher evaluation, and the building budget. He will work directly with the MDE to oversee the Reform/Redesign Plan

Requirement 2 – Use of evaluation systems that take into significant account data on student growth as well as other factors.

Middle School staff evaluations will include student data, growth in individual class, data director, collaboration with the Hillsdale County ISD, and an independently hired consultant to develop increased teacher and leader effectiveness. An evaluation piece is already included in the CFEA contract. Evaluation systems for teachers will be used that take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement. These will include: a) student work, and/or b) lesson plans; c) unit work and/or d) student assessments (See attached addendum to CFEA master agreement).

Requirement 3 – Evaluation systems are designed with teacher and principal involvement.

The current evaluation tool and process will be used. Rigorous, transparent, and equitable evaluation systems for teachers will be used that take into account data on student data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased middle school attrition rates. These may include (as negotiated):

- a. Student work, and/or lesson plans
- b. Unit work, and/or
- c. Student assessments

Student data is utilized in “Addressing Curriculum and Teaching/Learning Standards” section.

The data utilized may include:

- d. STAR testing (6-8)
- e. MEAP
- f. Local Assessments
- g. Other data as mutually agreed upon
- h. Department Common Assessments

Data used will solely be based on growth while in the particular teacher's class. Student growth means the change in achievement for an individual student between two or more points in time. Some student data can be excluded based on a set of agreed-upon criteria as negotiated.

Camden-Frontier Middle School staff will implement the practices and principles from *Failure Is Not an Option* book study and overview. K-12 curriculum alignment meetings are taking place during the 2010-2011 school year and will continue on an ongoing basis. This system is also currently carried out and supports the elementary Title I School Improvement Plan.

In the 2011-2012 school year, the Middle School will implement an Intervention Triangle that is age-appropriate and builds on what is currently used in the elementary.

Additional Professional Development opportunities will be available through the Hillsdale ISD. Strategies include general education teaching strategies to support special education students involving differentiated instruction including Accelerated Reader and Accelerated Math. Additional PD will be implemented utilizing the *Failure Is Not an Option* book study. Differentiated instructional strategies will be used by general education teachers to support special education students. These strategies will include Accelerated Reader and Accelerated Math. Individual placement in each program will be determined by student data.

Requirement 4 – Identify and reward school leaders, teachers, and other staff who have increased student achievement and remove leaders and staff who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.

Staff, community, and administrative members have been involved in writing the Reform/Redesign Plan. To identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement, we agree to the following: Using 2009-2010 as our baseline year, if the MEAP reading and math scores at the middle school level increase by 5% during the 2011-2012 school year, each teacher in the middle school building will receive a \$100 gift card to a local establishment. If an additional 5% in both areas occurs in the 2012-2013 school year, an additional \$100 gift card will be awarded to each teacher in the middle school. If an additional 5% occurs in the 2013-2014 school year, an additional \$100 gift card will be awarded to each teacher in the middle school. In each of the above stated years that the middle school reading and math scores increase by 15% or more, the local gift card will be valued at \$125 for each staff member.

The Association and Board agree to add to Article IX, p. 13, Section B (Transfers) an item #3 that states that "staff can be involuntarily transferred after being given ample opportunities to improve their professional practice and have an unsuccessful conclusion of the professional improvement plan." Ample opportunity is defined as evaluation, quality paid professional development, then an additional semester of teaching in which to practice new techniques. This provision will apply as long as it does not result in a layoff or violate any related contractual staffing language.

Requirement 5 – Provide staff with ongoing, high quality, job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Professional development is aligned and designed to insure that staff can facilitate effective teaching and learning and have the capacity of successfully implementing school reform strategies.

Additional professional development days have been implemented for the 2010-11 school year (see attached calendar approved by CFEA/CF Board of Education). PD days are agreed upon by Board, CFEA, and administration. PD will be offered on Differentiated Instruction, Curriculum Alignment, Power Standards, *Failure Is Not an Option* (See attached PD forms), Data Director, and other instructional technology that supports intervention goals.

Requirement 6 – Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and/or flexible working conditions to recruit and retain staff to meet the needs of students in a transformational school.

Staff, community, and administrative members have been involved in writing the Reform/Redesign Plan. To identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement, we agree to the following: Using 2009-2010 as our baseline year, if the MEAP reading and math scores at the middle school level increase by 5% during the 2011-2012 school year, each teacher in the middle school building will receive a \$100 gift card to a local establishment. If an additional 5% in both areas occurs in the 2012-2013 school year, an additional \$100 gift card will be awarded to each teacher in the middle school. If an additional 5% occurs in the 2013-2014 school year, an additional \$100 gift card will be awarded to each teacher in the middle school. In each of the above stated years that the middle school reading and math scores increase by 15% or more, the local gift card will be valued at \$125 for each staff member. (See attached addendum to CFEA Master Agreement)

A teacher with a permanent, continuing, or professional certificate will be paid \$160 per semester hour and \$105 per term hour for courses taken. The Board will pay for a maximum of twelve (12) credit hours per year during the fiscal year. The courses taken must be in the teacher's major or minor field or in his/her planned course of study as approved by the college or university or in courses otherwise approved by the Superintendent. The Superintendent shall be informed in writing of courses to be taken. Teachers will be paid after courses have been successfully completed as indicated by their grade slip or transcript showing a G.P.A. of B or better.

Comprehensive Instructional Reform Strategies

Requirement 1 – Use data to identify and implement an instructional research based program that is vertically aligned from one grade to the next, as well as aligned to state standards.

Skills Tutor program, currently used in the elementary, and will be extended to the Middle School with additional computers available. Edline training will be incorporated for staff and parents. We currently invite members of the community to use this technology to access FAFSA applications.

Open house is currently held K-12 at the beginning of the school year. A spring "Shadow Day" will be implemented for the 2010-2011 year, for grade 8 students transitioning to high school.

The goal of implementing Response to Intervention K-8 is that it will give us earlier cues for students at risk of failing. Phone calls and letters are sent to parents in grades 6-12. Letters are sent at the semester. Edline program gives parents 24/7 access. Quarterly assessments/midterms at the elementary are on record, and identify students at risk as they enter middle school.

Requirement 2 – Promote the continuous use of individual student data (formative, interim, and summative) to inform and differentiate instruction to meet individual student needs.

Data director will be implemented K-12 for the 2011-2012 school year to track student progress. Seminar period (77-1/2 hours annually) will be used to focus on differentiated instruction for Math and Reading in grades 6 through 8 utilizing Accelerated Math and Accelerated Reader. Additionally, for students who make adequate progress or who are not at risk, classes may be organized during seminar time to address team-building, tutoring, and teacher/student advisory needs.

Title 2 supports differentiated instruction training for grades 1-8. All teachers 1-8 will have a minimum of one professional development day for training in Differentiated Instruction. MEAP/ACT/MME are common assessments that include similar questions. Staff time 1-8 will be used to interpret the data, and additional professional development days will be added to the calendar for the 2011-2012 school year, by agreement of committee members helping to write this grant, and as agreed upon by CFEA and Administration. Currently, data is utilized from teachers for students with grades "D" or "F," to offer additional support. The middle school currently uses a "Homework Zone" room for math and reading reinforcement for students with missing work.

Increasing Learning Time and Mechanisms For Community Oriented Schools

Requirement 1 – Establish schedules and strategies that provide increased time for all students to learn core academic content by expanding the school day, week or year. Provide increased instructional time for core subjects during the school day.

Currently, seminar time is scheduled for middle school students to work on homework and/or reading comprehension. All students spend 30 minutes for 155 days. In the 2011/2012 year, Accelerated Reader and Accelerated Math will be implemented during this seminar time to differentiate instruction for students. Students in grades 6-8 will attend summer school with a language arts and math focus for a minimum of five hours per day for fifteen days to prepare the students for the upcoming school year.

Requirement 2 – Provide ongoing mechanisms for family and community engagement.

Parent training will be offered for Edline. A parent dinner will be offered for parents of students in grades K-8. The high school media center is available for parent use when the media center is staffed. A sixth and ninth-grade orientation will be held to help ease the transition to middle/high school. Based on parent/board/staff/administrative input, we began holding a K-12 open house for the 2010 school year.

The current elementary school improvement plan provides for four parent meetings per year. Based on parent, staff, administration, and board input, these will be extended K-8. Meetings may include, but are not limited to school safety, curriculum training, technology, and school improvement planning.

Providing Operational Flexibility and Sustained Support

Requirement 1 – Provide the school operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rates.

Each building has site-based management over their budget. They are required to work within district funding allowances. The newly assigned principal is in complete control over the middle school budget. The 2010-2011 calendar includes additional professional development opportunities that focus on curriculum alignment, differentiated instruction, parental involvement, and *Failure Is Not an Option* book studies. Additional professional development days will be added to the 2011-2012 school year.

Seminar time already provides extended learning opportunities in addition to the regular day. Differentiated lessons will be implemented in grades 6-8 during seminar period utilizing Accelerated Math and Accelerated Reader.

The administrative staff has implemented incentive programs for students in grades 6-9 who are proficient on MEAP tests in all areas will be able to waive exams for second semester. A movie day, game day, FFA Small Animal Exhibition, Ag Olympics, and other positive behavior incentive assemblies are all being utilized to improve and build a positive school climate.

Camden-Frontier currently offers full day Kindergarten.

Requirement 2 – Ensure that the school receives ongoing, intensive Technical Assistance and related support for LEA, SEA, or other designated external partner or organization.

Camden-Frontier Middle School will receive ongoing Technical Assistance with Local Education Association resources to address the identified reform initiatives that have been proposed. In addition, CFMS will receive ongoing Technical Assistance from HISD, with full support of the CFEA, Board, and Superintendent.

The Camden-Frontier PLA Committee is currently researching external service providers with the assistance of the Hillsdale Intermediate School District.

Within our current system, operational flexibility has been demonstrated by extending federal funds to include grades 6-8.

Camden-Frontier Middle School timeline for delineating the steps to implement the selected Reform/Redesign Plan:

The following represents the culmination of our Reform/Redesign Plan for Year 1:

SUMMER	FALL	WINTER	SPRING
Summer School K-8	<p>Identified District Leadership Team</p> <p>Selected Transformation Model</p> <p>Interviewing Service Providers</p> <p>K-12 Course Audit Implemented to align curriculum content</p> <p>Leadership Team met and developed Reform/Redesign Plan application</p> <p>HISD-led Data Director training Focusing on MS reading and math goals and strategies</p> <p>K-12 curriculum alignment meetings</p> <p>Leadership team research effective strategies for implementation</p> <p>Implemented K-12 staff meetings to interpret data</p>	<p>Work with HISD to hire staff to implement interventions.</p> <p>Review benchmarks and external data with Data Director</p> <p>Conduct ongoing curriculum alignment meetings</p> <p>Ongoing school to parent communication newsletters</p> <p>Professional Development focusing of Parental Involvement and Student achievement</p> <p>HISD led Data Director training</p> <p>MS extended learning time during seminar period to focus on deficient areas of math and reading to increase their skills</p> <p>PD for staff on technological skills</p>	<p>Implement a transitional “shadow day” for students going into sixth and ninth grades next fall</p> <p>Awards night for all MS and HS students</p> <p>Ongoing parent communications, i.e., FAFSA night to explain financial aid forms for parents with students going to college</p> <p>Ongoing curriculum alignment meetings</p> <p>Analyze MEAP data with HISD to determine success of intervention strategies</p> <p>Ongoing K-12 staff meetings</p> <p>Design formative and summative assessment piece</p> <p>HISD led Data Director training</p> <p>Parent-Teacher conferences</p>

	<p>Changed administration configuration by creating a K-8 principal</p> <p>Parent Edline night held to explain the process to the parents</p> <p>Homework Zone is being held to facilitate student success</p> <p>Implemented K-12 breakfast program for all students to increase student achievement</p> <p>Team building retreat for administration and staff</p> <p>Increased Professional Development for 2010-2011, including increased differentiated instruction</p> <p>Scheduled parent communications for student failures and "good news" cards</p> <p>Made plans to implement K-8 RTI intervention triangle</p> <p>Ongoing RTI, K-5</p>	<p>Ongoing Edline implementation in the elementary</p> <p>Implement student incentives for better test results</p> <p>Implement K-12 progress reports</p> <p>Extended time for Math and reading reinforcement</p> <p>Scheduled parent communications for student failures and "good news" cards</p> <p>Continue plans to implement K-8 RTI intervention triangle</p> <p>Ongoing school to community communication through Edline</p>	<p>Ongoing Edline implementation in the elementary</p> <p>Scheduled parent communications for student failures and "good news" cards</p> <p>Ongoing RTI, grades 1-5</p> <p>Ongoing school to community communication through Edline</p> <p>Parent-Teacher Conferences</p> <p>Ongoing school to parent communication newsletters</p>
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	<p>K-12 open house to communicate to parents information on Edline and other procedures</p> <p>Progress reports are sent home to parents every marking period</p> <p>Parent-Teacher Conferences</p>		
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The following represents the culmination of our Reform/Redesign Plan for Year 2:

SUMMER	FALL	WINTER	SPRING
<p>Comprehensive progress monitoring of year one activities led by the selected service provider to determine necessary modifications to the plan</p> <p>Data Director Conference for all staff, K-12</p> <p>1st/5th teachers attend differentiated instruction conference to inform CF staff</p> <p>Summer school – Grades 6-8</p> <p>Professional Development – Data director implementation - HISD</p>	<p>Implement Data Director for 6-8</p> <p>Implement formative and summative assessments</p> <p>HISD led Data Director meeting focusing on reading and math goals and strategies</p> <p>HISD and PLA committees monitor action plan for progress</p> <p>Implement new reading and math programs</p> <p>Accelerated Reader and Accelerated Math programs implemented for use, K-12</p> <p>Implement bi-monthly PLA meetings</p> <p>Implement new teacher and student incentives</p> <p>Implement school wide edline</p>	<p>Monitor RTI progress, K-8</p> <p>Data check points of formative and summative assessment</p> <p>Ongoing school to community communication through Edline</p> <p>Monitor implementation of new reading and math programs</p> <p>Continue to meet with the PLA committee on bi-monthly basis</p> <p>Continued K-12 curriculum alignment</p> <p>Continued K-12 staff and school improvement committee meetings</p> <p>Ongoing use of Homework Zone to facilitate student success</p>	<p>Analyze MEAP data with HISD to determine success of interventions</p> <p>Ongoing school to community communication through Edline</p> <p>Parent-Teacher Conferences</p> <p>Transitional “shadow day” for students going into sixth and ninth grades next fall</p> <p>Awards Night for MS and HS students and their parents</p> <p>Ongoing parent communications, i.e., FAFSA night to explain financial aid forms for parents with students going to college</p> <p>Continued K-12 staff and school improvement committee meetings</p> <p>Ongoing school to parent communication newsletters</p>

	<p>Parent Edline night to explain the process to the parents</p> <p>Ongoing use of Homework Zone to facilitate student success</p> <p>Ongoing schedule parent communications for student failures and successes</p> <p>Implement 6-8 RTI</p> <p>Ongoing K-12 breakfast program</p> <p>K-12 Open House to facilitate successful transitions</p> <p>Parent-Teacher Conferences</p> <p>Continued K-12 staff and school improvement committee meetings</p> <p>Ongoing school to parent communication newsletters</p> <p>Professional Development – Failure is Not an Option Overview</p>	<p>Ongoing schedule parent communications for student failures and successes</p> <p>Ongoing K-12 breakfast program</p> <p>Ongoing school to parent communication newsletters</p> <p>Ongoing use of Data Director</p>	<p>Monitor RTI progress, K-8</p> <p>Ongoing use of Data Director</p> <p>Analyze success of new math and reading programs</p> <p>Ongoing K-12 breakfast program</p>
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The following represents the culmination of our Reform/Redesign Plan for Year 3:

SUMMER	FALL	WINTER	SPRING
<p>Comprehensive HISD and PLA committee led monitoring of years one and two to determine necessary modifications of plan</p> <p>Ongoing supervision of all implemented programs</p> <p>Ongoing school to parent communication newsletters</p> <p>Summer School – Grades 6-8</p>	<p>Ongoing school to parent communication newsletters</p> <p>Continued K-12 staff and school improvement committee meetings</p> <p>Monitor RTI progress, K-8</p> <p>Ongoing use of Data Director</p> <p>K-12 Open House to facilitate successful transitions</p> <p>Parent-Teacher Conference</p> <p>New student/parent orientation night</p> <p>Ongoing K-12 breakfast program</p> <p>Professional Development – Failure is Not an Option Overview</p>	<p>Ongoing school to parent communication newsletters</p> <p>Continued K-12 staff and school improvement committee meetings</p> <p>Data check point of formative and summative assessments</p> <p>Monitor RTI progress, K-8</p> <p>Ongoing use of Data Director</p> <p>Ongoing K-12 breakfast program</p>	<p>Ongoing school to parent communication newsletters</p> <p>Ongoing parent communications, i.e., FAFSA night to explain financial aid forms for parents with students going to college</p> <p>Analyze MEAP data with HISD to determine success of intervention strategies</p> <p>Continued K-12 staff and school improvement committee meetings</p> <p>Monitor RTI progress, K-8</p> <p>Ongoing use of Data Director</p> <p>Parent-Teacher Conference</p> <p>Ongoing K-12 breakfast program</p>

Camden Frontier Middle School annual goals for student achievement on the State's assessment in both reading/language arts and mathematics.

MEAP Reading data from fall 2009

CLASS	C-F READING PERCENT PROFICIENT	STATE READING PERCENT PROFICIENT	PERCENT OF INCREASE C-F TARGET
Grade 6 (class of 2016)	80%	88%	18%
Grade 7 (Class of 2015)	67%	82%	9%
Grade 8 (Class of 2014)	83%	83%	18%

- A. Camden-Frontier Middle School will improve student skills in all MEAP reading strands, with special attention given to R.WS.02 (Context Clues), R.NT.02 (Genre), R.NT.02 (Importance of Dialog), R.NT.04 (Literary Devices), R.IT.03 (Author's Use of Text Features), R.CM.01 (Connecting Personally to Literature), R.CM.02 (Summarization), and R.CM.03 (Global/ Universal Truths in Literature in order to achieve 80% proficiency level in grade 6 and 86% in grades 7 and 8 over the next three years.

MEAP Math data from fall 2009

CLASS	C-F MATH PERCENT PROFICIENT	STATE MATH PERCENT PROFICIENT	PERCENT OF INCREASE C-F TARGET
Grade 6 (class of 2016)	83%	82%	5%
Grade 7 (Class of 2015)	61%	82%	5% *
Grade 8 (Class of 2014)	46%	70%	5% *
*Rationale is that there was a decrease overall in the state			

- B. Camden-Frontier Middle School will improve student skills in all MEAP mathematics strands, with special attention to N.MR and N.FL (Fractions), M.TE and A.PA (Geometry/ Area), A.PA.06 (Linear Functions), N.ME (Decimals), D.AN (Using Data and Statistics) in order to achieve 80% proficiency in grades 6 and 7, and 86% in grade 8 over the next three years.

Timeline describing how this process was conducted within the LEA.

Stakeholders: students, parents, family/community members, teachers/staff, administrators, board members, HISD have participated in the following activities:

- August 16, 2010 – Notified by MDE that Camden-Frontier Middle School was identified as one of the bottom 5% performing schools in the State of Michigan
- August 16, 2010 – Board of Education regular meeting – discussed strategies for completing the Reform/Redesign Model. PLA Committee will include staff, parents, administration and board members.
- August 17, 2010 – Brent Watkins (K-8 Principal) and Scott Riley (HS Principal/Superintendent) watched a webinar on how schools were identified as being part of the bottom 5%
- August 24, 2010 – Brent Watkins, Scott Riley, and Renee Marshall (Title Director) attended the Technical Assistance Plan offered by the State Reform/Redesign
- September 8, 2010 – CFEA met with Mary Halley (MEA UniServ Director 3-G) to discuss the process of working on issues with Priority Schools
- September 13, 2010 – CFEA, Administration met with Frank Ciloski (MEA – Professional Development Consultant) to discuss the expectations in preparing the School Improvement Grant
- September 15, 2010 – Camden-Frontier Schools PLA Committee organizational meeting. Reviewed data to determine the goals of the Reform/Redesign Model
- September 17, 2010 - Camden-Frontier Schools PLA Committee attended the Technical Assistance Meeting in Lansing. The goal is to submit a successful redesign plan.
- September 27, 2010 - Camden-Frontier Schools PLA Committee meeting – continued to work on the Reform/Redesign Model. Sub committees were formed to complete the required sections in the Reform/Redesign Model
- October 6, 2010 - Camden-Frontier Schools PLA Committee meeting – put together a rough draft of the Reform/Redesign Model.
- October 11, 2010 – PLA Committee met with Sam Ewing & Marie Miller (educational consultants) to review Reform/Redesign Model application. It was strongly recommended that we research external service providers to assist with the Reform/Redesign Model application.
- October 12, 2010 – met with Pat Dillon (Hillsdale ISD) to discuss external service providers.
- October 13, 2010 – phone conversation with Skip Daley (Hope Foundation) and emailed a copy of the Reform/Redesign Model rough draft.
- October 14, 2010 – CF Board meeting – reviewed rough draft presented by the PLA Committee.
- October 15, 2010 – Submitted Reform/Redesign Plan to MDE
- October 29, 2010 – Feedback from rough draft received – Notified that this is not an SIG, it is the Reform/Redesign Plan.
- November 1-15 – Several meetings with PLA committee to change SIG to Reform/Redesign Plan.

- November 16, 2010 – Final Reform/Redesign Plan submitted to MDE
Camden-Frontier Middle School's MEAP results for the last three years:

SUBJECT AREA: READING

Grade 8

Year	% "1"	% "2"	% "3"	% "4"
2007	23.0%	42.0%	21.0%	15.0%
2008	24%	41%	19%	16%
2009	27%	56%	17%	0%

SUBJECT AREA: READING

Grade 7

Year	% "1"	% "2"	% "3"	% "4"
2007	7%	54.0%	20.0%	20.0%
2008	15%	62%	13%	10%
2009	14%	53%	17%	17%

SUBJECT AREA: READING

Grade 6

Year	% "1"	% "2"	% "3"	% "4"
2007	34.0%	51.0%	12.0%	2.0%
2008	31%	51%	9%	9%
2009	28%	53%	20%	0%

SUBJECT AREA: MATHEMATICS

Grade 8

Year	% "1"	% "2"	% "3"	% "4"
2007	33.0%	40.0%	17.0%	10.0%
2008	22%	41%	22%	16%
2009	15%	32%	37%	17%

SUBJECT AREA: MATHEMATICS

Grade 7

Year	% "1"	% "2"	% "3"	% "4"
2007	22.0%	49.0%	29.0%	0.0%
2008	26%	59%	15%	0%
2009	11%	50%	36%	3%

SUBJECT AREA: MATHEMATICS

Grade 6

Year	% "1"	% "2"	% "3"	% "4"
2007	31.0%	44.0%	22.0%	2.0%
2008	36%	42%	17%	6%
2009	40%	43%	13%	5%

A Brief Overview of Programs Already Implemented at Camden-Frontier Schools Since 2009-2010

- Middle School Summer School
- K-12 Staff Meetings Focusing on Curriculum Alignment, Differentiated Instruction, Power Standards and Data Driven Decision Making
- K-12 Curriculum Alignment Meetings
- Changed Administration Configuration – K-8 Principal
- Data Director
- PD for all staff on Implementing Technology in the Classroom
- Parent/Community Newsletters Mailed Out Quarterly
- Edline
- K-12 Course Audit
- Academic Awards Night for all MS and HS students
- K-12 Breakfast Program in the Classrooms
- Homework Zone
- Seminar Period for Extended Learning Opportunities
- Team Building Retreat for Staff and Administration
- Good News cards/Failure Notifications to Parents
- Parent-Teacher Conferences
- RTI Training
- Progress Reports
- Positive Behavior Incentives for Students
- Increased Professional Development Time
- Training on Differentiated Instruction
- FASFA Night for Parents

July **2010-11 Calendar**

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

August

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

31 - 1/2 day P.D.

T = 0.5

S = 0

September

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

1 - 1/2 day P.D./ 2 - Full Day P.D.

6 - Labor Day

7 - 1st Day of School

27 - No School - P.D. (full day)

28 - No School - Fair Day

T = 18.5

S = 16

October

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

27 - 1/2 Day P.D.

T = 21

S = 20 + 1 (1/2)

November

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

5 - End Of Marking Period(42 Days)

**10,11 - 1/2 Day - P.T. Conf.

12 - No School

24-26 Thanksgiving Break

T = 19 (inc. + 1 for P.T. conf)

S = 17 + 1(1/2)

December

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

Dec. 22 - Jan. 3 - Winter break

T = 15

S = 15

** P.T. Conf. = 2 days

January

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

4 - School Resumes

21 - End of Semester (40)

21 - 1/2 day students/full day staff

T = 20

S = 19 + 1(1/2)

February

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

14 - 1/2 day students/full day staff - P.D.

T = 20

S = 19 + 1(1/2)

March

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

**31 - End of Marking Period (48)

30,31 - 1/2 Day - P.T. Conf.

31 - 1/2 day students

T = 24 (inc. + 1 for P.T. conf)

S = 22 + 1(1/2)

April

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

1 - No School

4-8 Spring Break

22 - No School - Good Friday

T = 14

S = 14

May

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

27 - 1/2 Day - Last Day

29 - Graduation 2:00 p.m.

30 - Memorial Day

May 31 = weather make-up

June 1 = weather make-up

T = 20

S = 19 + 1 (1/2)

June

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

T = 172 Days

S = 161 Full Days + 6(1/2)

Addendum to CFEA Contract

This agreement is entered on the 15th day of November, 2010, by and between the Camden-Frontier Education Association, MEA/NEA (the Association); and the Camden-Frontier Schools and the School District Board of Education the (Board).

Whereas, the Association and the Board agree to language that addresses teacher evaluation as it relates to the Reform/Redesign Plan for Camden-Frontier Middle School.

1. The current evaluation tool and process will be used. Rigorous, transparent, and equitable evaluation systems for teachers will be used that take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased middle school attrition rates. These may include (as negotiated):
 - i. Student work, and/or lesson plans
 - j. Unit work, and/or
 - k. Student assessments
2. Student data is utilized in "Addressing Curriculum and Teaching/Learning Standards" section.
3. The data utilized may include:
 - l. STAR testing (6-8)
 - m. MEAP
 - n. Local Assessments
 - o. Other data as mutually agreed upon
 - p. Department Common Assessments
4. Data used will solely be based on growth while in the particular teacher's class. Student growth means the change in achievement for an individual student between two or more points in time. Some student data can be excluded based on a set of agreed-upon criteria as negotiated.
5. Special consideration will be given to locally developed assessments which measure growth in the prescribed curriculum for the course.
6. Evaluations will be designed and negotiated between the Board and the Association. Principal and teacher involvement will be utilized as part of the development process.

Whereas, the Association and the Board agree to the following language that relates to the Reform/Redesign Plan for Camden-Frontier Middle School.

7. To identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement, we agree to the following: using 2009-2010 as our baseline year, if the MEAP reading and math scores at the middle school level increase by five percent (5%) during the 2011-2012 year, each teacher in the middle school building will receive a \$100 gift card to a local establishment. If an additional five percent (5%) increase in both areas occurs in the 2012-2013 school year, an additional \$100 gift card will be awarded to each teacher in the middle school. If an additional five percent (5%) increase occurs in the 2013-2014 school year, an additional \$100 gift card will be awarded to each teacher in the middle school. In each of the above-stated years that the middle school reading and math scores increase by ten percent (10%) or more, the local gift card will be valued at \$125 for each staff member.

8. Teachers for the 3 week Summer School Program in August shall be paid \$25/hour. Title I Director and Title I Intervention teachers will be required to work the program as part of their contracted work time substituting the number of days worked in summer (15) equally for a day in regular calendar year. "Substituted" days are as scheduled by Title I Director and Superintendent based around activities in student calendars to avoid interruptions of student learning (example: MEAP testing days). Teaching assignments for the increased learning times shall be optional for the teacher and will follow normal posting requirements.

9. The Association and Board agree to add to Article IX, p. 13, Section B (Transfers) an item #3 that states that "staff can be involuntarily transferred after being given ample opportunities to improve their professional practice and have an unsuccessful conclusion of the professional improvement plan." Ample opportunity is defined as evaluation, quality paid professional development, then an additional semester of teaching in which to practice new techniques. This provision will apply as long as it does not result in a layoff or violate any related contractual staffing language.

This entire letter of agreement is subject to the receipt of a SIG by Camden-Frontier Middle School. In the event that Camden-Frontier does not receive this money, or at the conclusion of the grant period, this agreement is null and void.

For the Association: Kelly Y Cook Date: 11-15-10
 For the Association: Rochele McNeil Date: 11-15-10
 For the Board: Spencer Vincent Date: 11-15-10
 For the Board: Mich Vanal Date: 11-15-10