



Reform Redesign Report

Aberdeen Elementary
Grand Rapids Public Schools

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Grand Rapids, MI 49505-3817

TABLE OF CONTENTS

Introduction	1
Executive Summary	
Introduction	3
Description of the School	4
School's Purpose	5
Notable Achievements and Areas of Improvement	7
Additional Information	8
Transformation Redesign Diagnostic	
Introduction	10
PART A: REFORM TEAM PERSONNEL	11
PART B: TEACHING AND LEARNING PRIORITIES	12
PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS	14
PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES	21
PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT	23
PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT	26
Assurances Report	
Michigan Department of Education Assurances	29
Priority Assurances	29

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Aberdeen's School currently has 199 students. Eleven students are bi-lingual. With 109 males and 90 female students in grades k-5th grade.

Aberdeen is located in the Community Creston Neighborhood Association, business area,

Free Lunch 154 77%

Reduced Lunch 14 7%

No Assist 31 16%

Location 928 Aberdeen NE, Grand Rapids MI 49505

Changes in the last three years have been a continued staff turnover.

School's Purpose

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

VISION STATEMENT

The GRPS will be a place where ALL students become educated, self-directed, and productive members of society.

Upon graduation, all students will be:

Educated, and therefore able to:

- Apply skills and knowledge learned from a rigorous and relevant core curriculum.
- Demonstrate proficiency in current technologies.
- Transfer career and employability skills across multiple settings.
- Pursue life-long learning to succeed in a changing global community.

Self-Directed and therefore able to:

- Use a high degree of self-awareness to facilitate making life-directing decisions.
- Identify and initiate career-appropriate post-secondary options.

Productive, and therefore able to:

- Appreciate and respect cultural and individual diversity.
- Actively participate as productive members of a democratic society.

Graduates will meet the specific credit requirements as defined by the rules of this policy. These requirements will meet or exceed the minimum graduation requirements as defined by the State of Michigan.

MISSION STATEMENT

The mission of the GRPS is to ensure that ALL students are educated, self-directed and productive members of society by:

- Ensuring the achievement of high academic standards by ALL students leading to on-time graduation;
- Providing rigorous, high-quality instruction supported by an environment conducive to learning;
- Equipping students to successfully meet the demands of a workforce in a technological and global society;
- Involving parents and community;
- Providing a safe and secure environment conducive to learning.

BELIEF STATEMENT

We believe that Aberdeen Elementary School must have a dedicated staff with a structured program that supports high expectations and strong family commitment. Staff must encourage good choices and best efforts from all students.

We believe that our school must have a safe, orderly and consistent learning environment.

We believe that each staff member is responsible for providing a safe, nurturing, respectful environment where all students can develop socially, emotionally, and academically.

Our school embodies the belief statements through the implementation of family nights, PBIS, and collaborative staff planning at PLCs.

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.

We have a newly remodeled cafeteria with PBIS booth sections students can win for a week. We have added a 7th grade this year. Our PTG group has had an increase in parent involvement.

Over the next three years Aberdeen is striving to achieve an increase academic achievement through Questioning (Text Dependent Questions) and Quality Feedback.

Additional Information

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

Aberdeen will be adding 8th grade for the 2013-2014 school year to complete its transition to a K-8 program.

Transformation Redesign Diagnostic

Introduction

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

PART A: REFORM TEAM PERSONNEL

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

Mel Atkins II-Executive Director of Community and Student Affairs, atkinsme@grps.org

Leanne Lange-Elementary School Reform Facilitator, langel@grps.org

Cynthia Peck-Secondary School Reform Facilitator, peckc@grps.org

Lorraine Graff, Principal, graffl@grps.org

Sandra Glupker, Kindergarten Teacher, glupkers@grps.org

Mary Kuiper, Resource Teacher, kuiperm@grps.org

Julie George, 5th Grade Teacher, georgej@grps.org

Keri Shivlie, 7th Grade Teacher, shivliek@grps.org

Kelly Hoard, Aberdeen Parent, mrhoard@comcast.net

James Morse (MDE/MSU) Intervention Specialist, jamesemorse@aol.com

Susan Brummel KISD School Improvement Facilitator, susanbrummel@kentisd.org

Parent/Community Member(s)

PART B: TEACHING AND LEARNING PRIORITIES

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

The plan is to implement the Priority Plan at the on set of the 2013-14 school year.

In an effort to improve students achievement, the Aberdeen school day will be extended to provide increased learning time for both students and adults. Within this extended time we will implement two specific strategies, text dependent questioning and quality feedback. These instructional strategies were selected through our data and will be supported through our work in PLCs.

Our second big idea is the use of Professional Learning Communities (PLCs) to provide collaborative time for teachers to work on improving instructional practice which will ultimately improve student achievement.

School wide implementation of text dependent questioning as a strategy to improve student achievement. Teachers will use text dependent questioning to: probe student understanding, tap into prior knowledge to connect to new learning, drive instruction, facilitate discussions, delve into deeper understanding and engage students. Administrator and Instructional Leadership team will monitor oral and written text dependent questioning during the Learning Walk process. Administrator will monitor through written conference logs, and checklists. Data will be shared and discussed with teachers and whole staff to continue to improve and master feedback with students. PLCs will be used for staff members to work collaboratively on text dependent questions and peer to peer coaching. Professional Development will be provided to help staff members with text dependent questions.

School wide implementation of quality feedback as a strategy to improve student achievement. Teachers will use feedback to progress students in the learning process and improve achievement. Administration and Instructional Leadership Team will monitor oral and written feedback through learning walks. Administration will monitor written implementation through conference logs from teachers in the area of reading and writing and teacher data sheets. Also, planned observations by administration will be used. Data will be shared and discussed with teachers and whole staff to continue to improve and master feedback with students. PLCs will be used for staff members to work collaboratively on feedback and peer to peer coaching. Professional Development will be provided to help staff members with feedback.

State what data were used to identify these ideas.

As a team, we looked at Aberdeen MAP and MEAP data to determine a pattern in our progress. In our data, we noticed that we grow at the same rate overall as the district and NWEA, as measured by the NWEA MAP test. Our concern is that at this rate we will never close the achievement gap. NWEA MAP data shows us that 44 % of our students are meeting their personal RIT target however there is a 20 point gap between this target and the College and Career Readiness target.

When we examined our MEAP data, we looked for common strands across grade levels and at which areas students scored the lowest.

According to our MEAP data our areas of largest deficit were Informational text and Math connections (reasoning).

Our data showed overall students struggled the most in mathematical connections. Looking at grades 3-5 over the last 4 years, we see that students' average correct answers in this section to be 50.6 %.

Similarly, students in grades 3-5 over a 4 year period struggle the most in informational text. On average students correctly answer

53.7% of the informational text questions.

We selected research based strategies that we felt would meet the needs of our population based on this data. Using the book "Visible Learning: A synthesis of over 800 Meta-Analyses relating to achievement" by John Hattie, we identified researched based strategies that would help us make greater gains in student achievement. Feedback was found to be one of the most powerful influences on student achievement. This will help us close the gap in student achievement. In addition, it was determined from the data that the district viewed that there is a need for using text dependent questioning to increase student reading comprehension to the level that the Common Core State Standards demands.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

Each Transformation School will create a Re-design Team to represent their school community. This team will include staff, parents, and community members. Included on this team will be the Rapid Improvement principal who will be hired or maintained to create a context and environment that promotes urgent change.

At Aberdeen Elementary, Lorraine Graff was hired as the principal on 7.25.12. Mrs. Graff will remain as the principal at Aberdeen Elementary; in addition to meeting the criteria established in the Rapid Improvement Principal Job description

Job Summary

As the leader of the school leadership team, the Elementary (K-8) Principal works collaboratively with the building leadership team and all staff promoting student achievement through exemplary teaching and learning, developing and implementing a clear mission and ensuring the development and implementation of the School Improvement Plan.

Job Functions

- Demonstrated successful experience in teaching and/or leading significant improvements in student learning as measured by previous administrator's evaluations and student achievement data.
- Organize, lead, and account for the implementation of LearningWalks.
- Organize, lead, and account for the implementation of Professional Learning Communities Teams (PLC's) for all content areas
- Ensure that the Governance Board and/or Data Dialogue Process is implemented with fidelity.
- Organize, lead, and account for implementation of Professional Development including but not limited to Common Core State Standards and the District's Academic Plan.
- Monitor and provide timely feedback including but not limited to GradeBook/PowerSchool, focusing on the use of Common Assessments, Common Syllabi and appropriate pacing.
- Possess a deep knowledge of teaching and learning as described in the GRPS Evaluation Process.
- Organize, lead and account for implementation of an assessment plan that provides for incremental improvement.
- Implement rigorous, transparent, and equitable evaluation systems for teachers and staff that take into account data on student growth as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice.
- Organize, lead and account for staff using student achievement data to inform and differentiate instruction.
- Establish schedules and implement strategies that provide for extended learning time for students.
- Provide appropriate social-emotional and community-oriented services and supports for students
- Provide ongoing mechanisms for family and community involvement.
- Develop and maintain community partnerships that enhance and support instruction leading to student achievement.
- Lead, organize and implement the School Improvement planning process.
- Facilitate and lead Data Dialogue and SIP plan.
- Facilitate and lead one on one teacher meetings and Learning Walks.

The priority team will be responsible for meeting twice a month on one or more of the items below:

Professional Development Planning

Professional Development Implementation

Data Collection and Analysis of strategies

Revising the redesign plan as needed by analyzing data

Peer to Peer Coaching

The priority team was selected to represent the span of grade levels Aberdeen offers. Teacher strengths as instructional leaders played a part in their selection.

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

Grand Rapids Public Schools developed and implemented a new teacher and administrative evaluation process during the 2011/12 school year. The evaluation process includes student growth measures which meets the requirements set forth by this model. Student growth will account for 25% in 2013/14, 40% in 2014/15 and 50% by 2015/16. Growth is measured by: MEAP, MAP and ELPA. Written evaluation, professional development participation, and attainment of goals accounts for the 75% in 2013/14, 60% in 2014/15 and 50% by 2015/16.

The GRPS Evaluation Model:

- Supports the GRPS' Academic Plan and is a part of the Performance System

- Strives for high degrees of validity and reliability as it is designed on best practice and research by an objective third party (Cambridge Education and Basis Policy Research)

- Provides a process that aligns student growth targets, academic strategies, professional development/research, goal setting, and observations to continually learn how to increase instructional effectiveness

- Meets district focus on learning and legislative requirements (Michigan Council on Educators' Effectiveness - Executive Order No. 2012-3 found at www.michigan.gov/mde/0,4615,7-140-22709_57992---,00.html and Michigan Revised School Code 380.1249 and 380.1250)

GRPS is focused on the Danielson evaluation system that supports adult learning to inform the instructional core and student success. This learning is organized by the Performance System which has 3 components comprised of professional development, research and evaluation.

GRPS believes

- High quality professional development should meet the needs of teachers, be differentiated, anchored in classroom work, be implemented, and have follow-through. Goal setting is tied to professional development.

- Research is another angle of learning that informs our thinking from a theoretical level that helps the system ask questions about the instructional core.

- Evaluation is about learning. It is a process and tool that provides data and evidence that measures effectiveness of practice and strategies for quality student learning.

Reform Redesign Report

Aberdeen Elementary

-Performance issues need to be addressed in a systematic and timely manner with opportunities for improvement with professional development and demonstrated application.

For 2012-13, GRPS is building the capacity of the system in the following ways.

- Engage educators (teachers, principals, paraprofessionals, coaches, central office, HR, etc.) in a process to inform the Danielson Evaluation Model
- Set goals tied to the Academic Plan including professional development with implementation
- Standardize classroom observations
- Self-reflection process

Implementation Plan for the Grand Rapids Evaluation Model

2011-12

- All tenured or eligible for tenure staff are evaluated annually
- Evaluations must be based on multiple observations
- Evaluation process is complete on-line using STAGES
- Probationary period for teachers who have not earned tenure in another district is increased to five years
- All probationary teachers and minimally and ineffective teachers must have an IDP (Individual Development Plan)
- State mandates ineffective, minimally effective, effective, and highly effective must be used as the performance rating categories.

What's New for 2012-13

- Student growth measures/data will focus on the school and district level and account for 15% of the overall rating of probationary staff, tenured staff, building administrators, central office administrators and staff with performance concerns
- Basis Research and the MDE will continue to study impact and reliability of student growth data attributed to individual teachers
- Cambridge Education will provide training for individuals conducting classroom observations
- Professional development is linked to IDP or goals
- Review of teacher's lesson plans will be part of classroom observations
- Use of pre and post observation forms to increase self-reflection
- The Tenured Evaluation Process includes teacher providing evidence of growth towards goals

Work to be done during 2012-13

- Ongoing development and design of the evaluation model that engages employee groups
- Develop performance rubrics for counselors, ancillary staff, school administrators, and central administrators, etc.
- Define the common measure/criteria for each evaluation group. For example: self-contained regular ed teachers, departmentalized teachers in core subjects, departmentalized teachers in non core subjects, center based teachers, school principals, central office administrators, etc.
- Determine performance metrics for each evaluation group and create criteria for each performance rating: ineffective, minimally effective, effective, highly effective.
- Develop student growth measures for teachers in non-tested subjects or grades, i.e., PE, music, art, etc.

2013-14

State required 25% of evaluation rating must be based on student growth
Ongoing development and design of GRPS evaluation model

2014-15

State required 40% of evaluation rating must be based on student growth
Ongoing development and design of GRPS evaluation model

2015-16

State required 50% of evaluation rating must be based on student growth

Ongoing development and design of GRPS evaluation model

Probationary Evaluation Process

The complete process and timelines can be located in the assurances section.

The Administrator's evaluation is performed by the Executive Director of Middle Schools and K-8 buildings. The time lines and process can be found in the Assurances section.

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

Part of the evaluation process for administrators and teaching staff is to review the academic progress of students. Following the guidelines set forth within the evaluation process documents, staff can be removed if student achievement continues to struggle year after year. Per the GRPS Teacher Contract, the following process is followed for staff removal:

Probationary Teacher

Step 1 Evaluated throughout the year by at least two observers

Step 2 If minimally effective or ineffective, at the end of the year the employee's evaluator recommends if the employee should be dismissed to Human Resources

Step 3 Human Resources decides if employee will be dismissed or retained

Step 4 Employee may be offered the opportunity to resign

Step 5 If employee does not resign, then the termination process occurs through the Board of Education

Tenured Teacher

Year 1

Step 1 Employee evaluated throughout the year by at least two observers. When the employee's performance is determined to be ineffective or minimally effective, the employee will be evaluated using the Growth and Assistance Process that includes an IDP

Step 2 End of the year employee's evaluator recommends if the employee should be dismissed to Human Resources

Step 3 Human Resources decides if employee will be dismissed. (Because of tenure law it is very rare case that a Tenured Teacher would be dismissed after one year)

Year 2

Step 1 Employee evaluated throughout the year by at least two observers using the Tenured Growth and Assistance Process that includes an Individual Development Plan (IDP)

Step 2 If minimally effective or ineffective, at the end of year two, the employee's evaluator recommends if the employee should be dismissed to Human Resources

Step 3 Human Resources decides if employee will be dismissed or retained

Step 4 Employee may be offered the opportunity to resign

Step 5 If employee does not resign, then the termination process occurs through the Board of Education

Reform Redesign Report

Aberdeen Elementary

Administrator

The following process is followed for administrative removal:

Step 1 Notified by supervisor of performance concerns

Step 2 Plan of Assistance and goals are developed including additional coaching and/or training, and/or mentoring

Step 3 Meetings occur in January, February, March, and April and progress towards goals and student achievement data are discussed and monitored

Step 4 If ineffective or minimally effective at the end of April, the Superintendent decides if the administrator will be retained or terminated

Step 5 Administrator may be given the opportunity to resign

*If the administrator had tenure with the District as a teacher, can bid into a teaching position

Step 6 If employee does not resign, then the termination process occurs through the Board of Education

Teachers will learn about the reward system at the beginning of the school year. Rewards for teachers who meet the evaluation guidelines for student achievement based on the CCR growth targets on the NWEA MAP, will be recognized biannually at staff meetings as well as the monthly school newsletters. In addition, we are seeking the help of the community for additional resources to reward staff members.

Evaluation will be based on the Danielson rubric which outlines clear goals for satisfactory performance.

The administrator is certified in evaluation through Cambridge Education to ensure evaluations are completed with fidelity. The plan for removing personnel who are not making gains is clearly defined in section 2.

The Administrator is responsible for implementation of this process.

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

Aberdeen will participate in Professional Learning Communities (PLCs) and building-wide LearningWalks as a means to observe teaching practices and student learning in order to identify professional development needs for the staff.

Prior to the start of the school year, in August, staff will meet to look at math and reading data from the previous year to establish specific needs of classrooms. Staff will focus in the area of Text Dependent Questioning and Feedback to establish good practice in each area and ensure implementation. Job-embedded professional learning activities will include Professional Learning Communities (PLC), Learning Walks, and Data Dialogues. In addition to the 1st and 3rd Monday PLCs we are currently having, we will add the 2nd and 5th Mondays for PLCs. We will focus on reflection and sharing of students' work, discussion of teaching practices, and scaffolding to student and teacher practice. Staff evaluations and student performance will drive teaching practices chosen for PLCs. Staff will continue evaluating and discussing Text Dependent Questioning and Feedback strategies in monthly PLC. Skilled teachers will mentor others by sharing their practices in PLCs. Using the book "Visible Learning: A synthesis of over 800 Meta-Analyses relating to achievement" by John Hattie, we identified researched based strategies that would help us make greater gains in student achievement. Feedback was found to be one of the most powerful influences on student achievement.

Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.

Increase opportunity for promotion and career growth

Increased opportunity for promotion and career growth is strongly encouraged in GRPS. All teachers are able to take advantage of course reimbursements of up to 6 credits per year for professional development and exploration. These reimbursements allow teachers greater development in their current instructional practices and in opportunities for school leadership. Administration can also take advantage of course reimbursements of up to 6 hours per year.

Flexible Working Conditions

Teachers at Aberdeen work in flexible ways to plan and collaborate around student work, lesson planning and data analysis. Teachers are designated 180 minutes monthly to plan during the school day (sub provided) or after school for additional pay. Most teachers meet with grade level colleagues to plan for instruction and look at student data. Teachers also meet in grade level teams 3 times yearly to analyze data in reading, writing and math within our Data Dialogue meetings. During these data dialogue meetings, we set new learning targets, discuss effective instructional strategies and plan for improved student outcomes. Teachers meet, as needed, to look at data and student progress around individual students in accordance to our Student Success Team process. During this meeting we look at intervention data, assess data on new students and work collaboratively with our special education staff and general education teacher to fine tune instruction for students needing additional support. Teachers also work in PLC structures after school to gain and practice new skills and competencies in the area of questioning during read alouds and shared reading.

Individual Professional Development Plans

Individual Development Plans are carefully considered for teachers who are viewed as "marginally effective or ineffective" by any building administrator. These plans follow the evaluation process and outline a specific course of action to help develop competencies in the areas of planning and preparation, classroom management, instruction and professional responsibilities. Plans are monitored according to the attached evaluation plan outlined in the assurances section of this document and above in question 2.

Mentoring

The process to support new teachers includes orientation, mentors, and professional development as part of their overall induction. This process is coordinated and monitored by a full time released New Teacher Mentor Coordinator, and through Human Resources by the Human Capital Facilitator.

New hires attend three (3) days of orientation before the beginning of the school year. The New Teacher Orientation is designed to provide information to new hires at the district, division, and school levels. New hires participate in training during the orientation on the District instructional models, professional development requirements, classroom management, technology, assessment, and evaluation. Teachers hired after the start of school receive new teacher orientation using a blend of face to face and on-line learning. Throughout the year professional development is provided for new hires by the District New Teacher Mentor Coordinator and through District Professional Development.

The process to support new teachers includes a full time released New Teacher Mentor Coordinator, a Mentor Notebook, and professional development for mentors. The New Teacher Mentor Coordinator assists Principals in matching eligible new hires with a mentor and provides professional development to mentors on how to best support new teachers. The District has developed criteria for principals to use in selecting mentor. A Mentor Notebook is provided to all mentors.

Aberdeen provides all staff members with an Aberdeen Staff Handbook which outlines the procedures and processes specific to Aberdeen. This handbook is presented to the staff at staff meeting in the beginning of the school year. We use the jigsaw reading strategy along with group work to present the information in the handbook to the staff.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

During the 2011/12 school year, Planning Teams from both K-8 and K-5 Schools worked on developing an Academic Plan using district-wide data in reading and math to identify instructional strategies to implement in the classroom. For Middle School classrooms in our K-8 building, Close and Critical reading is the strategy identified to develop higher order thinking skills and to increase reading comprehension across all content areas. The mathematical focus is teaching students to reason with numbers and numerical concepts, making sense about problems and think logically, persevere in problem solving while using mathematical tools to solve problems. The K-5 classrooms will be implementing Text Dependent Questioning to increase student comprehension when grappling with complex text. For grades 2-5, teachers will be following a Five Day Plan which supports and models reading comprehension using a variety of leveled texts which require students to speak and write about text using text-based evidence. Math Facts will be used a minimum of four times a week to increase student's fluency skills in grades K-5.

Analyzing our school data provided insight to our instructional needs. (See data information stated below in the ideas section) Through working with our district Curriculum Coordinators, our curriculum is aligned with the Common Core State Standards. We selected feedback and text dependent questioning as strategies for our instructional focus. We will ensure readiness for implementing these strategies by providing professional development and materials, collaborative time, and a shared rubric to monitor our progress along the way. Feedback will be given both orally and written. In addition, teachers will tie the strategies into the daily goals and objectives from the common core state standards. The goals and objectives will be displayed daily in the classroom and the teacher will refer to these within the lesson.

Data about feedback and text dependent questions along with connections to the common core standards will be collected and monitored through observations, peer to peer observations, learning walks, data dialogue, and in the minutes of our PLCs. Monitoring will be done monthly to ensure implementation with fidelity.

By implementing with fidelity, examining student work collaboratively, and regular monitoring, we will ensure our strategies have a positive impact on student achievement. Based on our research, these strategies will help narrow the gaps in student achievement data when comparing our students by state, local and subgroup scores.

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

The District's K-5 and K-8 schools have a variety of achievement data available to them to help inform instruction: MEAP, NWEA/MAP and ELPA. Each school accumulates perception data from parents, community, students and staff each year as part of the school improvement process. Collective analysis of this data allows each school to determine the most effective plan for differentiating instruction in individual classrooms and building-wide.

At the heart of our transformation model is a reliance on data. Aberdeen teachers must know how to analyze, interpret, and use data so that they can make informed decisions about student learning. As a school, we must invest time and resources in making certain all teachers can access student data, analyze results and utilize informal and formal assessment data at the individual and classroom level. The capacity to gather, organize, discuss, and act on data about student achievement will create a foundation for data driven decision making. Our plan to

promote the continuous use of individual student data includes the following:

Providing professional development prior to the start of the school year that encourages a deep understanding of the growth and achievement data available to help inform instruction: MEAP, MAP, ELPA, DIBELS, Reading Street weekly assessments, EDM unit assessments, District writing assessments, Mastering Math Facts, Weekly constructed response questions, exit slips, and a host of informal assessments teachers regularly use in classrooms. The Instructional Leadership Team and with the support of the building administrator, will provide training in each of the assessments used to measure student progress and academic achievement. Teachers will be supported in this work through collaboration with peers in PLCs and they will have the opportunity to participate in peer to peer observations.

Teachers can use pre and post assessments and formative assessments in Math and Reading to evaluate the individual needs of students and to differentiate instruction. The data will be communicated to the students so that they can invest in their own learning.

Teachers will conference with students and give individual feedback to provide differentiated learning instruction that addresses their learning gaps and individual needs.

Establishing a culture of data use and continuous improvement through systematic use of Data Dialogue Meetings (3-4 times yearly) to support the school system as we foster mutual accountability within and between grade levels, which helps to build a commitment to building-wide initiatives and continuous improvement. Data used during these meetings should reflect system-wide interim assessments (such as DIBELS and MAP) as well as a mix of data representing building-wide strategies identified in the priority school plan (constructed response, writing in response to reading, progress monitoring of numbers and operations/ base 10 and fractions). All classroom and special education teachers will be responsible for accessing, sharing and using data to articulate grade level and student achievements and challenges. The Instructional Leadership Team, with the support of the administrator, will be responsible for facilitating these meetings.

Organizing data in an accessible format and presenting it in a comprehensible manner that impacts learning at the individual student level through a rich infrastructure of intervention opportunities for struggling students. The Child Study Team would meet once monthly with the intervention team to determine programming for students needing additional time and support to master critical reading or math skills. Interventions would be tracked and monitored via this team. Changes to intervention would be driven by individual student outcome data and team discussion. Three times yearly (separate from Data Dialogue) this team would meet with individual teachers and utilize progress monitoring data to track improvement, alter intervention strategies or refer students for further evaluation.

Continued investment in the SWIS system to provide data on problem behaviors that could interfere with teaching and learning at Aberdeen. The Outreach Team will provide support by inputting ODR's, accessing monthly reports and analyzing behavioral data with staff to adjust adult behaviors and actions necessary to create a healthy learning climate at Aberdeen. The team will meet at least twice monthly to review data and prepare for staff discussions.

As part of our PBIS initiative the staff will continue to pass out PAW tickets for positive behavior related to our behavior matrix. There will be a weekly drawing of PAW tickets as an incentive for earning tickets. There will be monthly celebrations throughout the school celebrating students who have met the criteria for the PAW tickets. Our PBIS team will conduct training and review of positive behaviors in 5 common areas so students can meet standards set by the staff. Expectations are posted throughout the building and in all common areas so that students can refer back to them.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

Aberdeen will participate in up to 18 hours of professional development which supports our priority school initiatives. Teachers will participate in job-embedded professional development (such as professional learning communities) within their building every 2nd and 5th Monday of the year during the months of September through June during the regular school calendar. For the 2013/14 school year this could be approximately 11 sessions of this professional development. This amount will vary from year to year based on the calendar. The estimated amount of time for the 2013/14 school year will be 16.5 hours of additional professional development. This professional development plan is subject to negotiations.

As part of the transformation requirements, increased time for core academic and enrichment activities for all students will be implemented. There will be an increase of up to one hour per school day to support this requirement. This is subject to negotiations.

This increased learning time will be used to target math skills in the area of reasoning and connections and reading in the area of comprehension with focus being given to informational text. Students' MEAP and MAP scores will be used to determine leveled, flexible groupings. Teachers will design targeted lessons that address specific skills based upon MEAP item analysis and NWEA Des Cartes recommendations. Teacher collaborative time will be provided in the PLCs.

Enrichment opportunities will also be available. Currently we offer the after school LOOP program, basket ball, cross country, technology, and Girls on the run. We will continue with these and expand upon them. Adding to what we current offer are enrichment opportunities such as book club, run/walk club, math games club, choir, charm club, drama, dance, arts/crafts, basic Spanish, and community service. These school day enrichment activities will take place weekly or daily depending on the time negotiations. In addition, we will continue to offer the after school LOOP program. LOOP is an after school enrichment program that also offers academic assistance for Aberdeen students. Students participate in such activities as dance, art, academic tutoring and technology.

Regarding additional PD hours for teachers, Aberdeen proposes that teachers will complete two professional development days in August 2013; one focused on Feedback and the other based on using Text Dependent Questioning to increase student engagement which will in turn increase reading comprehension. Additional professional development opportunities to support these strategies will occur throughout the school year.

Also, teachers will be collaborating through Professional Learning Community opportunities 2 hours per month. Topics of these PLC's will include topics such as examining student work in order to monitor progress and make adjustments in teacher practice. Teachers will be encouraged to engage in peer observation of lessons. The effectiveness of the PLC sessions will be monitored through the use of the Depth of Interaction Tool (IFL) and the Strategy Implementation guide.

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

Parent Teacher Community Council (PTCC) is an advisory council on all parent engagement activities that ensures action and accountability for GRPS' 5 Year Strategic Plan and community based priorities.

The goals of the PTCC are to strengthen parent's ability to engage and support student's academic success, foster a climate where parents share ownership in school improvement and academic success, provide a structure for parents to provide leadership in the schools and to foster a climate where parents feel welcomed, respected, and valued as important partners in their student's education regardless of economic level, family heritage, language or educational background.

The responsibilities of the PTCC are:

School Improvement Plan

- Has an understanding of the major points of the school improvement plan.
- Supports 3 issues of school improvement plan yearly
- Formulates action plan and timeline for success of these issues
- Reports regularly to parents about action plan progress

Community Based Priorities

- Creates multiple mechanisms (surveys, forums, etc.) to get community input on the school improvement plan and community priorities
- Addresses at least one key issue of parents/community yearly
- Formulates action plan and timelines for success
- Reports regularly to parents/community about action plan progress

Monthly Educational/Instructional Meetings

- Plans, organizes, attends and runs the monthly informational and educational parent meetings
- Manages the parent incentive program
- Recruits parents to the meetings
- Promote understanding and use of the parent manual/monthly themes
- Reports out to the parents on the action plans
- Plugs Vital Behaviors

Communications

- Creates a welcoming and friendly school atmosphere for parents and visitors
- Encourages friendly competition for parental engagement
- Celebrates engaged parents
- Prepares and distributes information, in the languages of the families, about upcoming events through various means and in a timely fashion

Accountability

- Meeting schedules, minutes, newsletters and membership list are reported to Parent Engagement Office monthly

The staff at Aberdeen firmly believes that family and community engagement is essential to increased student achievement. In an effort to increase the opportunities the staff will offer different activities which allow family and community members to become actively involved in the

Reform Redesign Report

Aberdeen Elementary

redesign plan.

Our engagement plan will consist of opportunities in both communication and activities. The overall planning and implementation of these opportunities will be organized, communicated and monitored by our Parent Action Leader and the building principal. The kick off for the redesign plan will begin in August with our back to school open house.

We will use the 6 types of involvement to reach our parents and help them connect with our school.

In an effort to increase parent involvement, parents will be asked to commit to 2 activities, conferences and building a classroom activity(See attached List of potential parent opportunities) A more comprehensive list will be created by a committee of staff and parents upon approval of the plan.

Newsletters from district PTCC, building will be disseminated monthly. The building will hold a monthly "PAWS with the principal" meeting to give parents and community members a forum during which to ask questions, voice concerns and/or make suggestions. The marquee sign will keep the neighborhood informed about activities happening within the school. Our district robo-call system will be utilized to keep parents informed about upcoming activities and opportunities.

Two-way communication will be enhanced through the use of email, face-to-face contact, monthly classroom and school newsletter highlighting concepts taught, and phone calls. An "Absent Folder" will be maintained in each classroom to ensure that work is made available to students who are absent. Parent-teacher conferences will be scheduled once per semester. Achievement and assessment data will be shared with parents and families four times per year. Individual teachers will schedule additional conferences as needed. Parents will be invited to participate in a satisfaction survey yearly. In an effort to invite community feedback, a suggestion box will be placed at the main entrance of the building. School Climate will be discussed monthly at PTCC meetings. Parents will be encouraged to participate in the School Improvement Plan (SIP). Through the Joyce Epstein research model we will utilize the 6 types of involvement.

Aberdeen will continue to recruit interested parties to serve as tutors and mentors and the LOOP program in addition to working with classroom teachers. These volunteers will also be surveyed regarding school climate and achievement quarterly.

The staff at Aberdeen values the power of learning opportunities between family and students. In an effort to support this, we will conduct 5 family theme nights during the school year. These events will incorporate staff led parent professional development in strategies that can be used at home to support classroom learning. Parents will be given an opportunity to practice the strategy with their students. The district parent handbook will be used as a resource when planning family nights.

Achievement assemblies will be held monthly. Communication will go home inviting family members and others who have a vested interest in the student achievement.

We are reaching out to our community for additional community support.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

Staffing

Aberdeen's building administrator will have the opportunity to meet with any candidates interested in joining our staff prior to placement.

Calendar

Aberdeen develops their calendar of school events which fit into the District's school calendar. Aberdeen is responsible for scheduling are but are not limited to, are: parent teacher conferences, parent/community academic nights and Title I events.

The District, on behalf of Aberdeen is bargaining for changes in the agreement to provide principals greater control over professional learning time for adults and increased learning hours for adults and students.

Aberdeen will determine how they will utilize the following requirements involving professional development and increased learning time:

Up to 60 additional minutes during the school day. This is subject to negotiations. This additional time may include additional instruction in areas students are struggling in, enrichment activities, and MTSS.

Up to 50 additional hours of professional development from July 1 through June 30. This is subject to negotiations. Providing professional development prior to the start of the school year that encourages a deep understanding of the growth and achievement data available to help inform instruction: MEAP, MAP, ELPA, DIBELS, Reading Street weekly assessments, EDM unit assessments, District writing assessments, Mastering Math Facts, Weekly constructed response questions, exit slips, and a host of informal assessments teachers regularly use in classrooms. The Instructional Leadership Team and with the support of the building administrator, will provide training in each of the assessments used to measure student progress and academic achievement. Teachers will participate in job-embedded professional development (such as professional learning communities) within their buildings every 2nd and 5th Monday of the year during the months of September through June during the regular school calendar.

The school will use scheduling practices that support specialized learning needs of specific students or content areas. This will include extended time in math and ELA to help students with mathematical reasoning and reading comprehension. This additional time will be used for strategies such as math games, math manipulatives, and book clubs. The check in/check out system will be used for those students identified on the Superintendent Dropout list. These students were identified as at risk of academic failure and through this process we will reduce the number of students who drop out of school.

The school will budget for resources known to engage students and support achievement, including rewards programs and other mechanisms. Examples may include: Student of the month, prize box, and PBIS monthly celebrations. Incentives provided for learning and behavioral goals have had a positive impact on most students.

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

Each Priority School will be supported in the following ways:

District Representative

- o The District Representative will participate in data dialogues (to build internal capacity), guide schools in the development of a process for monitoring the implementation of the School Improvement Plan by following the Instructional Learning Cycle as defined by MI Excel, participate as a School Support Team (SST) member to review the SIP and set short term goals to improve student achievement, document systemic changes to identify growth and areas for improvement, monitor implementation and review the effectiveness of strategies being implemented through pre and post assessment data analysis.

- o Descriptive data collection on classroom instructional practices as evidenced by classroom observations and LearningWalksSM

- o District Representatives will support Priority Schools to implement and monitor the focus areas within the Academic Plan (see Appendix D) and provide ongoing feedback and guidance.

MSU Intervention Specialist

- o The MSU Intervention Specialist will facilitate data dialogues, participate in the development of processes for monitoring the implementation of the Instructional Learning Cycle from the School Improvement Plan, participate as a member of the SST, document systemic changes to identify areas for improvement and collect descriptive data that supports improved student achievement.

KISD School Improvement Facilitator

- o The KISD School Improvement Facilitator will participate in data dialogues, support school leadership team in the development of processes for the implementation of the Instructional Learning Cycle, pilot the Instructional Learning Cycle which includes instructional strategies in the plan and collect descriptive data on classroom instructional practices as evidence of improved student achievement.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
<p>Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)</p>	<p>Yes</p>	<p>GRPS Teacher and Administrator Evaluations.pdf</p>
<p>Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)</p>	<p>Yes</p>	<p>Pending negotiations, professional development may increase up to 50 hours which may include teacher collaboration (i.e. PLCs). Priority School PD Calendar Template.docx</p>
<p>Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)</p>	<p>Yes</p>	<p>Pending negotiations, we have attached a potential extended learning model which would increase our instructional time up to 45 additional minutes each day. Specific information on how this additional instructional time may be utilized can be viewed under Requirement #8 in our Transformation Redesign Diagnostic. Copy of Increased Learning Time - New Bells.xls</p>
<p>Our school provides additional time to improve student learning and engagement through enrichment activities for students.</p>	<p>Yes</p>	<p>Pending negotiations, increased enrichment opportunities will be determined by the agreed upon extended day minutes. Attached are enrichment opportunities that may be implemented in our building. Possible Enrichment Opportunities.docx</p>

Reform Redesign Report

Aberdeen Elementary

<p>Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.</p>	<p>Yes</p>	<p>Pending negotiations, teacher collaboration may increase up to 38 additional hours throughout the school year. This could look like PLCs, Grade-Level Collaboration or Data Analysis. <u>Teacher Collaboration to attach to Assurances.docx</u></p>
<p>Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.</p>	<p>No</p>	<p>Pending Negotiations, a letter of agreement will be sent to MDE by August 1, 2013.</p>

Grand Rapids Public Schools Evaluation Model
2012-13
For Probationary Eligible for Tenure and Tenured Employees

The GRPS Evaluation Model...

- Supports the GRPS' Academic Plan and is a part of the Performance System
- Strives for high degrees of validity and reliability as it is designed on best practice and research by an objective third party (Cambridge Education and Basis Policy Research)
- Provides a process that aligns student growth targets, academic strategies, professional development/research, goal setting, and observations to continually learn how to increase instructional effectiveness
- Meets district focus on learning and legislative requirements (Michigan Council on Educators' Effectiveness – Executive Order No. 2012-3 found at www.michigan.gov/mde/0,4615,7-140-22709_57992---,00.html and Michigan Revised School Code 380.1249 and 380.1250)

GRPS is focused on an evaluation system that supports adult learning to inform the instructional core and student success. This learning is organized by the Performance System which has 3 components comprised of professional development, research and evaluation.

GRPS believes

- High quality professional development should meet the needs of teachers, be differentiated, anchored in classroom work, be implemented, and have follow-through. Goal setting is tied to professional development.
- Research is another angle of learning that informs our thinking from a theoretical level that helps the system ask questions about the instructional core.
- Evaluation is about learning. It is a process and tool that provides data and evidence that measures effectiveness of practice and strategies for quality student learning.
- Performance issues need to be addressed in a systematic and timely manner with opportunities for improvement with professional development and demonstrated application.

For 2012-13, GRPS is building the capacity of the system in the following ways.

- Engage educators (teachers, principals, paraprofessionals, coaches, central office, HR, etc.) in a process to inform the Evaluation Model
- Set goals tied to the Academic Plan including professional development with implementation
- Standardize classroom observations
- Self-reflection process

Implementation Plan for the Grand Rapids Evaluation Model

2011-12

- All tenured or eligible for tenure staff are evaluated annually
- Evaluations must be based on multiple observations
- Evaluation process is complete on-line using STAGES
- Probationary period for teachers who have not earned tenure in another district is increased to five years
- All probationary teachers and minimally and ineffective teachers must have an IDP (Individual Development Plan)
- State mandates ineffective, minimally effective, effective, and highly effective must be used as the performance rating categories.

What's New for 2012-13

- Student growth measures/data will focus on the school and district level and account for 15% of the overall rating of probationary staff, tenured staff, building administrators, central office administrators and staff with performance concerns
- Basis Research and the MDE will continue to study impact and reliability of student growth data attributed to individual teachers
- Cambridge Education will provide training for individuals conducting classroom observations
- Professional development is linked to IDP or goals
- Review of teacher's lesson plans will be part of classroom observations
- Use of pre and post observation forms to increase self-reflection
- The Tenured Evaluation Process includes teacher providing evidence of growth towards goals

Work to be done during 2012-13

- Ongoing development and design of the evaluation model that engages employee groups
- Develop performance rubrics for counselors, ancillary staff, school administrators, and central administrators, etc.
- Define the common measure/criteria for each evaluation group. For example: self-contained regular ed teachers, departmentalized teachers in core subjects, departmentalized teachers in non core subjects, center based teachers, school principals, central office administrators, etc.
- Determine performance metrics for each evaluation group and create criteria for each performance rating: ineffective, minimally effective, effective, highly effective.
- Develop student growth measures for teachers in non-tested subjects or grades, i.e., PE, music, art, etc.

2013-14

State required 25% of evaluation rating must be based on student growth
Ongoing development and design of GRPS evaluation model

2014-15

State required 40% of evaluation rating must be based on student growth
Ongoing development and design of GRPS evaluation model

2015-16

State required 50% of evaluation rating must be based on student growth
Ongoing development and design of GRPS evaluation model

Probationary Evaluation Process

This process reflects the need to provide unique support for teachers new to teaching and or the district. This process reflects the need to provide more feedback throughout the year on probationary teachers performance in order to support and accelerate effectiveness.

STEP 1 Evaluation Orientation

Due 4th Friday in September

Evaluator meets with probationary staff as a group or individually

Explains evaluation process and steps

Evaluator shares goal setting template

Evaluator will share a IDP (Individualized Development Plan) goal setting template model that includes example goals connected to the Academic Plan

STEP 2 IDP Goal Setting Conference

Due 3rd Friday in October

Evaluator and individual employee meet to finalize IDP goals

Evaluator explains pre-observation form

Sets a date or window of time for first observation

STEP 3 Observation Cycle 1**Due End of November**

Prior to the window of an observation, evaluatee completes pre-observation form and provides observer with a copy of the lesson plan
Evaluator observes the evaluatee for 45 minutes or one class period
Evaluator completes Observation Summary Form based on Danielson Rubric and progress towards goals
Evaluatee completes post-observation Self-Reflection Form
Evaluatee and evaluator meet within 10 working days of the observation and discuss the results of the observation and progress toward IDP goals

STEP 4 Observation Cycle 2**Due End of 1st Semester**

Same protocol as Observation Cycle 1
A trained observer other than the evaluator may do this observation unscheduled

STEP 5 Mid-Year Progress Report**Due by End of 1st Semester**

Evaluator completes Mid-Year Progress Report
Evaluator and evaluatee discuss performance based on rubric
Evaluator and evaluatee discuss progress towards IDP Goals

STEP 4 Observation Cycle 3**Due First School Day in May**

Same protocol as Observation Cycle 1
A trained observer other than the evaluator may do this observation unscheduled

STEP 5 Final Evaluation Summary Conference **Due First School Day in May**

Observer completes end of year Summary Rating Form based on rubric
Observer gives an overall effectiveness rating
Evaluatee provides evidence of attaining IDP goals
Evaluatee receives and overall effectiveness rating
Evaluatee has 5 working days to add comments to evaluation

Tenured Evaluation Process

This process is designed to provide support for a tenured staff member to develop a personalized and reflective approach to professional growth. The process includes goal setting, two cycles of classroom observations, support and feedback. The desire is to have the evaluation process be a learning experience generating success. There may be times where performance issues are identified in which case an evaluator may initiate an Individual Development Plan at any time during the year as needed. The timelines listed below are guidelines.

STEP 1 Evaluation Orientation**Due 4th Friday in September**

Evaluator meets with tenured staff as a group or individually
Explains evaluation process and steps
Evaluator shares goal setting template
Evaluator will share a goal setting template model that includes example goals connected to the Academic Plan

STEP 2 Goal Setting Conference**Due 3rd Friday in October**

Evaluator and individual employee meet to finalize goals
Evaluator explains pre-observation form
Sets a date or window of time for first observation

STEP 3 Observation Cycle 1**Due End of November**

Prior to the window of an observation, evaluatee completes pre-observation form and provides observer with a copy of the lesson plan

Evaluator observes the evaluatee for 45 minutes or one class period

Evaluator completes Observation Summary Form based on Danielson Rubric and progress towards goals

Evaluatee completes post-observation Self-Reflection Form

Evaluatee and evaluator meet within 10 working days of the observation and discuss the results of the observation and progress towards goals

*Any teacher rated ineffective or minimally effective will move to Step 2 of the Tenured Assistance Evaluation Process "IDP Goal Setting Conference"

STEP 4 Mid-Year Self Evaluation Summary Due by End of 1st Semester

Employee completes Mid-Year Self Evaluation Form and submits it to the evaluator

STEP 5 Observation Cycle 2 Due 2nd Friday in May

Same protocol as Observation Cycle 1

A trained observer other than the evaluator, may do this observation unscheduled

STEP 5 Final Evaluation Summary Conference Due 3rd Friday in May

Evaluator completes summary evaluation form based on the Danielson rubric and evaluates progress toward goals

Evaluatee provides evidence of progress towards goals

Evaluatee receives an overall effectiveness rating

Evaluatee has 5 working days to add comments to the evaluation

Tenured Growth and Assistance Evaluation Process

This process reflects the need to provide additional support and feedback to tenured teachers whose previous year's final evaluation rating was ineffective or minimally effective.

STEP 1 Evaluation Orientation Due 4th Friday in September

Evaluator meets with employee individually face to face

Evaluator goes over evaluation process and steps

Evaluator shares Individual Development Plan(IDP) goal setting template

Evaluator identifies areas of concern that IDP goals must be written

Evaluator shares sample IDP Goals

STEP 2 IDP Goal Setting Conference Due 3rd Friday in October

Evaluator consults with evaluatee to finalize IDP goals

Date is set for first observation

Evaluator explains pre-observation form

STEP 3 Observation Cycle 1 Due End of November

Two days prior to observation, evaluatee completes Pre-Observation Form and provides observer with a copy the lesson plan

Evaluator observes the evaluatee for 45 minutes or one class period

Evaluator completes Observation Summary Form based on rubric and progress towards IDP Goals

Evaluatee completes Post-Observation Self-reflection Form

Evaluatee and evaluator meet within 10 working days of the observation and discuss observation and progress towards IDP Goals

STEP 4 Observation 2 Due End of 1st Semester

Same protocol as Observation 1

The observer may be a trained observer other than the evaluator, and may drop in unscheduled to do the observation

STEP 5 Mid-Year Progress Report

Due End of 1st Semester

Evaluator completes Mid-Year Progress Report
Evaluator and evaluatee discuss performance based on rubric
Evaluator and evaluatee discuss progress towards IDP Goals

STEP 6 Observation 3

Due 3rd Friday in February

Same protocol as Observation 1
The observer may be a trained observer other than the evaluator, and may drop in unscheduled to do the observation

STEP 7 Observation 4

Due 3rd Friday in March

Same protocol as Observation 1
The observer may be a trained observer other than the evaluator, and may drop in unscheduled to do the observation

STEP 8 Observation 5

Due 3rd Friday in April

Same protocol as Observation 1
The observer may be a trained observer other than the evaluator, and may drop in unscheduled to do the observation

STEP 9 Final Evaluation Summary Conference **Due First Work Day in May**

Evaluator completes Summary Evaluation Form based on rubric and evaluates progress towards IDP goals
Evaluatee provides evidence of progress towards IDP goals
Evaluatee receives an overall effectiveness rating
Evaluatee has 5 working days to add comments to evaluation

*If a timeline is missed because the employee is out on leave, the timeline and due dates will change to the In Year Tenured Growth and Assistance Evaluation Process and Timeline

In Year Tenured Growth and Assistance Evaluation Process

This process reflects the need to provide additional support and feedback to tenured teachers whose:

1. Evaluator may initiate an Individual Development Plan based on a performance concern at any time during the year as needed.
2. Evaluatee who receives an ineffective or minimally effective on his/her first observation will be placed on this checklist

STEP 1 Evaluation Notification of IDP

Evaluatee receives written notification with reason for IDP
Evaluator meets with employee in person
Evaluator goes over evaluation process and steps
Evaluator shares Individual Development Plan(IDP) and goal setting template and sample
Evaluator identifies areas of concern that IDP goals must address

STEP 2 IDP Goal Setting Conference

No later than 10 Working Days from Step 1

Evaluator consults with evaluatee to finalize IDP goals
Date is set for first observation
Evaluator explains pre-observation form

STEP 3 Observation Cycle 1

No later than 10 Work Days from Step 2

Prior to the window of an observation, evaluatee completes pre-observation form and provides observer with a copy the lesson plan

Evaluator observes the evaluatee for 45 minutes or one class period

Evaluator completes Observation Summary Form based on Danielson Rubric and progress towards IDP Goals

Evaluatee completes post-observation Self-Reflection Form

Evaluatee and evaluator meet within 10 working days of the observation and discuss observation and progress towards IDP Goals

STEP 4 Observation 2

No later than 20 Work Days from Step 3

Same protocol as Observation 1

A trained observer other than the evaluator may do this observation unscheduled

STEP 5 Progress Report

No later than 10 Work Days from Step 4

Evaluator completes Progress Report

Evaluator and evaluatee discuss performance based on Danielson rubric

Evaluator and evaluatee discuss progress towards IDP Goals

If the evaluation process is not completed by the end of the current school year, the effectiveness rating is based from the Progress Report

STEP 6 Observation 3

No later than 20 Work Days from Step 5

Same protocol as Observation 1

A trained observer other than the evaluator may do this observation unscheduled

STEP 7 Observation 4

No Later than 20 Work Days from Step 6

Same protocol as Observation 1

A trained observer other than the evaluator may do this observation unscheduled

STEP 8 Observation 5

No later than 20 Work Days from Step 7

Same protocol as Observation 1

A trained observer other than the evaluator, may do this observation unscheduled

STEP 9 Final Evaluation Summary Conference

No later than 20 Work Days from Step 8

Evaluator completes Summary Evaluation Form based on Danielson rubric and evaluates progress towards IDP goals

Evaluatee provides evidence of progress towards IDP goals

Evaluatee receives an overall effectiveness rating

Evaluatee has 5 working days to add comments to evaluation

This process can span two school years depending on the time of an IDP initiation.

PILOT SCHOOL-LEVEL STUDENT GROWTH METRICS CONTRIBUTING TO 15% OF GRPS TEACHER EVALUATION RATING IN 2012-13

	Assessment	Grades	Content Area	Growth Interval(s)	Metric(s)
Elementary	MEAP	3-5	Math, Reading	Fall 2012 to Fall 2013	MEAP Performance Level Change Index (assume "effective" rating until data available)
	MAP	1-5	Math, Reading	Fall 2012 to Spring 2013; Spring 2012 to Spring 2013	Pct. meeting typical growth Pct. college ready
	DIBELS	K-2	All Portions, including sub-tests but excluding retell	Fall 2012 to Spring 2013;	TBD (measure based on change in no. words per minute from fall benchmark to spring benchmark)
Middle	MEAP	6-8	Math, Reading	Fall 2012 to Fall 2013	MEAP Performance Level Change Index (assume "effective" rating until data available)
	MAP	6-8	Math, Reading	Fall 2012 to Spring 2013; Spring 2012 to Spring 2013	Pct. meeting typical growth Pct. college ready
High School	ACT (Explore, Plan, ACT)	9-11	English, math, science and reading	Fall 2012 to Spring 2013	Pre/post gains in mean ACT score; Change in percentage of students meeting ACT college readiness benchmarks
	MAP	9-11	Math, Reading	Spring 2012 to Spring 2013	Pct. meeting typical growth Pct. college ready
	Graduation Rate	12	All subjects	Fall 2012 to Spring 2013;	TBD

Work groups of GRPS educators will meet in early October to provide feedback and information regarding the metrics.

Exempt Performance Evaluation Process and Timeline

	Initial Set Initial Goals	Interim Review Evaluation Rating Status determined	Achievement Data Review & Goal Review Student achievement data and progress toward goals is discussed	Final Evaluation Conference Performance Evaluation Document is completed Final Evaluation Rating is determined
Elementary, Middle, and K-8	November 9, 2012	January 25, 2013	March 8, 2013	June 7, 2013
Secondary	November 9, 2012	January 25, 2013	April 18, 2013	June 7, 2013
Non-Building	November 9, 2012	January 25, 2013	April 18, 2013	June 7, 2013
Date Meeting Held				

If the employee is deemed to be "Minimally Effective or "Ineffective", at any point in the evaluation process, the supervisor must implement an Individual Development Plan and Plan of Assistance follow the timelines established for that process.

Building Exempt Individual Development Plan Evaluation Process and Timeline

	Initial Set Initial Goals	Plan of Assistance Plan of assistance and support provided	Interim Review Evaluation Rating Status determined	Achievement Data Review & Goal Review Student achievement data and progress toward goals is discussed	Achievement Data Review & Goal Review Student achievement data and progress toward goals is discussed	Final Evaluation Conference Performance Evaluation Document is completed Final Evaluation Rating is determined
	October 31, 2012	November 30, 2012	January 25, 2013	February 28, 2013	March 28, 2013	April 26, 2013
Date Meeting Held						

Non-Building Exempt Individual Development Plan Performance Evaluation Process and Timeline

	Initial Set Initial Goals	Plan of Assistance Plan of assistance and support provided	Interim Review Evaluation Rating Status determined	Goal Review Progress toward goals is discussed	Goal Review Progress toward goals is discussed	Final Evaluation Conference Performance Evaluation Document is completed Final Evaluation Rating is determined
	October 31, 2012	November 30, 2012	January 25, 2013	February 28, 2013	March 28, 2013	April 26, 2013
Date Meeting Held						

District Mission Statement: Our Mission is to ensure that all students are educated, self-directed and productive members of society!

Section A – Goals

Goals for this rating period. No more than three goals should be written. These goals are to be agreed upon, in a collaborative manner, by the employee and the supervisor. Goals are to be finalized no later than November 9, 2012 for employees on the regular evaluation timeline. Goals are to be finalized no later than October 31, 2012 for employees on the Individual Development Plan evaluation timeline. Goals must be established based on District goals and objectives. See Appendix A

Evaluation Rubric

Highly Effective – The employee’s work in the area is with excellence and is considered distinguished. **Effective** – The employee’s work in this area is at a basic level for the job assignment. **Minimally Effective** – The employee is not unsatisfactory but additional work is needed to move to a basic level of performance. **Ineffective** - The employee’s work performance is not acceptable in this area, improvement must occur.

1.

2.

3

Section B-Job Functions - Expectations and Evaluation Results

Evaluation Rubric

Highly Effective – The employee’s work in the area is with excellence and is considered distinguished. **Effective** – The employee’s work in this area is at a basic level for the job assignment. **Minimally Effective** – The employee is not unsatisfactory but additional work is needed to move to a basic level of performance. **Ineffective** - The employee’s work performance is not acceptable in this area, improvement must occur.

EXPECTATIONS

EVALUATION

<p>1. Problem Solving: Anticipates problems. Gathers and analyzes information. Makes correct inferences. Draws accurate conclusions. Makes data-driven decisions. Applies innovative solutions to problems. Informs supervisor of problems as soon as they are identified. Identifies issues and alternative solutions. Identifies and attempts to appropriately resolve issues that might stop or delay job/project completion. Foresees the impact and implications of decisions.</p> <p>Additional Problem Solving Expectations:</p>	<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective</p> <p>Evaluation Rating Supported by the Following Results:</p>
<p>2. Teamwork: Maintains positive working relationships. Takes responsibility for own work. Demonstrates willingness to help others. Works cooperatively with others to achieve shared goals. Fosters team participation and demonstrates openness to others' views and ideas. Encourages, supports, and facilitates cooperation, pride, trust, and group identity.</p> <p>Additional Teamwork Expectations:</p>	<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective</p> <p>Evaluation Rating Supported by the Following Results:</p>
<p>3. Customer Focus: Responds promptly, courteously, and respectfully to all District customers. Demonstrates commitment to continuously improving service to internal and external customers. Displays a pleasant manner and positive outlook. Effectively manages difficult situations. Works proactively to meet customer needs/requirements. Sees self as the face of the School District.</p> <p>Additional Customer Focus Expectations:</p>	<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective</p> <p>Evaluation Rating Supported by the Following Results:</p>
<p>4. Work Quality/Quantity: Completes tasks/projects in a timely manner without prompting. Work is thorough, lacking in errors, and does not have to be redone. Continuously reviews own work to ensure quality and achievement of expectations. Completes work according to rules, laws, procedures, standards, etc. applicable to the job.</p> <p>Additional Work Quality/Quantity Expectations:</p>	<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective</p> <p>Evaluation Rating Supported by the Following Results:</p>

5. Work Methods: Recognizes the need for and appropriately involves others in the completion of work assignments. Demonstrates attention to detail. Organizes work for greatest efficiency and effectiveness. Suggests improvements in work processes. Communicates effectively to foster and promote achievement of organizational goals. Consistently complies with and ensures that those under his/her supervision comply with District policies and procedures.

Additional Work Methods Expectations:

Highly Effective **Effective** **Minimally Effective**
 Ineffective

Evaluation Rating Supported by the Following Results:

6. Technical Knowledge and Skill: Demonstrates technical knowledge and skills necessary to perform job responsibilities capably. Learns and masters new skills and competencies as required by changing organizational and position demands. Pursues development opportunities relating to job responsibilities.

Additional Technical Knowledge and Skill Expectations:

Highly Effective **Effective** **Minimally Effective**
 Ineffective

Evaluation Rating Supported by the Following Results:

Section C- Leadership Expectations and Results

Evaluation Rubric

Highly Effective – The employee’s work in the area is with excellence and is considered distinguished. **Effective** – The employee’s work in this area is at a basic level for the job assignment. **Minimally Effective** – The employee is not unsatisfactory but additional work is needed to move to a basic level of performance. **Ineffective** - The employee’s work performance is not acceptable in this area, improvement must occur.

EXPECTATIONS

EVALUATION

1. Collaborative Leadership: Provides appropriate and effective direction/guidance to staff. Motivates staff/others to accomplish goals. Builds teamwork. Exhibits effective training skills. Promotes employee/self-development and career growth. Shows fairness and impartiality in interactions with staff/others. Resolves conflicts and disputes among employees/others. Encourages innovation. Provides timely performance feedback both formally and informally. Prepares and conducts meaningful and objective performance evaluations on each employee supervised at least once annually. Handles corrective discipline and employee grievances consistent with District policy. Administers applicable rules, contracts, policies, and procedures effectively. Actively participates and engages in building and District PLC’s and/or professional development.

Highly Effective
 Effective
 Minimally Effective
 Ineffective

Evaluation Rating Supported by the Following Results:

Additional Collaborative Leadership Expectations:

2. Support for Organization: Supports mission and goals of the building, or department and the District. Seeks best use of resources

Highly Effective
 Effective
 Minimally Effective
 Ineffective

<p>to maximize efficiency and effectiveness. Effectively communicates with colleagues, other departments and District officials. Is knowledgeable about and ensures compliance with the District's operating requirements, including budget and accounting, human resources, and evaluation process and timelines.</p> <p>Additional Support for Organization Expectations:</p>	<p>Evaluation Rating Supported by the Following Results:</p>
<p>3. Long-Range Thinking: Takes a long-term view and initiates positive change for the future. Builds the vision with others. Identifies opportunities to move the District forward.</p> <p>Additional Long-Range Thinking Expectations:</p>	<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective</p> <p>Evaluation Rating Supported by the Following Results:</p>
<p>4. Results Orientation: Determines objectives and strategies. Coordinates with other colleagues in the District to accomplish goals. Monitors and evaluates the progress and outcomes of operational plans, and/or building School Improvement Goals, and/or the Academic Plan. Uses student/building/district data to drive instruction and/or decision making. Anticipates potential threats and opportunities.</p> <p>Additional Results Orientation Expectations:</p>	<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective</p> <p>Evaluation Rating Supported by the Following Results:</p>
<p>5. Professional Development: Designs, supports and delivers high quality professional development. Ensures implementation of professional development to support the Academic Plan and/or the building School/District Improvement Plan.</p>	<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective</p> <p>Evaluation Rating Supported by the Following Results:</p>



Section D – Self Directed Professional Development

Self-directed professional development is highly valued and impacts the goals of the District. To that end, the evaluation system for Professional & Administrative staff includes a self-directed professional development component. Professional development must be earned between July 1 and May 31st of the specified school year.

Self-directed professional development is defined as any conference or training in which an administrator participated that is related to the District's goals and objectives. The employee must report all self-directed professional development in which they have participated from July 1 through May 31 including classes the employee has completed with a "C" or above grade. Job related professional certification, presentations and representation of the District on state and national groups is also highly valued.

List Professional Development Attended or College Class Taken practice?

Reason Attending

How did you implement into your building and/or

Section E – Student Academic Growth

Educators have an impact on student achievement. To that end, the evaluation system for Professional & Administrative staff includes a student academic growth component.

Building level administrators student growth metric will be based on an aggregate score for the school or schools assigned.

District level non-academic administrators student growth metric will be based on an aggregate score for all schools in the district.

Rubric for Student Growth

PILOT SCHOOL-LEVEL STUDENT GROWTH METRICS CONTRIBUTING TO EVALUATION RATING IN 2012-13

	Assessment	Grades	Content Area	Growth Interval(s)	Metric(s)
Elementary	*MEAP	3-5	Math, Reading	Fall 2012 to Fall 2013	MEAP Performance Level Change Index (assume "effective" rating until data available)
	MAP	1-5	Math, Reading	Fall 2012 to Spring 2013; Spring 2012 to Spring 2013	Pct. meeting typical growth Pct. college ready
	DIBELS	K-2	All Portions, including sub-tests but excluding retell	Fall 2012 to Spring 2013;	TBD (measure based on change in no. words per minute from fall benchmark to spring benchmark)
Middle	*MEAP	6-8	Math, Reading	Fall 2012 to Fall 2013	MEAP Performance Level Change Index (assume "effective" rating until data available)
	MAP	6-8	Math, Reading	Fall 2012 to Spring 2013; Spring 2012 to Spring 2013	Pct. meeting typical growth Pct. college ready
High School	ACT (Explore, Plan, ACT)	9-11	English, math, science and reading	Fall 2012 to Spring 2013	Pre/post gains in mean ACT score; Change in percentage of students meeting ACT college readiness benchmarks
	MAP	9-11	Math, Reading	Spring 2012 to Spring 2013	Pct. meeting typical growth Pct. college ready
	Graduation Rate	12	All subjects	Fall 2012 to Spring 2013;	TBD

For schools with students who participate in the MI-Access and/or MEAP Access, these data will be included

Evaluation Development Plan

Supervisor's Comments:	Employee's Comments:
Achievements and Strengths:	My noteworthy achievements and professional growth:
Development needed in the following areas (attach development plan):	Support I need from my Department to enhance my job performance:
Additional comments:	Additional comments:

Evaluation Rubric

Highly Effective – The employee's work in the area is with excellence and is considered distinguished. **Effective** – The employee's work in this area is at a basic level for the job assignment. **Minimally Effective** – The employee is not unsatisfactory but additional work is needed to move to a basic level of performance. **Ineffective** - The employee's work performance is not acceptable in this area, improvement must occur.

Overall Rating: **Highly Effective** **Effective** **Minimally Effective**
 Ineffective

I have received a copy of this performance evaluation and it has been discussed with me. I understand that my signature does not necessarily indicate agreement with the evaluation.

Employee Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

This form must be turned into Human Resources along with all supporting documentation, no later than April 26, 2013 for a Individual Development Plan Evaluation. This form must be turned into Human Resources along with all supporting documentation, no later than June 7, 2013 for all other evaluations.

Appendix A
GRAND RAPIDS PUBLIC SCHOOLS
ADMINISTRATOR INDIVIDUAL GOAL SETTING TEMPLATE

This template is a tool to use to begin developing your individual goal(s).

Individual Development Plan Goals due no later than October 31, 2012

All other goals due November 9, 2012

No more than 3 goals

Identify your individual goal(s) for the school year. The goal should be SMART: Specific, Measurable, Attainable, Results Based, and Time-bound.

Provide evidence from your student/building/district data; and/or Tripod Survey teacher and student results; and/or Danielson rubric evaluation data; to show this goal addresses an area of your practice to improve.

Explain how your individual goal connects to the district's Academic Plan, and/or your building goals and/or your division goals, and/or your department's goal.

Identify and describe the professional development you will need during the school year to support your individual goal.

Describe the strategies you will be implementing in your practice in order to achieve your individual goal. Provide evidence and/or research that support the strategies you selected.

Identify the measurable indicator(s) that will be used to show that your individual goal was achieved.

Administrator Signature _____ Date _____

Evaluator Signature _____ Date _____

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Identify the measurable indicator(s) that will be used to show that your individual goal was achieved.

Administrator Signature _____

Date _____

Evaluator Signature _____

Date _____

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Administrator Signature _____

Date _____

Evaluator Signature _____

Date _____