



Reform Redesign Report

Campus Elementary

Grand Rapids Public Schools

Mr. Bernard Colton, Principal
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GRAND RAPIDS, MI 49506-2622

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Campus Elementary, a Grand Rapids Public School, is located at 710 Benjamin and is directly behind the district administration building off of Franklin street in Grand Rapids, MI. Campus Elementary contains pre- kindergarten through fifth grade classrooms. Campus Elementary also houses a district wide emotional impairment program for special education students. There are three self-contained classrooms for students who have emotional impairments. They are all split classes that include first/second grade, third/fourth grade, and fourth/fifth in order to support differentiation of instruction. Students in special education are included in all district assessments.

Campus has been on an alternative school calendar (year-round calendar) since the 2005-2006 school year. Student achievement has been affected due to low enrollment and attendance at the start of the alternative calendar school year in August, which typically begins approximately four weeks before the traditional calendar school year. In past years, there has also been a trend of increased student absences in early June, which marks the end of the school year for traditional calendar schools. Such trends have resulted in students missing key instruction both at the beginning and end of the alternative calendar school year. Waves of students enrolling at various times beyond the start of the school year impacts classroom team building and the overall school and classroom environment.

From 2009 to 2012, Campus Elementary has had six different principals or temporary principals. In addition to the inconsistency of principals, our staff turnaround rate in the last two years has been approximately 57%. In 2010 and 2011, surrounding elementary schools closed and merged with Campus Elementary. The staff turnaround and lack of consistent leadership negatively impacted climate and culture of the school community. A high number of incidents of violence and disruptions were documented and were not conducive to promoting an effective learning environment.

In the school year 2009-2010, Campus Elementary had 233 students enrolled. In the following school year of 2010-2011, enrollment at Campus Elementary increased to 340 students enrolled, which was a result of other schools in our area closing. In 2011-2012, Campus had 306 students enrolled. Currently, Campus has 253 students enrolled for the 2012-2013 school year. The decrease in enrollment in the past two years may be a direct result of the disruption in climate and culture of the school community and the inconsistency of school leadership.

Our surrounding community provides a positive program to support parents and students. A community- based program called "Believe to Become," provides a network of support that includes summer enrichment, after school experiences, workshops, and mentoring for parents. It also provides positive recognition for achievement. This program hosts monthly events in our school building to engage community members.

Parent participation in past years has been low; however we have seen an increase this year due in part to the newly established Parent Teacher Community Council (PTTC), a district driven parent engagement initiative. This group consists of the building principal, two parents (one being the Parent Action Leader-PAL), and two teachers. The overall goal of the PTTC is to strengthen parents' ability to engage and support student academic success, provide a vehicle for fostering a climate of shared school ownership, and to provide a structure for parents to engage, give voice and provide leadership in the schools.

Our community is predominately African-American families from low SES households. 91% of our students qualify for free lunch. Some families also receive support from outside services such as Network 180 and Arbor Circle. We collaborate with a district truancy officer to

address excessive absences and tardies of some of our students. Our student population consists of 72% of students who are African American, 15% who are Hispanic/Latino, 8% who are Multiracial, 4% who are Caucasian, and 1% who are Asian American. Campus Elementary has 44 students who qualify for and are receiving special education services and 20 students who are bilingual.

Campus staff consists of a Principal, School Improvement Facilitator, Nurses, Lunch Aides, General Classroom teachers, Special Education teachers, Paraprofessionals, Support Staff, After-School and Custodial staff. Out of 41 staff members 20% are Male and 80% are female. Campus Staff ethnicity is varied and includes African American, Caucasian, Asian/Indian and Spanish heritages. Of these ethnicities 34% are African American, 59% are Caucasian, 2% are Asian/Indian and 2% are of Spanish descent.

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.

At Campus we believe: Everyone can learn and that diversity is an asset. High expectations produce positive results. Every learner achieves at different rates and in different ways. Cooperation among students, families, staff, and the community is essential. Self-reliance, self-esteem, and self-discipline are critical for student growth. A caring, consistent, and safe environment makes a difference to everyone.

At Campus, we hold high expectations for all students. Programs exist to help students reach their potential including tutoring, mentoring, and enrichment programs. Teachers strive to differentiate lessons to accommodate various learning styles. We plan multiple activities throughout the year to engage families in our community. We maintain a safe learning environment that not only is conducive to learning, but promotes and rewards self-discipline.

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.

This year Campus Elementary has focused on increasing collaborative time for teachers to plan and effectively deliver the curriculum. We have started a collegial observation process where the Campus teaching staff will complete peer observations of each other to either observe effective strategies other teachers are using or to be observed on a specific focus for that lesson. This provides specific, non-threatening feedback and promotes dialogue and collaboration among teachers on how to increase the use of effective teaching strategies. In addition, there has been a focus on allotting time for grade levels to have collaborative planning time. This school year, teachers participate in 2-3 Professional Learning Communities (PLCs) per month. PLCs provide opportunities for colleagues to build capacity around district initiatives in the district's elementary plan, reflect on teacher practice, and examine student work.

We have a Michigan Integrated Behavior and Learning Support Initiative (MiBLisi) team that has implemented many practices to promote a healthy and safe learning environment at Campus Elementary. This team of six teachers and staff members meets biweekly to improve the positive school climate and communicate strategies for teachers to use in their classrooms. We have implemented positive behavior supports school wide. One example is the use of "star tickets" that are given out daily to students demonstrating STAR (expected) behavior. These tickets go into a classroom drawing where students have opportunities to win prizes. This team provides school wide weekly goals based on target behavior that Campus needs to focus on such as a focus on expected behavior in the hallway. This collaboration between the team and teachers creates a common language throughout the entire school community regarding expected behaviors.

In 2011-2012 teachers, were able to attain supplies needed for their classrooms that they did not have in previous years. Funds were made available through a grant that increased availability of materials and resources teachers needed to enhance the delivery of curriculum.

According to state MEAP testing and district wide MAP testing from the past three years, third graders have increased their math scores in geometry. In math, fourth graders have become more fluent in fractions and shapes. In reading, third and fourth graders have shown improvement in narrative text.

Areas of Improvement and focus for the next three years:

Fall 2012 MEAP scores have been reviewed, however scores are under embargo. Specific information will be included at a later date.

At Campus Elementary, students have consistently scored below the district, state, and national norms based on MEAP and NWEA MAP assessments. Specific areas of concern continue to be in numbers and operations in Mathematics and comprehension in Reading. Our reform/redesign model will consist of specific math and reading strategies that specifically address these areas. We will also engage in ongoing Professional Development and Professional Learning Communities that will be focused on these areas of academic concern.

To increase math achievement at Campus Elementary, we will implement a Response to Intervention Model to address struggling students (Institute of Education Sciences-U.S. Department of Ed. in conjunction with the What Works Clearinghouse) which will include Systematic and Explicit Instruction and Devotion of 10 minutes a day to building fluent retrieval of basic facts. We will also add at least 45 minutes to the school day for increased learning time.

In order to promote reading skills, specifically in the area of reading comprehension, we will implement the use of Thinking Maps and Text Dependent Questioning (Quality Questioning) techniques. Campus will also continue its partnerships with Schools of Hope and Specialized Language Development (SLD) Reading programs, both structured programs that target literacy skills of struggling readers.

In the next three years Campus Elementary will strive to continue to increase our positive school climate. This will be achieved by continuing to build our school wide Positive Behavior Interventions and Supports (PBIS). Our Michigan Integrated Behavior and Learning Support Initiative (MiBLisi) team will continue to meet bi-weekly to discuss school wide behavior supports and their impact on learning. The MiBLisi team will also continue to promote positive behavior incentives throughout the building including weekly contests, monthly recognition ceremonies, and quarterly field trips for students making appropriate choices.

Additional Information

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

Campus will continue its partnerships with various community organizations such as Schools of Hope (SOH) and the Specialized Language Development (SLD) Center, two programs that address struggling readers. The SOH program is an outcome based program that assesses reading progress using the Jerry Jones Basic Reading Inventory. Students are assessed three times a year to monitor progress. The SLD Center provides one-on-one tutoring and individualized lessons based on the Orton-Gillingham approach to learning. We will also continue our partnerships with various organizations that provide mentoring to our students throughout the school day such as Experience Corps and Kids Hope. We have a LOOP after school program that provides academic support to kindergarten through fifth grade students and exposes them to various enrichment activities. Through these community partnerships, over 100 students receive additional support services.

This year a Multi-tiered systems of support staff member (MTSS) was hired to help students who are below grade level in reading and math, but do not qualify for special education services. This staff member introduces interventions to students who are struggling with grade level assignments. The MTSS staff member also runs a "check in/check out" behavior intervention when students arrive at school and before they leave at the end of the day. Currently, the MTSS staff member has thirty students on her caseload.

Campus Elementary has both girls and boys basketball teams that meet twice a week after school. Also, our music teacher has started a drum corps that performs at music programs. Our physical education teacher sponsors a running club that meets at a park in our community. Many of our students also participate in extracurricular activities for both boys and girls such as basketball, track, cross country, soccer, baton twirling, cheerleading and martial arts through the city parks and recreation department. Some of these activities are housed in our school building.

At Campus Elementary, we have a growing parent volunteer group organized by our PAL leaders. Parents meet once a month to discuss ways to support school initiatives. The parent group has also spearheaded various fund raising efforts with the goal of raising funds to provide additional enrichment activities for students. In addition to fundraising efforts, the parent group has organized multiple activities to engage families including family movie night and a family holiday dance.

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.

Reform Team Personnel-

Bernard Colton, Principal, coltonb@grps.org

Sherrie Ross, School Improvement Facilitator, rosss@grps.org

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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.)

Priority Plan will be implemented in the 2013-2014 School Year. At Campus Elementary, students have consistently scored below the district, state, and national norms based on MEAP and NWEA MAP assessments. Specific areas of concern continue to be in numbers and operations in Mathematics and comprehension in Reading. Our plan will consist of specific math and reading strategies that specifically address these areas. We will also engage in Professional Development and Professional Learning Communities that will focus on these areas of academic concern.

Professional Learning Communities

Teachers will participate in Professional Learning Communities (PLCs) at least three times per month. PLC topics will be based on building level and district initiatives to increase student achievement in math and reading. PLC sessions will provide opportunities for teachers to review teaching practices and strategies and their impact on student learning. Such time will also be used to discuss feedback from building level peer observations. Agendas, sign in sheets, and artifacts from PLCs will serve as documentation of implementation. PLCs will be facilitated by administrators and teacher leaders.

Math Strategies

To increase math achievement at Campus Elementary, we will implement Systematic and Explicit Instruction and Devotion of 10 minutes a day to building fluent retrieval of basic facts. Systematic and Explicit Instruction and the Devotion of 10 minutes a day to building fluent retrieval of basic facts are recommendations found in the Institute of Education Science's Response to Intervention Guide for Assisting Students Struggling in Math. Both recommendations have shown to increase student achievement (Institute of Education Sciences-U.S. Department of Education in conjunction with the What Works Clearinghouse). At Campus, we will also increase learning time by at least 45 minutes per day to target skills in numbers and operations.

Systematic and Explicit Instruction

According to the Institute of Education Science's (IES) Response to Intervention Guide for Assisting Students Struggling in Mathematics, Systematic and Explicit Instruction includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. Teachers' weekly math lesson plans will include these components. Delivery of lessons using these components will be monitored through peer observations, walkthroughs, and formal and informal teacher observations. Teacher lesson plans, student artifacts, and various forms of feedback to students will serve as documentation of implementation. Student results will be monitored through formative assessments, district assessments, NWEA MAP scores and MEAP scores.

Devotion of 10 Minutes Per Day to Build Fluency

Research also contends that quick retrieval of basic arithmetic facts is critical for success in mathematics, yet studies have found that many students with difficulties in mathematics are not fluent in such facts. Weak ability to retrieve arithmetic facts is likely to impede student understanding. (IES Guide p. 37-U.S. Department of Ed.). Teachers will devote 10 minutes per day to building this proficiency. Some activities will include the use of First in Math computer based program, Rocket Math, and "Holey" Cards. Student progression in the First in Math program will be monitored on a weekly basis. Student progress will also be monitored quarterly through district provided fluency tests.

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Increased Learning Time

The school day for the 2013-2014 school year will be extended by at least 45 minutes to promote increased learning time for all students. This increased learning time will be used to target math skills in the area of numbers and operations.

Reading Strategies

In order to promote reading skills, specifically in the area of reading comprehension, we will implement the use of Thinking Maps and Text Dependent Questioning techniques. Campus will also continue its partnerships with Schools of Hope and Specialized Language Development (SLD) Reading programs, both structured programs delivered by outside providers that target literacy skills of struggling readers.

Thinking Maps

To increase reading comprehension, we will implement the use of Thinking Maps. Thinking Maps correspond with the eight fundamental thought processes and their targeted use by trained teachers has been shown to improve reading comprehension (Minnesota Literacy Council). Teachers will participate in ongoing professional development around the effective implementation of Thinking Maps to promote comprehension skills. Thinking Maps use will be evident in student work and teacher lesson plans at least three times per week.

Text Dependent Questioning

Teachers will implement Text Dependent Questioning (Quality Questioning) techniques in all subject areas to increase student comprehension when grappling with complex text. Teachers will participate in ongoing district led professional development around questioning techniques. Teachers' questioning skills will also be enhanced through building level PLCs. Student success will be monitored through constructed response questions and their ability to respond to questions in the classroom using evidence from texts.

Outside Providers

Campus has partnerships with various community -based programs to promote reading skills. Students who qualify will continue to participate in the Schools of Hope (SOH) and Specialized Language Development (SLD) Center reading programs. The SOH program is an outcome based program that assesses reading progress using the Jerry Jones Basic Reading Inventory. Students are assessed three times per year to monitor progress. The SLD Center provides one-on-one tutoring and individualized lessons based on the Orton-Gillingham approach to learning

State what data were used to identify these ideas.

MEAP and NWEA MAP Assessment data were reviewed and focus areas as mentioned in the BIG PICTURE were chosen based on those assessment results.

*Fall 2012 MEAP scores have been reviewed and will be included when the state embargo is lifted.

Math MEAP DATA - Fall 2011

Review of the 2011 MEAP data revealed the following information in the areas of numbers and operations:

3rd Grade: Addition and Subtraction fluency: 42.6% were proficient

4th grade: multiplication and division fluency: 40.3% were proficient

5th grade: whole number multiplication: 37.2% were proficient

We have chosen to focus on numbers and operations because understanding of many other math concepts is built upon basic fact

knowledge and number sense. NWEA MAP data also indicated that less than 50% of students are fluent in numbers and operations. The rationale for selecting instructional strategies to address these needs is discussed in the BIG PICTURE.

Reading MEAP DATA - 2011

Review of the reading MEAP Data relating to Reading Comprehension from Fall 2011 indicated the following proficiency levels:

3rd Grade: 48.3% were proficient

4th Grade: 45.7% were proficient

5th Grade: 39.5% were proficient

The MEAP data in reading comprehension also supports our MAP data findings that less than 50% of our students are proficient in reading comprehension of informational and narrative text. This provides evidence for the use of Text Dependent Questioning (Quality Questioning) and Thinking Maps to increase reading comprehension.

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.

Bernard Colton was hired as the principal on August 6, 2012. Near the end of the 2011-12 year, newly appointed Superintendent Teresa Neal concluded that Campus Elementary progress had become stagnant as evidenced by low/flat test scores, limited parental involvement, and high rates of suspension. The decision was made by Teresa Neal and her executive team to identify a turnaround principal for Campus Elementary who would be responsible for improving student achievement. After a lengthy interview and selection process, Mr. Bernard Colton was placed at Campus Elementary as a Rapid Improvement Leader starting in the fall of the 2012-2013 school year. Mr. Colton had successful administrative experience with the Grand Rapids Public Schools and was a head principal in Muskegon Heights. During his time as an administrator, Mr. Colton had demonstrated the qualities outlined in the District's Rapid Improvement Leader job description, including improved student achievement. Mr. Colton meets the requirements of the criteria established in the Rapid Turnaround job description below and will remain as the principal at Campus Elementary.

Job Summary of Rapid Turnaround Principal

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 of Rapid Turnaround Principal

- 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 Learning Walks.
- 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.

The principal will also collaborate with a reform team to create a redesign plan with the use of data. Building based members of the team were selected based on one or more of the following criteria:

- Member of the Instructional Leadership Team
- Years at Campus Elementary
- Active member of school community
- Effective teacher
- Part of a specific grade level (to ensure a wide range of grade levels)

This team has the responsibilities of assisting with the implementation and monitoring of the plan at the building level. This will include communicating data, goals, and expectations, leading PLCs, modeling strategies, participating in learning walks and peer observations, and providing quality feedback to teachers.

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

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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

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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 Elementary buildings.

The time lines and process' can be found in the Assurance section for both the teachers and administrators.

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.

Although staff members are intrinsically motivated by success and view student achievement itself as a reward, all teachers whose students achieve the NWEA student College and Career Readiness (CCR) growth targets (based on the district's evaluation model) and receive highly effective evaluation ratings shall be awarded their choice of gifts provided by local business made available by donations. Staff will also be eligible for additional release time (such as 15 minutes added to lunch) as funds permit. In addition, students who improve their proficiency may qualify to attend celebrations at various intervals throughout the year (i.e. bowling, skating, movies).

Teachers with unsatisfactory performance are placed on an Individualized Development Plan (IDP) and given many supports to be successful. Instructional support such as an aide in classroom, assigned mentor; Relevant Coaching, principal or peer(Literacy Coach) observes instruction and gives feedback and targeted professional development provided by the District and/or KISD. The process to remove teachers who have been provided with multiple opportunities for improvement is based off the new GRPS Evaluation Process (outlined in Assurances). Probationary teachers who are ineffective will not be retained. The appeal process has not been written yet, however, teachers can appeal to the Superintendent, who will rely on a review team for assistance.

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.

Campus teachers will attend two days of professional development in August 2013. One summer PD day will be dedicated to components Systematic and Explicit Instruction in math and will be facilitated by building administrative staff. Another summer PD day will be dedicated to using Thinking Maps to increase reading comprehension. A certified Thinking Maps trainer will facilitate the summer training and will work with individual staff members throughout the 2013-2014 school year in their classrooms. Teachers will participate in additional PD sessions as needed based on feedback from classroom observations and evaluations.

District driven, ongoing professional development in Text Dependent Questioning will occur throughout the 2013-2014 school year, as it is a

primary focus of district's elementary plan.

The use of all strategies will be monitored by walkthroughs, peer observations, and both formal and informal observations. Lesson plans and student work will also serve as documentation of planning and implementation. In addition to the current 180 minutes dedicated to PLCs, we will add up to 90 minutes of PLC time on the 2nd and 5th Mondays each month during the school year. All PLC agendas will be driven by Professional Development topics and PLC time will serve as opportunities for teachers to reflect on teacher practice. PLCs will also provide time for colleagues to examine student work, discuss feedback from walkthroughs and how implementation of strategies has impacted student achievement. (Additional time is pending the outcome of negotiations).

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

Teachers are recruited at Job Fairs, Postings at Universities, and through the On-Line Applicant Tracking System. Applicants participate in an interview process to determine how and where their skills can best be utilized to meet student needs.

Increase opportunity for promotion and career growth

Increased opportunity for promotion and career growth is strongly encouraged in GRPS. All teachers and administrators are able to take advantage of tuition reimbursements for professional development. These reimbursements allow teachers and administrators greater development in their current instructional practices and in opportunities for school leadership.

Flexible Working Conditions

Teachers at Campus 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. Most teachers meet with grade level colleagues to plan for instruction and review student data during this time. Teachers also meet in grade level teams 3 times yearly to analyze data in all subject areas. During these data dialogue meetings, we set new learning targets, discuss effective instructional strategies and plan for improved student outcomes.

We also review student achievement data and work collaboratively with our special education department and interventionist to fine tune instruction for students needing additional support. Teachers also work in PLCs to provide time for colleagues to examine student work, discuss feedback from walkthroughs, and review the impacts of specific strategies on student achievement.

Individual Professional Development Plans

Individual professional development plans are considered for teachers who are viewed as "minimally 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 GRPS evaluation process.

Mentoring and Staff Support

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. At Campus, new teachers are provided with opportunities to observe in seasoned teachers' classrooms.

There has been no third party provider established for the 2013-14 school year at the elementary level.

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.

MEAP and NWEA MAP scores have consistently indicated a need to enhance skills around numbers and operations in Math, and comprehension skills in Reading. District curriculum materials will be aligned to Common Core State Standards.

Systematic and Explicit Instruction of concepts using the district math curriculum materials will build basic number sense and fluency with operations. Additional focus on CCSS relating to numbers and operations will be achieved through our proposed additional time block of at least 45 minutes at the end of each school day and during the additional 10 minutes per day dedicated to building fluency within the math instruction time block. Systematic and Explicit Instruction and the Devotion of 10 minutes a day to building fluent retrieval of basic facts are recommendations found in the Institute of Education Science's Response to Intervention Guide for Assisting Students Struggling with Math. Both recommendations have shown to increase student achievement (Institute of Education Sciences-U.S. Department of Education in conjunction with the What Works Clearinghouse). (See Big Picture)

CCSS Relating to Numbers and Operations are that will be given additional focus include:

Kindergarten

CCSS.Math.Content.K.CC.A.1 Count to 100 by ones and by tens.

CCSS.Math.Content.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

1st

CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.

2nd

CCSS.Math.Content.2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

3rd

CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

4th

CCSS.Math.Content.4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

5th

CCSS.Math.Content.5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.

Review of MEAP and NWEA MAP Scores have consistently indicated the need to enhance reading comprehension skills. The Reading Street Curriculum in conjunction with the district's 5-day plan is aligned to the Common Core State Standards. Continued implementation with our students will increase comprehension. To enhance the delivery of our curriculum and to address our students' additional needs in comprehension, we will implement Text Dependent (Quality Questioning) techniques and Thinking Maps.

Thinking Maps correspond with the eight fundamental thought processes and their targeted use by trained teachers has been shown to improve reading comprehension. The specific comprehension components that showed the greatest improvements were finding the main

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idea, sequence and cause and effect. (Minnesota Literacy Council). Text Dependent Questioning (Quality Questioning) techniques will increase student comprehension when grappling with complex text. When teachers ask purposeful, clear, and focused questions at all cognitive levels, there will be a deeper understanding of text and increased comprehension.

Common Core State Standards that will be addressed through these strategies include:

1st-

CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

2nd

CCSS.ELA-Literacy.RF.2.4a Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

3rd

CCSS.ELA-Literacy.RF.3.4a Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CCSS.ELA-Literacy.RI.3.10 By the end of the year, read and comprehend informational texts

4th

CCSS.ELA-Literacy.RF.4.4a Read grade-level text with purpose and understanding

CCSS.ELA-Literacy.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

5th

CCSS.ELA-Literacy.RF.5.4a Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama, or poem from details in the text.

The implementation of all strategies will be monitored through peer observations, walkthroughs, and formal and informal teacher observations. Teacher lesson plans, student artifacts, and various forms of feedback to students will serve as documentation of implementation. Student results will be monitored through formative assessments, district assessments, NWEA MAP scores and MEAP 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 school has a variety of student achievement data available to inform instruction including data from MEAP, NWEA MAP, DIBELS, district assessments, and multiple formative assessments. Student achievement data will be reviewed during PLCs and Data Dialogue sessions throughout the school year. The PLC sessions will provide teachers opportunities to examine student work, reflect upon their teaching

practice, review instructional strategies, and adjust and differentiate instruction accordingly to meet the needs of students. Walkthroughs, peer observations, and formal and informal observations from administrators will be used to monitor implementation of strategies. Data from pre and post assessments, formative assessments, district assessments, NWEA MAP Data, and MEAP data will also be reviewed by teachers and administrators during weekly PLCs to monitor success of implementation of strategies. Teacher will adjust instruction accordingly.

Data walls will be placed throughout the school for staff, students, and stakeholders to view progress. Selected data will be updated and posted monthly. Examples of data to be published on the data walls include student and staff attendance, achievement score trends, math facts fluency, and next steps towards goals. Staff members will be responsible for maintaining the data walls. Administration, MTSS, and support staff will provide data to be posted and the principal will review and report progress at staff meetings.

Parents are informed of instructional strategies and various events throughout the year including open house, parent-teacher conferences, curriculum nights, and monthly parent meetings. Progress reports and report cards are distributed multiple times throughout the year.

We have a PBiS (Positive Behavior Intervention Support) team that implements many practices to promote a healthy and safe learning environment at Campus Elementary. This team of six teachers and staff members meets biweekly to improve the positive school climate and communicate strategies for teachers to use in their classrooms. We have implemented positive behavior supports school wide and in each classroom. This team provides school wide weekly goals based on focus target behaviors. This collaboration between the team and teachers creates a common language throughout the entire school community regarding expected behaviors.

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.

Teachers will participate in 18 hours of professional development in Systematic and Explicit Instruction in Math and Thinking Maps and Text Dependent questioning in Reading. Teachers will participate in job-embedded professional development (such as professional learning communities) every 2nd and 5th Monday of the year during the months of September through June during the regular school calendar to support these priority school initiatives. For the 2013/14 school year, this will 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. Teachers would have 15 hours of individualized professional development to support their individual needs. This professional development plan is subject to negotiations.

Campus proposes that teachers will complete two professional development days in August 2013; one focused on Systematic and Explicit Instruction in mathematics and the other based on using Thinking Maps to increase reading comprehension. Additional professional development opportunities to support these strategies will occur throughout the school year. This is subject to negotiations.

All PLCs agendas will be driven by professional development topics around such as Systematic and Explicit Instruction, Thinking Maps, Text Dependent Questioning, and the Positive Behavior Intervention support model. PLCs will serve as opportunities for teachers to reflect on teacher practice. They will also provide time for colleagues to examine student work and how implementation of strategies has impacted student achievement.

The district will negotiate with GREA regarding extended time during the school day. Campus proposes that the school day for the 2013-2014 school year be extended by at least 45 minutes to provide increased learning time for students. This increased learning time will be used to target math skills in the area of numbers and operations. Students' NWEA MAP scores will be used to determine leveled groupings. Teachers will design targeted lessons that address specific skills based upon NWEA Des Cartes recommendations.

The increased learning time will also be used for enrichment activities beyond core. Enrichment opportunities may include music, drum corps, running club, choral singing groups, and art. Students may also participate in the Schools of Hope (SOH) Reading program, an outcome based program that assesses reading progress using the Jerry Jones Basic Reading Inventory. In the SOH program, daily activities include independent student reading, teacher reading, oral language, vocabulary and comprehension activities, writing, and reading games through the 100 Book Challenge. Other students may participate in YMCA LOOP, a program that exposes students to various enrichment activities such as arts and crafts, math games (such as Holey cards), exercise and cooking. Students may also participate in Campus Elementary's comprehensive sports program which includes basketball, volleyball, track, cross country, and soccer.

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

In collaboration with the district, we have a Parent Teacher Community Council (PTCC) whose goals are as follows: to strengthen parents' ability to engage and support students' academic success, to provide a vehicle for fostering a climate of shared school ownership, and to provide a structure for parents to engage, give voice, and provide leadership in the schools. The PTCC consists of the building principal, two parent leaders (one being the Parent Action Leader (PAL), and two teachers.

Our PAL leader conducts monthly meetings with parents to communicate information regarding school initiatives. The parent group conducts a parent involvement survey to identify parents' areas of interest, concerns, and ideas to engage and increase involvement. The group also plans various fundraising drives to provide enrichment opportunities and activities for parents and students. Our PAL leader also encourages parents to participate in monthly parent involvement incentives provided by the district in the GRPS parental involvement manual.

We have a monthly Campus Elementary newsletter that goes to all families to inform them of upcoming events and important dates on our school calendar. Along with the school monthly newsletter, classroom teachers also send home their own weekly or bi-weekly letters that inform parents and families about upcoming classroom events and progress. Report cards are sent four times per year.

Various activities are planned throughout the school year to engage and inform parents including open house, parent-teacher conferences, grade level parent night, math night, and literacy night.

End of the year celebrations are also planned at multiple grade levels to honor students' academic achievements.

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.

Campus teachers will participate in 18 hours of professional development which supports priority school initiatives. Teachers will participate in job-embedded professional development such as PLCs 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 will 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. Teachers would have 15 hours of individualized professional development to support their individual needs. The time for the professional development plan is subject to negotiations.

Teachers may participate in up to 50 additional PD hours from July 2013-June 2014. Campus proposes that teachers will complete two professional development days in August 2013; one focused on Systematic and Explicit Instruction in mathematics and the other based on using Thinking Maps to increase reading comprehension. Building administrative staff will facilitate the training on Systematic and Explicit instruction. A certified Thinking Maps trainer will conduct the summer PD on Thinking Maps and will provide individual support for teachers throughout the school year through coaching. The available time is pending negotiations.

PLC sessions will provide opportunities for teachers to review teaching practices and strategies and their impact on student learning. PLC sessions will include Bridge to Practice assignments for teachers to implement in their classrooms. Such time will also be used to discuss feedback from building level peer observations. Student data from formative assessments, district assessments, NWEA MAP test and MEAP tests will be reviewed regularly to monitor the impact of chosen instructional strategies have had on student achievement.

The district will negotiate with GREA regarding extended time during the school day. Campus proposes that the school day for the 2013-2014 school year be extended by at least 45 minutes to provide increased learning time for students. This increased learning time will be used to target math skills in the area of numbers and operations. Students' NWEA MAP scores will be used to determine leveled groupings. Teachers will design targeted lessons that address specific skills based upon NWEA Des Cartes recommendations. The increased learning time will be used for enrichment activities (such as dance, art, or academic games) one day per week.

Teachers whose students achieve the NWEA student College and Career Readiness (CCR) growth targets (based on the district's evaluation model) shall be awarded their choice of gifts provided by local business made available by donations. Staff will also be eligible for additional release time (such as 15 minutes added to lunch) as funds permit. In addition, students who improve their proficiency may qualify to attend celebrations at various intervals throughout the year (i.e. bowling, skating, movies).

Each building develops their calendar of school events which fits into the District's school calendar. Items that individual schools are responsible to schedule, but are not limited to, are: parent teacher conferences, parent/community academic nights and Title I events. The school will use scheduling practices that support specialized learning needs of specific students or content (extended content time or extending the school day).

The school will budget for resources known to engage students and support achievement, including rewards programs and other mechanisms (Student of the month, prize box, etc.)

If one of the Transformation Priority Schools requires the placement of new staff members, the building administrator will have the opportunity to meet with any interested candidates.

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>Complete evaluation documents for teachers and administrators are attached. 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). Professional development calendar is attached. PD Calendar-Campus Elementary1.pdf</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 reform/redesign diagnostic. Increased Learning Time-Campus Elementary.pdf</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. Attached are enrichment opportunities that may be implemented in our building. Possible Enrichment Activities-Campus Elementary.pdf</p>

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<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 32-38 additional hours throughout the school year. This may include PLCs, Grade Level Collaboration or Data Analysis Sessions. <u>Teacher Collaboration-Campus Elementary.pdf</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 submitted to MDE.</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)
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	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 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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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 _____