



# **Reform Redesign Report**

Hamtramck High School

Hamtramck Public Schools

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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?**

The city of Hamtramck, Michigan was originally settled by German farmers, but Polish immigrants flooded into the area when the Dodge Brothers plant opened in 1914. In 1970, 90% of Hamtramck's population was Polish. Over the past 30 years, a large number of immigrants from the Middle East (especially Yemen) and South Asia (especially Bangladesh) have moved to the city. As of the 2010 census, the city's foreign born population stood at 40.7% making it Michigan's most internationally diverse city.

Hamtramck is a city of 2.2 square miles set within the city limits of Detroit. It has maintained its own school system, police department, fire department, city council, and mayor. It has one of the lowest economic bases in both Wayne County and Michigan, and the high school currently does not receive Title 1 funding. The neighborhood surrounding the school has historically been Catholic but the high population of Muslim residents also have places of worship inside the city limit. There is also a Hindu temple, the Detroit Zen Center following the Linchi Zen, and strong Christian church communities. The vibrancy and diversity in the city is reflected in the school population. The school district faces competition from five charter/private religious schools, three of which pull high school aged students.

Hamtramck High has a population of 970 students in grades nine through twelve. This is an increase of approximately 98 students from the year prior and the high school has been growing over the past three years. There are 23 home languages represented in the school and 32 represented district wide. The top five languages spoken at the high school are Arabic, Bengal, Bosnian, Polish and English. Approximately 35% of the students are English Language Learners or former English Language Learners. There are 30 students in the Language Acquisition classes, classes designed to support students new to the country and to the language. To meet the demand of the growing student body the building has also been gaining teaching staff and support staff.

The school has been in reform during the past three years. A new principal was brought on board two years ago and the school proactively became involved with the GM Schools of Excellence Network. The process allowed the school a structure and procedure to begin the work on building transformation. The school has been working on structural changes, building community support and programming with instructional reform at the heart of the model. Scores have remained steady or slightly decreased during this time although full implementation of the instructional model will not be in place until the end of the 2012-2013 school year.

The unique context surrounding Hamtramck High School also present challenges for the school community. The school works to provide support for the high number of English Language Learners and overage students who need the language support. This need for literacy support is just not an issue for our English Language Learner students, school wide there is a need for increased literacy both at school and at home.

## School's Purpose

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

### Vision Statement

Hamtramck High School is committed to providing each student with a well-rounded educational program based on data-driven strategies leading to college entrance and/or career paths, which foster economic independence and social responsibility in the global society of the twenty-first century.

### Mission Statement

Hamtramck High School will provide excellence in education for all students so that each student has the opportunity to reach her/his academic potential. We will prepare our students to be responsible, productive members of society using acquired knowledge and self-discipline.

### Beliefs Statement

We believe in educational excellence for all students.

We believe in the value of diversity.

We believe that high expectations for all students will lead to high achievement.

We believe that parental involvement is crucial for student success.

We believe that the student portfolio is an innovative and helpful tool for self-evaluation.

We believe reflective thinking and self-monitoring are integral parts of learning.

We believe that all students are capable of mastering the skills necessary to be viable and productive members of society.

Hamtramck High School embodies high expectations for all students by providing academic and social supports to all children while providing accountability for individual and school wide success. Mastery of the Common Core Standards is used for grading in the areas of math, social studies, and science. Students have multiple opportunities for success and reteaching is embedded in classroom dynamics. The practice of co-taught classes in the four core content areas is structured to ensure that special education and general educational students receive the same type of instruction.

Students and staff are always aware of diversity rather it's gender, ethnicity, religion, or ability. The school dress code makes adaptations for cultural practices in the female population. The district calendar reflects the celebrations of various ethnicities and religions.

Hamtramck High is committed to providing each student with a well-rounded educational program in their area of interest. Students chose a small learning community (SLC) health science, design and technology, or business and entrepreneurship. Electives in each SLC correspond to the specific area of study. Best practices and data-driven strategies are used to monitor the teaching and learning in each community. Career cruising and other career explorations lead to career paths, which foster economic independence and social responsibility in the global society of the twenty-first century.

## **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.**

Over the past three years Hamtramck High has several notable achievements and areas of improvement. In the spring of 2011 Hamtramck was chosen to join the General Motors Schools of Excellence Network. We chose the Institute for Research and Reform in Education (IRRE) to help us imbed the Common Core Standards into our curriculum.

During the 2009-2010 school year the average attendance was 90%; in the 2011-2012 school year it averaged 93.4%. Students are coming to school and attending class more regularly.

Colleges have often visited HHS explaining programs, payment options, scholarship opportunities and acceptance requirements. In the past three years more colleges are asking to come and more students are attending these presentations. Many students are being given financial aid and accepted into 4-year programs. In the 2012-2013 academic year all seniors are expected to attend three college presentations. Most attended four or more and all students complete a review form to help in their post-secondary decisions. Sajada Ahmed, class of 2011, was the recipient of a Gates Millennium Scholarship. Her post secondary education could be 100% paid through her Master's Degree.

Data supports the premise that students, who have strong relationships with adults at school, earn better grades, attend school more regularly, and successfully complete graduation requirements. Beginning in 2010-2011 seminar classes became part of the class day. This was a small class where teachers and students could discuss personal issues, report cards, home situations or any topic that was of interest to a student or class. These personal connections let teachers see the students as people with strong concerns; and students saw teachers as non-judgmental people who had experienced similar anxieties and distress. This year advocacy classes are multi-grades. This helps students learn from and mentor other students.

All four content areas: ELA, math, social studies, and science have an aligned curriculum to the Common Core Standards. Grading in math is based on double mastery, science and social studies is also based on mastery. One of the successes we hope to see in the next three years is a closing of the achievement gap in all subject areas of the MME.

After two years of planning, working, developing, and revising; Hamtramck transitioned to Small Learning Communities using block scheduling. ELA and math are double blocked for ninth and tenth graders. Since these are areas of challenge for the students, it was believed that extra time could help provide support and sustain an increase in standardized math scores. Increasing ELA and math scores on the MME is one of driving forces for the next three years. Another building wide goal is an increase in the graduation rate. Meaningful parent involvement is another area that is increasing but still a challenge for the school. We have FAFSA and ACT preparation classes which are more popular with our parents. Efforts for classes such as internet safety or curriculum guides have been less successful. Parent support for the students in the Opportunity Center, a credit recovery program, is a major reason for the success of many of the students as well as the focused commitment of the staff. This program is a model for the other sections of the school as it is successful in engaging students, parents and staff in the education process.

## **Additional Information**

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

The students of Hamtramck High are awesome. Everyone who visits is touched by their friendliness, desire to achieve, plans for the future, and openness to life. There is very limited conflict for a population that is so diverse.

Hamtramck High was built in the 1930's as a junior high. It was the model copied within the United States as well as internationally. It has a colorful history filled with pride and accomplishments. As this vibrant city was sold off to Detroit its demographics changed and the economic standing of its residents slipped into decline.

Many of Hamtramck's high school students hold jobs to help feed their families and pay the rent. At the tender age of fifteen they shoulder responsibilities of an adult while also being a full time student. Further, family relationships sometimes have dynamics not often experienced in a traditional American family. Many times this is due in part to the diverse religious beliefs, cultures and traditions. Many female students cannot attend field trips, prom or sporting events; participate in competitions such as DECA or FIRST TEAM; take a physical education class; or stay after school for school sponsored events. Their contextual knowledge of the world is monumentally different than many of their peers.

Some English Language Learners come to Hamtramck High with very little formal education. To expect them to be proficient in reading and writing English in one, two or three years is a huge challenge for both the child and the staff. Research shows it takes seven years to be able to read, write, and think in a language. Others come with high school diplomas from their home country, and some knowledge of English. Parents want them to attend high school to better their language skills. In a year or so, some of these kids have left high school to attend community colleges or return to their native country with a strong skill set.

Students have been employed by the Work Incentive Act (Work Study) for 17 years. An average of 25-30 kids a year take advantage of this opportunity after school and in the summer. All students have equal opportunity to participate.

The staff at HHS strongly believes that their responsibility is to take a student from his or her starting point when they enter to a much higher level of learning. Our goals stay consistent and work to raise the MME test scores and the graduation rate. HHS was proactive. We began our transformation project before it was mandated. We know our goals are attainable with the changes in place and constantly focus on the end result. It's all for and about the kids.

# 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.

Hamtramck High School

Reform Team

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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.)**

During the 2010-2011 school year the staff at Hamtramck High School began looking for a way to make a change in educational practice that would ensure that all students found both academic and personal success in high school. This school wide reform process became a plan during the 2011-2012 school year when the high school joined the General Motors Schools of Excellence Network. This network, with the partnership of United Way of Southeastern Michigan, provides instructional support, professional development and capacity building for Hamtramck High School and became the foundation of Hamtramck High School's school reform.

The overarching goals for school reform include;

1. Growth for all students no matter what ability level
2. Growth for all staff members through professional learning, shared accountability and job embedded professional development.
3. That data must drive all decisions and provide regular monitoring of student success.

These goals come from two sources, the sense of urgency and importance that surround school reform for Hamtramck and the knowledge that sound instructional practice, focused and intentional teacher work help drive and sustain practice, and that by targeting student's needs and monitoring their collective and individual progress that we will make Hamtramck High School successful. Data shows that our students are not reaching academic standards set out by the state in all areas, most clearly in math and ELA. All the other scores are driven by knowledge in these two areas. We, as a building, share accountability to change this situation and will do so by working together as professionals, growing private and public practice and monitoring each program for success to ensure we stay on course.

**State what data were used to identify these ideas.**

During the planning process of 2011-2012 the school improvement team did a variety of data reviews finding the following areas of focus for the school. This was reviewed again with the Priority Schools team during the planning process as well as with the staff at the opening of the school year. The academic data included MME, ACT, ELPA and MEAP scores. We also used building level assessments, 9th grade placement tests, and passing rates to reveal students' progress. The data showed not only an overall need for reform in mathematics instruction and literacy intervention but also sub groups were struggling with achievement including our English Language Learners and Special Education Students. This data showed the need for building wide academic support, individualized instruction and for differentiated teacher development to support teacher growth.

Attendance and Referral Data revealed that while attendance was not the problem it had been in the past, behavior intervention needed to be addressed differently for minor issues that often kept students out of class.

Measuring What Matter Instructional Data, although new to the building, helped show that different teachers had different instructional strengths and that creating flexible ways to incorporate professional development based on teacher need would be more effective way to ensure student learning.

Perception Data from students, staff and parents revealed that during the school reform students were looking for more than a basic education. They were looking for a jump-start on careers and college. They were looking for skills that would make them marketable in today's economy. They were looking for ways to stand out from other graduates. This helped guide the process of selecting themes for the Smaller Learning Communities (SLCs).

## 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.**

Rebecca Westrate was not and should not be replaced as Hamtramck High School's Principal. Hired in July of 2010, she was at the school only two years before it was placed on the Priority Schools' List. This meets the "federal justification of the two-year-rule where principals who have been in that position for two years or less are exempt from this requirement. To have to replace her at this time would be counter productive to the MDE goal of "rapid improvement". Ms. Westrate is a highly qualified administrator with her Masters Degree in Educational Information and has begun her Educational Specialist at Oakland University. She has participated in the High School Turnaround Leadership Training offered during the summer session at Harvard University.

Ms. Westrate began reform efforts during her first semester. She led the staff through an exhausting, intensive, and gratifying process of becoming a GM School of Excellence in a partnership with the United Way and developed an external partnership with the Institute for Research and Reform in Education (IRRE). The first step in this reform process was attacking the Common Core Standards (CCS) in literacy (ELA) and math. Teachers were given intense professional development on best practices and strategies that would help the student become proficient on the MME. The new plan also created a School Improvement Facilitator (SIF) position. This is a teacher on staff who helps support professional growth throughout the building. In the summer of 2012 this professional development training was extended to science, social studies, and elective teachers. All of the professional development was based on academic data analysis showing all students in the school were struggling in literacy but the interventions needed for students were different. In addition to instructional changes, Ms. Westrate began programs allowing the school to service students in areas such as family advocacy, truancy, and behavior management in a respectful manner that allowed the student to feel supported not punished.

The use of data to drive professional development and student outcomes is strong and will be expanded through the use of Mizuni and Class A data systems. Currently there is a team of teachers and administrators who visit classrooms observing curriculum alignment, engagement and rigor. This data will be shared with staff to help identify areas that offer challenges to be addressed. This process began with Hamtramck High and is now being used throughout the district.

The building staff sees Rebecca Westrate as a strong leader who puts kids first in terms of practices and guidelines to support student achievement and learning. Every student in the building has a faculty member as his or her advocate. This is their "go to" person for assistance or encouragement. Planned meetings are once a week. Rebecca Westrate works to guide and coach the faculty members as their "go to" person and provides clear guidelines for student growth, instructional practice and the direction of the building culture. She also maintains the responsibility for site based management of budgets including general fund dollars for general operations, oversight of Career and Technical Education dollars through the Perkins Fund, and implementation of programs supported by Title Three and Immigrant Funding.

Thinking outside the box allowed Hamtramck to transition to block scheduling and double block ELA and math for ninth and tenth graders. This curriculum change was put in place for the 2012-2013 year. This transition showed Ms. Westrate's ability to also lead the district by pushing the thinking of how funding is dispersed. With these changes came the need for teacher leaders. Four teachers received intense training in leading and facilitating a group of teachers with a shared interest in three thematic Small Learning Communities (SLC). They meet 180 minutes a week with their peers to discuss instructional practices as well as Multi-tiered systems of support (MTSS) for their students. The changes in this report were put in place prior to Hamtramck being put on the Priority Schools' List. Ms. Westrate has received Highly Effective ratings on her evaluations since beginning her tenure in Hamtramck.

Ms. Westrate believes that a school should be proactive not reactive in terms of teaching and learning. Her personal goal is to "keep my foot on the gas". She constantly and continuously challenges staff and students to do the same. Just recently Ms. Westrate was acknowledged for her leadership qualities when she was awarded the General Motors Foundation School Superheroes. Everyone in the building will keep

going to ensure Hamtramck students that they are totally prepared to accept any offer of their choice after graduation.

Superintendent is responsible for hiring and removal of building principal.

**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.**

HPS has adopted the Charlotte Danielson's Standards for Effective Teaching Model for teacher evaluation. As a part of this plan the teacher and administrator will set yearly goals for educator growth. This process includes a pre-conference form, a self-evaluation process, and teacher/administrator formal conferencing. There are also multiple classroom visits focused on evaluating instruction and the alignment of the curriculum in the classroom. Teachers along with Institute for Research and Reform in Education (IRRE) staff reviewed curriculum this past summer and created subject matter curriculum and checkpoints for each grade level. A team that was trained in Measuring What Matters (MWM) a data gathering protocol reviews buildwide instructional trend data.

☒ Evaluation by Administration includes supports for improvement of instruction to address unsound teaching practices by implementing a professional development plan or plan of improvement in coordination with the teacher.

☒ The Charlotte Danielson Evaluation Model is aligned to instructional models. For example, one of the measures of the evaluation utilized is 'Designing Coherent Instruction'. Differentiated Instruction and collaborative group work are research based instructional practices that are tied to this piece and "looked for" in classroom observations.

☒ Data based decisions are evaluated through the teacher's plan for student assessment.

☒ Student growth will represent 25% of the teacher's year-end evaluation in 2012/2013. It will represent 40% in 2013/2014 and 50% in 2014/2015.

☒ District support for administration include training on the STAGES software that will be used for evaluation. This software, in conjunction with training, provides administration a clear guide of how staff is performing as a whole and how to differentiate professional development.

- STAGES also provides district administrators a clear tool to provide support for administrators and their growth while supporting the district evaluation instrument.

The district administrative team collaborated to revise the current administrative evaluation process. The building level principals met in a subcommittee to review the evaluation process. This review focused on including student growth as a significant factor in evaluation as dictated by legislation. These revisions were reviewed with both the superintendent and the members of the administrative union. The student growth sections of the evaluation loosely mirror the teacher requirements and comply with legislative requirements. This process also required a change in the administrative contract which the union agreed to provide.

Both building and district administration are responsible for completing these tasks.

**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.**

The school district will use multiple strategies, within limited financial resources, to reward teachers and leaders and staff members who have raised student achievement and are rated as effective and highly effective.

- Based on the union contract schools that meet AYP requirements will award all building teachers one hundred dollars for achievement. This includes the Early Childhood Center when the elementary schools meet achievement goals.
- Teachers, who receive highly effective ratings, will be considered as candidates for the Wayne County Teacher of Year Award.
- Teachers who achieve highly effective ratings for a school year will be honored as such including recognition on the school website and as an Educator of Excellence. The School Board of the City of Hamtramck will also honor these staff members.
- Currently Educators of Excellence in the Hamtramck Public Schools may be given recognition in local media and throughout the community. The school district will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.
- The current contract language provides for removal of leaders and staff members who are ineffective. Once a teacher is rated as ineffective, the teacher will be provided additional supports to improve professional practice and student achievement outcomes as detailed in the teacher evaluation system. This support will be provided through classroom coaches provided by IRRE, through additional support from colleagues in SLC meetings, and through more formal training provided by the district team and outside professional development providers. The district will dismiss ineffective probationary teachers and tenured teachers in accordance with the law. Ineffective school leaders will be given one year of extra support through a plan of assistance to improve performance and overall student achievement outcomes in their schools. This support will come from local professional development training sessions and current mentorship and development programs provided by the ISD. Ineffective leaders will be removed based on two years of ineffective ratings.

Administrators are given a variety of ways to increase student achievement and grow professionally. They are encouraged to attend district and state level professional development and also attend national trainings such as the Harvard Principal's Institute to help gain global perspective and increase leadership skills. School site visits to see Best Practice models in action are supported district wide. Principals are also given ongoing training on the teacher evaluation process and the use of the district's evaluation model.

When an administrator is not meeting performance levels, even after district level support, the superintendent or his/her designee will remove the administrator as outlined in the administrative contract. This contract will be renegotiated during the 2012-2013 school year.

Building level evaluation is the responsibility of the principal and the superintendent is responsible for administrators' evaluations.

**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.**

Much of the building professional development will be a part of the ongoing relationship with Institute for Research and Reform (IRRE), an intermediary working with our school through the GM School of Excellence grant. The relationship between IRRE and Hamtramck High School is one of building capacity and the professional development planning is facilitated to meet the needs of the building level students and teachers. The professional development is focused on improving student outcomes by providing teachers with a structured set of strategies and pedagogical skills that are research based and proven effective through over the fifteen years of IRRE work in urban schools with a high number of SES students. This professional development also was initially selected due to baseline student data, such as the low number of students proficient in reading based on state scores such as the Michigan Merit Exam (MME) and the English Language Proficiency Assessment (ELPA). It also is flexible as it is driven by regular assessments as outlined in the 'I Can' Benchmarking system outlined below and the Measuring What Matters (MWM) Protocol outlined in questions number 5.

Subject specific professional development has been moving through various stages of reform. During the 2011-2012 school year Algebra 1 and Geometry teachers began the work of creating an 'I Can' Benchmarking system which outlines the pacing guide based on Core Common Standards (CCS) in mathematics and creates a mastery system of assessment to ensure students have learned the outcomes for each course. Hamtramck High School also piloted a Literacy curriculum (First Things First) for 9th grade students reading below grade level. Further, administration and a team of teachers were in-serviced on Measuring What Matters (MWM) a data collecting metric focused on monitoring engagement, alignment and rigor in classrooms across the building. MWM is used to guide and differentiate professional development.

The 2012-2013 school year has full implementation of math benchmarking including Algebra 2; ninth and tenth grade Literacy courses currently in place. Social Studies and Science began the work of creating benchmarking assessments for subject specific courses and received intensive summer training in these areas. Further, the entire staff was given summer training of the 12 Power Strategies to increase student engagement and help strengthen teacher delivery methods. During the 2012-2013 school year the building team continued with MWM and the protocol is currently being introduced to all buildings in the district.

Professional Development is also sustained and supported by Small Learning Community (SLC) meetings held for 180 minutes per week for SLC teachers. Bi-weekly or daily meetings where teachers work together to share lesson protocols, peer review protocols, build shared expectations for student behaviors and student supports creates an environment where teachers work on instruction together regularly throughout the building and across subject areas. These SLC teams have SLC Coordinators who have received and continue to receive professional development on facilitating staff work. The SLC Coordinators also have a resource of the School Improvement Facilitator (SIF) who helps to manage much of the reform work in conjunction with building administration.

For the next three years the school will continue to follow its reform plan. All four core subject areas will have aligned pacing guides and common assessments to ensure all students, in all classrooms, are learning the benchmarks required in each course in each content area. The data from these assessments will be used to drive instruction and monitor student progress. It is not part of the teacher evaluation system. MWM will become a school-wide protocol allowing all staff members to be a part of the data collection and the reflective conversations that are generated through the protocol.

Building administration, district administration, the SIF and IRRE staff members are responsible to complete this task.

### **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.**

#### **RECRUITMENT:**

The school's plan to recruit staff is based on student needs including monitoring students' achievement data. The goals for the building based on this data would require recruitment of teachers who are skilled in incorporating both literacy and mathematics skills throughout their subject areas. Further, care is taken to look for candidates who can work with our building sub groups such as English Language Learners, Special Education students, as well as experience working with at -risk students. Candidates for Hamtramck High School must also show cultural competency to work with the wide group of learners we service. These same parameters are used to guide selection of paraprofessionals to support students. Teachers are recruited through postings listed on consortiums like the Wayne RESA website, MiReap, and through online advertisements. Candidates are also found through email contacts at the local universities.

Members of the school reform team have long been a part of hiring building team members. The questions are developed as the group prepares for interviews and they are modified to reflect the current needs of the building. For example, we are using a literacy curriculum in the 9th and 10th grade and the questions for ELA candidates reflect their ability to incorporate structured lessons into their instructional pedagogy. Similarly, teachers who are hired outside of ELA are asked to discuss lesson strategies that incorporate literacy into their daily

lessons.

### RETAINING STAFF:

All staff members are currently a part of an SLC (Small Learning Community) who meet to provide staff structured time to work as professionals. These communities are leader by teacher leaders, called SLC Coordinators, as well as individual leadership roles defined inside each SLC. This same team driven style of leadership extends into the counseling department as they develop yearly calendars for student support and testing, into the Portfolio Team as they develop exit plans for seniors and into regular department meetings that will be scheduled during district professional development time. These smaller leadership roles allow the principal and other administrators to identify skills of staff members and shared leadership allows staff to role into other roles such as building data specialist or roles deemed necessary by the School Improvement Plan. As the school continues its implementation process team members from the SLC's will come together to join School Improvement subcommittees focused on:

- (2013-2016) Student Interventions and facilitating Family Advocacy Systems (FAS),
- (2013-2016) Data Collection and Analysis,
- and continue more traditional committees for English Language Learners (ELL) and Special Education students.
- In 2014-2016 a Process Review team will give recommendations on the success of school-wide interventions and monitor implementation of the plan formally. This role will be assigned to the School Improvement Team on a less formal basis until that time.

Another change to the leadership team is the School Improvement Facilitator (SIF) who is a teacher leader who works solely to support instructional reform in the building. The SIF works to guide both new and veteran staff through the reform process including mentoring, lesson modeling, and working with the SLC Coordinators to help guide the school through this transformation process.

New teachers and teachers marked Ineffective and Minimally Effective are placed on Individual Professional Development Plans. The school develops both schedules and courses based on student needs, student requests, staff expertise and the SLC common planning schedule. Flexible scheduling is available to staff based on student needs. We intend to continue to allow staff to work a staggered day. Flexible scheduling began when data showed that students could successfully complete graduation requirements in four years if given flexible ways to recover credit. Currently students can take an additional hour of classes at the end of the day to recover credit lost in previous school years.

Building administration, School Improvement Facilitator, and district level administration are responsible to complete this task.

**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.**

Three overarching research based goals will drive the reform plan for Hamtramck High School: (1) Engagement: Students are actively involved cognitively, emotionally, and behaviorally- in their academic work (NCREL, 2005; Tomlinson, 1999, Tomlinson & Allan, 2000). (2) Alignment: Students are doing work that reflects academic standards set by their district and state; have opportunities to prepare for the next level of learning (Bhola, Impara, & Buchendahl, 2003). (3) Rigor: Teachers expect and support high levels of work from all students (Burris, et al, 20078; Quint, Thompson, & Bald, 2008), ensuring mastery through frequent checks for understanding in which all students are held accountable for learning and re-teaching is provided. The framework for instruction has been developed and tested through Hamtramck High Schools external partner IRRE as a part of more than fifteen years of work in secondary schools. This framework is driven by the ongoing data that is collected, measured, and then fed back into the classroom to drive instruction. The protocols outlined below all provide that data; first through Measuring What Matters (MWM) which collects building wide data about classroom instruction, but also in the daily feedback about teaching and learning provided by the 'I Can' Benchmarking system.

Measuring What Matters:

A key tool to build the staff's shared understanding of what engagement, alignment and rigor look like is through use of the IRRE's Engagement, Alignment and Rigor Protocol also called Measuring What Matters (MWM). This protocol uses research-based indicators to collect and report data on the levels of student Engagement, Alignment and Rigor in classroom practices. This data is collected throughout the building, throughout the day, and by a team of district and building administrators as well as classroom teachers who work with the MWM team. This data is then used to guide and inform all professional development activities by targeting instructional practice that helps to support a coherent, consistent and well-aligned instructional classroom building wide.

This focus on alignment and using data to drive instruction is encompassed in all the instructional work partially or that will be implemented as further detailed below.

Pedagogy: Professional development and coaching will be provided by IRRE around specific pedagogical strategies to increase teachers' repertoire of strategies that promote mastery of rigorous academic content by diverse learners. These twelve power strategies are embedded across the school and into each classroom in such as way to align the building focus and students' academic experiences and expectations for learning. Hamtramck High School and IRRE have been intentional in choosing strategies that are A.) effective in all content areas B.) engage and encourage students to practice higher levels of thinking, and C.) are strategies that teachers can easily integrate into their practice, modifying them to match their strengths. Overall all the strategies are research based and have been proven to achieve high levels of effectiveness when used well.

Literacy Curriculum: Hamtramck High School is currently in its second year of implementation of the First Things First Literacy Curriculum, engaging literacy curricula for all 9th and 10th grade students. Focused on dramatically increasing literacy skills (9th grade reading focus and 10th grade writing focus) to move students toward college readiness.

Benchmarking Systems (Math, Science and Social Studies): IRRE and building level staff and administrators have been working to state the current math, science and social studies curriculum as specific, sequential accomplishments called "I can" statements. These 'I Can' statements then become measuring objectives for each class and for lesson planning. They are also assessed using benchmarking Checkpoints and Capstones. Students are required to show double mastery in math of standards using this system. Teachers can use the short cycle assessments, Checkpoints, to guide the re-teaching in the classroom. The Capstone then provides the second check for mastery and serves as a summative assessment. These common assessments drive the work of the teachers during professional development, lesson planning and department work.

The rapid turnaround we expect to see will be shown in both formative and summative data assessments. We will build the underpinnings for students' success through this focus and see gains in our reading scores on a variety of standardized tests as well as decreased academic failure in core classes. We also believe that the additional supports put in place should allow us to see increased graduation rates and decreased attrition of students.

Building level administration, teachers and IRRE staff are responsible to complete this task.

### **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.**

Developing a data driven culture is an ongoing process for Hamtramck High School. Continued work with IRRE will incorporate data-driven dialogue to support implementation of effective instructional strategies to improve instruction. Hamtramck High School has worked to develop formative assessments to inform individual student and class-wide instructional needs. For example, in math teachers participated in a process in which they collaboratively identify the skills, concepts, and processes to be mastered and where they still may need greater support. Multiple assessments are created for each learning target (aligned with state standards) with the knowledge that many students may need additional instructional time and supports before reaching mastery while others are ready to advance more quickly. This process is being recreated in Science and Social Studies with modifications to meet the departments' needs.

During the 2012-2013 school year, and continued through 2016, a building wide database of student data will be compiled including state standard scores, scores from voluntary assessments such as Kaplan or PSAT and language scores provided by the state through ELPA testing. This data will be disaggregated by the school improvement team and shared with the entire building to help support curriculum decisions, course placement and student supports in language and literacy. The building will continue to support individual students through use of 31A staff members who provide pull out support and special education teachers who provide push in support.

Hamtramck High School will also build a data warehouse in the Class A system hosted by the intermediate school district. The CLASS A System (Curriculum, Learning and Assessment for Student and School Achievement), powered by Datawise, INC., is a cutting-edge technology tool that features two powerful capabilities for Wayne County Educators. Class A will assist teachers develop and maintain pupil assessments aligned with state and national curriculum standards. The system will also provide performance analysis tools for educators to examine student learning and improve instructional practice. This system will organize and house our data giving us an access point from which we will increase our capacity for using data.

All teams are to use data, in different forms, to drive and monitor their goals. The SLCs will use student data to track progress, to develop programming, and to monitor instructional practice. The School Improvement Team will dive into the data each semester and then provide the staff with opportunities to work with data during professional development. Teachers will be asked to use data on a daily basis to drive instruction and the student growth shown in the data will be used to evaluate both the teacher and the administration.

In the years 2013-2016 the SLC teams will designate a committee member to join a school-wide Data Collection and Analysis team which will help guide the transition for staff into: (1.) using a data collection system for all classrooms that drills down to individual students, (2.) develops a protocol to use the data individually and as an SLC team, (3.) provides information and monitoring about building wide data both for monitoring goals and to drive curriculum decisions as a school community.

Building administration and School Improvement Team will be responsible to complete this task.

## 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.**

During the 2010-2011 school year Hamtramck High School began the process of reforming what was a traditional high school into a system of education that meets the needs of its learners. The staff worked together to apply and was chosen to be a part of the General Motors Schools of Excellence Network in conjunction with the United Way of Southeastern Michigan. The majority of the 2011-2012 school year was a planning year for an overall school reform. During this school year the staff worked to identify the needs and challenges that cut through the building populations and began the complex work of structural as well instructional building-wide change.

During the 2012-2013 school year one major change was the movement from a traditional six period school day to a modified block schedule. Data showed that the building was not only using time unwisely by having so many passing times but that incidents of behavior/discipline referrals went up during class change or near the end of class. Further, teachers stated that the shorter classes made it difficult to teach, assess and reteach subjects without losing students who were preparing for class change.

This current year we have already scaled up instructional minutes in the building by changing the way we view using time in the building. This change in schedule happened prior to being named on the Priority Schools list and as a part of a proactive reform at the building level. This included changing the structure of the Seminar block from a daily to weekly period, and, most significantly, changing the school schedule to a block schedule eliminating passing time and increasing the instructional time on task in all classrooms. This increase of 144 core content instructional minutes has been coupled with a commitment to raising achievement in mathematics and literacy throughout the building but dedicating a double block of time to ELA and mathematics instruction in 9th and 10th grade courses.

As a part of the 2012-2013 school year the Hamtramck High School staff has agreed to look at more creative and flexible ways to use the school calendar, similar to the work they building instructional time. Changes to the calendar will include additional school day and extending the daily schedule to meet the requirements of the plan. The district and union are still currently in negotiations about this issue, and it is being addressed in the upcoming negotiation of the contract. Based on both building and district level flexibility Hamtramck High School already has reallocated resources of time by allowing late start for teachers who teach credit recovery after school and through the district allocation of 31A dollars to support at-risk programming in the building as a part of the new schedule.

During the 2012-2013 school year a variety of enrichment programs have continued or have been started to provide enrichment to the students. Last year all students were surveyed in the building about their current goals and career aspirations. These aspirations were used to create a list of possible themes for Small Learning Communities (SLCs). These SLCs were also created through feedback from staff and community members and this year Hamtramck High School launched their SLCs. Themes include Design and Technology, Health Sciences and Business, Entrepreneurship, Marketing and Management. These SLCs are supported by local businesses, organizations and through current internal and external partners. The students' curriculum and experiences are tailored to their themes and activities, including teacher professional development, are experienced generally in this team. Activities such as DECA, business/management games, and Robotics have been popular in Hamtramck for a long while and these themes were a progression of the students' interests.

We continue to provide Advanced Placement courses and have worked to expand the electives throughout the building. External partners have brought other activities to the school including opportunities for students to go to the Detroit Economic Luncheon and visit with current

business leaders, volunteer in the schools through AmeriCorps and through General Motors, Women of Tomorrow Mentoring program and a wide variety of student support activities whenever applicable to our programming.

Collaboration time for teachers is a commitment at Hamtramck High School and administration has worked to ensure that all staff members have between 90-180 minutes of common planning time each week. The goal of these common planning times, organized by SLCs, is to provide teachers time to work together on instructional practices, lesson reviews, practice strategies and protocols and work on developing plans to help students who are struggling in their SLC. Further, early release professional development days will be added to provide staff time to review curriculum and data based on departments and to work on issues of vertical alignment and building wide instructional practice.

District, building and union leadership are responsible for completing these tasks.

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

Multiple strategies to integrate students and families into reform efforts:

Hamtramck High School has begun the process of implementing the Family Advocacy System (FAS), with support from IRRE, which provides every student with an advocate dedicated to his/her academic success. Teachers work with approximately 20-22 students for 39 minutes per week through out the students' career at HHS. Advocates do weekly check ins with students, progress report checks and provide curriculum to support student goal setting, decision making, college planning and other issues pertinent to a students' success. Advocates use data, through the Muzuni system, to track the progress of their students and meet with fellow teachers and counselors to support their students. Advocates also provide one method of two-way communication meeting/calling the student families monthly and keeping them apprised of the student's progress. Ongoing professional development will be provided for the next few years to support the FAS process.

The process of engaging the community in the reform initiative began with the Roundtable Community Event in which building staff, with consultation from IRRE, rolled out the upcoming reform strategies. Continued communications about the reform efforts have been shared through mailers, parent phone calls, through Parent Orientation events, and updates will be added to the website. Teachers continue to use both traditional methods, such as letters home and phone calls to communicate student progress, and also have taken advantage of parent emails and texting when appropriate. The staff is also committed to setting up Zangle Parent Connect for the 2013-2014 school year allowing easier communications for many parents by providing access to student grades and teacher comments online at any time. The school will continue use of Edulink a phone system that makes daily calls to parents about truancy and school wide activities or reminders. These systems will help parents have more access to "real time" data on their student's individual progress and provide additional methods of school to home communication.

#### **School and Community Organizations:**

The school is widely visible in a variety of community organizations. One such organization is the Champions Council that is organized and supported by the United Way of Southeastern Michigan. Through regular meetings, brings together key community members with school staff to identify and prioritize the school/students needs and ways they can be supported by the greater community. We have also partnered with Wayne Mediation to help with truancy issues throughout the school year, with ACCESS to provide lunchtime tutoring, with Wayne Mediation to provide Community Building Circles, and have programming with the Center for Youth and Families to provide In-School Suspension for students.

We would also like to start hosting parent events on off site locations including; parent support classes, school informational meetings and continue with community events during which we can continue to support the reform work. Locating events in the community may encourage parents who cannot always attend events more willing to spend some time with the school community. This has proven more successful with events like the Health Hike, which takes place in various parts of the community, and shows that parents will attend events on weekends even if they can't make Parent Teacher conferences during the week.

Also, Hamtramck Public Schools is working to develop either trainings or videos to support parents in our school who have English as a Second Language and feel more comfortable learning in that language. The goal is to help ease the student's transition into school and the parent transition into the community and to have a shared understanding of their student's needs.

Building administration, the SLC teams, and the School Improvement Team are responsible for completing these tasks.

## 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.**

The School Leadership Team, an extension of the School Improvement Team, has been working for the past two years to guide the transformation process the staff proactively began this past year in earnest. This work has already shown the following indicators of district flexibility.

The district will provide the building the flexibility to do the following:

- ¢ Plan and implement professional development according to the needs of the staff and the current reform model that is being implemented. This is currently in place and is monitored each month based on staff needs and data collected during classroom visits. Staff provide input on the PD needs and the calendar will continue to be flexible based on those needs.
- ¢ Develop a school schedule and calendar that meets the needs of the students while supporting the school's transformation. The school calendar has been created to provide the most consistency for students learning and the staff work time has been carved out of the school day. Staff planning time rarely requires substitutes so students are receiving instruction from their teacher on a regularly basis.
- ¢ Make staffing decisions and set work schedules to the needs of students such as allowing staff to work a staggered day in order to provide credit recovery courses after school. Currently the staggered day for staff has been in place since 2011. The extended day is for students working on credit recovery. Both the district and the teachers union are in support of extended day options for scheduling in the 2013 year and beyond.
- ¢ Determine spending priorities for any grant funds provided through the GM Schools of Excellence Program and the United Way of Southeastern Michigan.

**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.**

As a part of the agreement between the district, building and GM/UW grant:

- ¢ A School Improvement Facilitator (SIF) position has been established to support implementation of Redesign plan. The SIF will be responsible for coordinating professional development, analyzing and distributing student outcome data to drive decisions, modeling instructional strategies, working with the School Improvement Team and external partners to identify instructional needs and goals, planning and monitoring the FAS, and serving as an internal support for system change.
- ¢ In spring, 2011 the United Way of Southeastern Michigan selected Hamtramck High School as a participant in the GM Schools of Excellence Network funded by the General Motors Foundation. As a result, United Way of Southeastern Michigan has been established as a reform partner with Hamtramck High School. Jessica Stone, is a school reform liaison for Hamtramck and will work closely with the principal and SIF to establish partnerships with the local business community and community agencies. These relationships will provide the school with additional resources and students' access to services that will help them overcome barriers to their success in school. Ms. Stone will also work with the district administration to establish a Champions Council, comprised of business and community leaders who will provide additional support and accountability to keep Hamtramck's redesign effort on track.
- ¢ United Way of Southeastern Michigan provided schools in the GM Schools of Excellence Network the opportunity to select a school reform partner to engage in a five year, research based school reform initiative. Hamtramck High School selected Institute for Research and Reform

in Education (IRRE) as its reform partner based on its framework for reform, First Things First. This framework uses five core strategies for transforming the school experience for secondary students in way that dramatically improves their academic performance and commitment. The core strategies are 1.) strengthening instruction, 2.) effective use of data, 3.) personalized learning communities; 4.) advocating for students and families; and 5.) building system capacity to strengthen and sustain reform. Dr. Julie Broom, Director of Instructional Support and Dr. Adena Klem, Director of Field Operations are the IRRE liasions to Hamtramck High School and will oversee the five year efforts to implement First Things First in collaboration with the Principal, SIF and district administration.

Additional support from Wayne RESA in the form of teacher training and coaching is provided for all staff. This includes support for teachers in recent years for co-teaching models, introducing and implementing the Core Common Standards and training on technology. There is additional support for paraprofessionals, library aides, and other ancillary staff that work with students. The Michigan Department of Education also provides support on teacher evaluation, School Improvement Planning and information on legislative changes.

# Assurances Report

## Michigan Department of Education Assurances

### Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	<a href="#">Hamtramck High School Evaluation Protocols.pdf</a>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	<a href="#">2012-2013 building level pd for Priority plan 11.12.xls</a>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	Please note we outline increased instructional time this year (2012-2013) of 144.0 minutes and increased instructional time for the 2013-2014 school year of 264.95 minutes. <a href="#">HHS Instructional Time Comparision v 2.xlsx</a>
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	Please see section in the Hamtramck High School plan.
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	<a href="#">Additional teacher collaboration schedule Nov 2012.doc</a>
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	<a href="#">HHS assurance Union MOU.doc</a>

Hamtramck HS  
2012

**Hamtramck Public Schools  
Teacher Evaluation Instrument**

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Location: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>1a: Demonstrating Knowledge of Content and Pedagogy</b>	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
<b>Evidence/ Narrative</b>				

Ineffective \_\_\_\_\_ (0 Points)      Minimally Effective \_\_\_\_\_ (1 Point)      Effective \_\_\_\_\_ (2 Points)      Highly Effective \_\_\_\_\_ (3 Points)

	<b>Ineffective</b> Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	<b>Minimally Effective</b> Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	<b>Effective</b> Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	<b>Highly Effective</b> All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
<b>Evidence/ Narrative</b>				

Ineffective \_\_\_\_\_  
(0 Points)

Minimally Effective \_\_\_\_\_  
(1 Point)

Effective \_\_\_\_\_  
(2 Points)

Highly Effective \_\_\_\_\_  
(3 Points)

	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>1c: Designing Coherent Instruction</b>	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
<b>Evidence/ Narrative</b>				

Ineffective \_\_\_\_\_ (0 Points)      Minimally Effective \_\_\_\_\_ (1 Point)      Effective \_\_\_\_\_ (2 Points)      Highly Effective \_\_\_\_\_ (3 Points)

	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>2a: Creating an Environment of Respect and Rapport</b>	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
<b>Evidence/ Narrative</b>				

Ineffective \_\_\_\_\_ Minimally Effective \_\_\_\_\_ Effective \_\_\_\_\_ Highly Effective \_\_\_\_\_  
 (0 Points) (1 Point) (2 Points) (3 Points)

	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>2c: Managing Classroom Procedures</b>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
<b>Evidence/ Narrative</b>				

Ineffective \_\_\_\_\_  
(0 Points)

Minimally Effective \_\_\_\_\_  
(1 Point)

Effective \_\_\_\_\_  
(2 Points)

Highly Effective \_\_\_\_\_  
(3 Points)

	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>2e: Organizing Physical Space</b>	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
<i>Evidence/ Narrative</i>				

Ineffective \_\_\_\_\_  
(0 Points)

Minimally Effective \_\_\_\_\_  
(1 Point)

Effective \_\_\_\_\_  
(2 Points)

Highly Effective \_\_\_\_\_  
(3 Points)

	<b>Ineffective</b> Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	<b>Minimally Effective</b> Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	<b>Effective</b> While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	<b>Highly Effective</b> Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
<i>Evidence/ Narrative</i>				

Ineffective \_\_\_\_\_  
(0 Points)

Minimally Effective \_\_\_\_\_  
(1 Point)

Effective \_\_\_\_\_  
(2 Points)

Highly Effective \_\_\_\_\_  
(3 Points)

	<b>Ineffective</b> There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	<b>Minimally Effective</b> Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	<b>Effective</b> Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning	<b>Highly Effective</b> Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.
<i>Evidence/ Narrative</i>				

Ineffective \_\_\_\_\_  
(0 Points)

Minimally Effective \_\_\_\_\_  
(1 Point)

Effective \_\_\_\_\_  
(2 Points)

Highly Effective \_\_\_\_\_  
(3 Points)

	<b>Ineffective</b> Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	<b>Minimally Effective</b> Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	<b>Effective</b> Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	<b>Highly Effective</b> Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
<b>Evidence/ Narrative</b>				

Ineffective \_\_\_\_\_  
(0 Points)

Minimally Effective \_\_\_\_\_  
(1 Point)

Effective \_\_\_\_\_  
(2 Points)

Highly Effective \_\_\_\_\_  
(3 Points)

	<b>Ineffective</b> Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	<b>Minimally Effective</b> Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	<b>Effective</b> Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.	<b>Highly Effective</b> Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
<b>4c: Communicating with Families</b>				
<b>Evidence/ Narrative</b>				

Ineffective \_\_\_\_\_  
(0 Points)

Minimally Effective \_\_\_\_\_  
(1 Point)

Effective \_\_\_\_\_  
(2 Points)

Highly Effective \_\_\_\_\_  
(3 Points)

	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>4e: Growing and Developmentally Professionally</b>	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
<i>Evidence/ Narrative</i>				

Ineffective \_\_\_\_\_  
(0 Points)

Minimally Effective \_\_\_\_\_  
(1 Point)

Effective \_\_\_\_\_  
(2 Points)

Highly Effective \_\_\_\_\_  
(3 Points)

School: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

Teacher: \_\_\_\_\_

Evaluated by: \_\_\_\_\_

Domain 1 - Planning and Preparation	
1a	
1b	
1c	
1d	
1e	
1f	
<b>Domain 1 Score</b>	<b>0.00</b>
Domain 2 - The Classroom Environment	
2a	
2b	
2c	
2d	
2e	
<b>Domain 2 Score</b>	<b>0.00</b>
Domain 3 - Instruction	
3a	
3b	
3c	
3d	
3e	
<b>Domain 3 Score</b>	<b>0.00</b>
Domain 4 - Professional Responsibilities	
4a	
4b	
4c	
4d	
4e	
4f	
<b>Domain 4 Score</b>	<b>0.00</b>

Domain 5 - Student Growth	
5a	
5b	
<b>Domain 5 Score</b>	<b>0.00</b>

<b>Overall Score</b>	
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# Hamtramck Public Schools Teacher Evaluation Protocol

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Formal teacher evaluation will begin with both the teacher and the evaluating administrator reviewing and becoming familiar with the tool that is being used for the evaluation. Being aware of all aspects of the evaluation tool and the metric used for measurement is imperative for accurate and authentic evaluation to occur.

Both parties involved should take the time to read each of the components for each of the five professional practice domains. Below is the list of the five domains associated with all positions covered under this evaluation model.

## Domain 1: Planning and Preparation

## Domain 2: The Classroom Environment

## Domain 3: Instruction

## Domain 4: Professional Responsibilities

## Domain 5: Student Growth

It is important to note that Domains 2 and 3 possess components that can be cited during the formal observations. Some aspects of Domains 1 and 4 can be observed during a classroom or work site observation, while others will need to be assessed through the professional dialog. Domain 5 can be presented using multiple representations and using a variety of methods. This is why understanding the measuring tool, along with professional dialog, is essential to a valid and reliable evaluation.

## STEPS FOR EVALUATION PROCESS

- A meeting date is set for a pre-observation conference.
- Prior to meeting, the pre-observation conference conversation protocol is completed by the teacher and submitted to the administrator for review.
- At the formal pre-observation meeting the pre-observation form is discussed; domains and components of domains are discussed and applicable artifacts and/or documentation is submitted or entered into the Stages Evaluation system (once operational).
- Formal observation(s) occurs.
- Informal observation(s) occur when needed.
- Following formal observation(s), a post-observation self-reflection questionnaire is completed by the teacher and submitted to the administrator for review. The completed document guides the post-observation conversation.
- Final submission of student growth data and analysis.
- Final evaluation meeting.
- Goals are submitted to evaluating administrator.

- Pupil attendance in the school or school district.
- Student, parent, and teacher feedback, and other information considered pertinent by the superintendent.

The year-end performance evaluation assigns an effectiveness rating to each school administrator of highly effective, effective, minimally effective, or ineffective, based on his or her score on the evaluation tool.

In the event that a school administrator is rated as minimally effective or ineffective, the superintendent will develop and require the administrator to implement an improvement plan to correct the deficiencies. The plan will recommend professional development opportunities and other measures designed to improve the administrator's rating on his or her next annual year-end evaluation.

If an administrator is rated as ineffective on three consecutive annual year-end evaluations using the same evaluation tool, the school district will dismiss the administrator from his or her employment. [As articulated in Section 380.1249, this "does not affect the ability of a school district... to dismiss an ineffective school administrator from his or her employment regardless of whether the school administrator is rated as ineffective on 3 consecutive annual year-end evaluations."]

In the event that an administrator is rated as highly effective on three consecutive annual year-end evaluations, the school district may choose to conduct a year-end evaluation biennially instead of annually. If the administrator is not rated as highly effective on one of these biennial evaluations, he or she will again be evaluated annually.

HAMTRAMCK PUBLIC SCHOOLS ADMINISTRATOR EVALUATION TOOL

General Evaluation				
Comments				

\_\_\_\_\_  
Administrator Name

\_\_\_\_\_  
Administrator Signature and date

\_\_\_\_\_  
Superintendent

**Administrators rated overall as Ineffective or Minimally Effective are required to meet with the Superintendent to develop a Plan of Improvement, and the following information must be completed:**

Date of Improvement Planning Conference: \_\_\_\_\_

Summary of Improvement Plan Conference (may attach separate document):

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent Signature

	A	B	C	D	E
1	<b>IRRE Spreadsheet 2012-2013</b>				
2	<b>Date</b>	<b>Title of PD</b>	<b>Hours</b>	<b>Staff</b>	<b>Trainer/Coordinator</b>
3	23-Aug-12	SLC Coordinator Development	6	SIFS & SLC Coordinators	United Way
4	13-Sep-12	MWM Refresher Training	3	MWM and SIFS	IRRE
5	14-Sep-12	MWM Refresher Training	3	MWM and SIFS	IRRE
6	17-Sep-12	Instructional Site Visit #1	6	Literacy Teachers, SIF, Principal	IRRE
7	18-Sep-12	Instructional Site Visit #1	6	Math Teachers, SIF, Principal	IRRE
8	19-Sep-12	Instructional Site Visit #1	6	Social Studies Teachers, SIF, Principal	IRRE
9	20-Sep-12	Instructional Site Visit #1	6	Science Teachers, SIF, Principal	IRRE
10	4-Oct-12	Fall Leadership Meeting	3	School Admin, SIF	United Way
11	23-Oct-12	FAS Site Visit #1	1.5	Faculty, SIF, SLC Coordinators	IRRE
12	24-Oct-12	FAS Site Visit #1	1.5	SIF, SLC Coordinators	IRRE
13	12-Nov-12	Instructional Site Visit #2	6	Literacy Teachers, SIF, Principal	IRRE
14	13-Nov-12	Instructional Site Visit #2	6	Math Teachers, SIF, Principal	IRRE
15	14-Nov-12	Instructional Site Visit #2	6	Social Studies Teachers, SIF, Principal	IRRE
16	15-Nov-12	Instructional Site Visit #2	6	Science Teachers, SIF, Principal	IRRE
17	6-Dec-12	SLC Coordinator Development Training	3	SIFS & SLC Coordinators	United Way
18	11-Dec-12	FAS Site Visit #2	1.5	Full Faculty, SIF, SLC Coordinators	IRRE
19	12-Dec-12	FAS Site Visit #2	1.5	SIF, SLC Coordinators	IRRE
20	14-Jan-13	Instructional Site Visit #3	6	Literacy Teachers, SIF, Principal	IRRE
21	15-Jan-13	Instructional Site Visit #3	6	Math Teachers, SIF, Principal	IRRE
22	16-Jan-13	Instructional Site Visit #3	6	Social Studies Teachers, SIF, Principal	IRRE
23	17-Jan-13	Instructional Site Visit #3	6	Science Teachers, SIF, Principal	IRRE
24	11-Feb-13	FAS Site Visit #3	1.5	Full Faculty, SIF, SLC Coordinators	IRRE
25	12-Feb-13	FAS Site Visit #3	1.5	SIF, SLC Coordinators	IRRE
26	15-Apr-12	Instructional Site Visit #4	6	Literacy Teachers, SIF, Principal	IRRE
27	16-Apr-12	Instructional Site Visit #4	6	Math Teachers, SIF, Principal	IRRE
28	17-Apr-12	Instructional Site Visit #4	6	Social Studies Teachers, SIF, Principal	IRRE
29	18-Apr-12	Instructional Site Visit #4	6	Science Teachers, SIF, Principal	IRRE
30	2-May-12	Spring Leadership Meeting	3	School Admin, SIF	United Way
31	Spring	Training on CLASS A	varies	Full Faculty	Wayne RESA
32	Spring	Training on Zangle Gradebook	varies	Based on individual staff needs	Wayne RESA
33	Summer	Instructional Strategies Training	12	Full Faculty, SIF, SLC Coordinators	IRRE
34					
35	<b>PD Calendar Draft 2013-2014</b>				
36	<b>Date</b>	<b>Title of PD</b>	<b>Hours</b>		
37	August	District-Wide Curriculum Review	12	Full Faculty	District
38	Q1	Instructional Site Visit #1	6	Core teachers, SIF and Principal	IRRE
39	Q1	Training on Class A	6	Full Faculty	Wayne RESA
40	Q1	Zangle ParentConnect Training	3	Full Faculty	Wayne RESA
41	Q1	MWM Refresher Training	3	MWM and SIFS	IRRE
42	Q1	Instructional Strategies: Effective Questioning	3	Full Faculty	Building Level
43	Q1	School Improvement Team: Data Review	3	Full Faculty	Building Level
44	Q2	Fall Leadership Meeting	3	School Admin, SIF	United Way
45	Q2	Instructional Site Visit #2	6	Core teachers, SIF and Principal	IRRE
46	Q2	FAS Site Visit #1	1.5	Faculty, SIF, SLC Coordinators	IRRE
47	Q2	FAS Strategies	3	Full Faculty	Building Level
48	Q2	Vertical Alignment Team Meetings	3	Full Faculty & Middle School Staff	Building Level
49	Q3	Instructional Site Visit #3	6	Core teachers, SIF and Principal	IRRE
50	Q3	Training on Class A	6	Full Faculty	Wayne RESA
51	Q3	Zangle ParentConnect Training	3	Full Faculty	Wayne RESA
52	Q3	MWM Refresher Training	3	MWM and SIFS	IRRE
53	Q4	Fall Leadership Meeting	3	School Admin, SIF	United Way
54	Q4	Instructional Site Visit #4	6	Core teachers, SIF and Principal	IRRE
55	Q4	FAS Site Visit #2	1.5	Faculty, SIF, SLC Coordinators	IRRE
56	Q3 & Q4	PD will vary based on MWM Data	3	Full Faculty	Building Level
57					

### Instructional Time Increases Sample Schedules

2011-2012			
1st	7:52	8:55	63
Passing	8:55	9:00	5
2nd	9:00	9:56	56
Passing	9:56	10:01	5
3rd	10:01	10:56	55
Passing	10:56	11:01	5
4th	11:01	11:56	55
Passing	11:56	12:01	5
Seminar	12:01	12:26	25
Lunch	12:26	12:56	30
Passing	12:56	1:01	5
6th	1:01	1:57	56
Passing	1:57	2:02	5
7th	2:02	2:58	56
		Subtotal	426
		Lunch	30
		Seminar	25
		Passing	30
		Acad Class Min/Day	341
		Acad Class Hrs/Day	5.683
		Acad Class Hrs/Wk	28.417

2012-2013 Standard (4 days per wk.)				2012-2013 Seminar (1 day per wk.)				
1st	7:46	8:35		1st	7:46	8:30		
1/2 block -- no passing				1/2 block -- no passing				
2nd	8:39	9:24	98	2nd	8:34	9:13	87	
Passing			4	Passing			4	
3rd	9:28	10:13		3rd	9:17	9:56		
3/4 block -- no passing				3/4 block -- no passing				
4th	10:17	10:59	91	4th	10:00	10:39	82	
Passing			4	Passing			4	
5th/Lunch	11:03	11:45	42	5th/Lunch	10:43	11:22	39	
Passing			4	Passing			4	
6th	11:49	12:31	42	6th	11:26	12:05	39	
Passing			4	Passing			4	
7th	12:35	1:20	45	FAS	12:09	12:48	39	
Passing			4	Passing			4	
8th	1:24	2:09		7th	12:52	1:31	39	
8/9 block -- no passing				Passing				4
9th	2:13	2:58	94	8th	1:35	2:14		
8/9 block -- no passing				8/9 block -- no passing				
				9th	2:18	2:58	83	
		Subtotal	432			Subtotal	432	
		Lunch	42			Lunch	39	
		Seminar	0			Seminar		
		Passing	20			Passing	24	
		Acad Class Min/Day	370			Acad Class Min/Day	369	
		Acad Class Hrs/Day	6.167			Acad Class Hrs/Day	6.150	
		Acad Class Hrs/Wk	24.667			Acad Class Hrs/Wk	6.150	

2013-2014 Standard (4 days per wk.)				2013-2014 Seminar (1 day per wk.)				
1st	7:46	8:36		1st	7:46	8:33		
1/2 block -- no passing				1/2 block -- no passing				
2nd	8:40	9:27	101	2nd	8:37	9:18	92	
Passing			4	Passing			4	
3rd	9:31	10:18		3rd	9:22	10:03		
3/4 block -- no passing				3/4 block -- no passing				
4th	10:22	11:09	98	4th	10:07	10:48	86	
Passing			4	Passing			4	
Lunch	11:13	11:38	25	Lunch	10:52	11:17	25	
Passing			4	Passing			4	
5th	11:42	12:29	47	5th	11:21	12:02	41	
Passing			4	Passing			4	
6th	12:33	1:20	47	FAS	12:06	12:47	41	
Passing			4	Passing			4	
7th	1:24	2:11		6th	12:51	1:32	41	
7/8 block -- no passing				Passing				4
8th	2:15	3:02	98	7th	1:36	2:17		
7/8 block -- no passing				7/8 block -- no passing				
				8th	2:21	3:02	86	
		Subtotal	436			Subtotal	436	
		Lunch	25			Lunch	25	
		Seminar	0			Seminar	0	
		Passing	20			Passing	24	
		Acad Class Min/Day	391			Acad Class Min/Day	387	
		Acad Class Hrs/Day	6.517			Acad Class Hrs/Day	6.450	
		Acad Class Hrs/Wk	26.067			Acad Class Hrs/Wk	6.450	

30.817 = 2012-13 Academic Class Hours per Week  
 28.417 = 2011-12 Academic Class Hours per Week  
 2.400 = Increase in Academic Class Hours per week 2011/12 to 2012/13  
**144 = Increase in Academic Minutes per week 2011/12 to 2012/13**

32.5167 = 2013-14 Academic Class Hours per Week  
 30.817 = 2012-13 Academic Class Hours per Week  
 28.4167 = 2011-12 Academic Class Hours per Week  
**4.1 = Increase in Academic Class Hours per week 2011/12 to 2013/14**  
**246 = Increase in Academic Minutes per week 2011/12 to 2013/14**  
  
 720 = Total Increase in Academic Minutes due to conversion of 4 half-day exam days to full days  
**18.95 = Ave. Weekly Increase in Academic Minutes due to conversion of 4 half-day exam days to full days (based on 38 weeks)**

**264.95** Net average weekly increase in instructional minutes from 2011/12 to 2013/14

**Hamtramck High School  
Additional Teacher Collaboration Schedule**

	<b>2011-2012</b>	hours	<b>2012-2013</b>	hours
District Hours	Full day 9-1-2011	7.0	Full Days 8-28-2012 8-29-2012	14.0
	15 late start days	25.0	8 early dismissal days	13.3
SLC collaboration*	N/A	0.0	180 minutes weekly	88.5
<b>Totals</b>		<b>32.0</b>		<b>115.8</b>

\*Teams, that include all teachers on staff, are affiliated with one of three small learning communities. They spend 180 minutes a week collaborating on instructional practices, lesson reviews, student behavior protocols, and family intervention interventions.

The chart above shows an increase of 83.8 hours in additional teacher collaboration time for the 2012-2013 school year.

2011-2012	2013-2014
Late Start Dates:	Early Dismissal Dates
9-21-2011	9-12-2012
10-26-2011	11-14-2012
11-16-2011	12-12-2012
12-7-2011	1-9-2013
12-21-2011	2-13-2013
1-18-2011	3-13-2013
2-1-2012	4-10-2013
2-15-2012	5-8-2013
2-29-2012	
3-14-2012	
3-28-2012	
4-18-2012	
5-2-2012	
5-16-2012	
5-30-2012	

This is an agreement between the Hamtramck Federation of Teachers and the Hamtramck Board of Education regarding staffing and assignments at Holbrook Elementary School and Hamtramck High School.

1. The Michigan Department of Education has approved a reform and redesign plan for Holbrook Elementary School and Hamtramck High School. The Union will not require bargaining regarding the terms of or effect of the plan.
  2. These schools are not required to accept a teacher, in a new or existing position, without the mutual consent of the teacher and principal, regardless of seniority.
  3. Vacancies at this school will be posted for both internal and external applications.
  4. Current limits on instructional minutes, professional development and number of instructional days may be exceeded provided that:
    - a. each member of the bargaining unit affected by any such change will be compensated by payment of the hourly rate of \$22.50 as currently defined in the Collective Bargaining Agreement.
    - b. The parties will bargain with regard to whether funding is available.
  5. The Board will provide advance notice, not later than August 1, to the Union and affected employees of any changes in instructional minutes, professional development days or instructional days.
6. This agreement shall expire with regard to Holbrook Elementary School on the earlier of June 30, 2016 or termination of supervision of Holbrook Elementary School by the Michigan Department of Education and/or the State School Reform and Redesign Office
7. This agreement shall expire with regard to Hamtramck High School on the earlier of June 30, 2016 or termination of supervision of Hamtramck High School by the Michigan Department of Education and/or the State School Reform and Redesign Office.

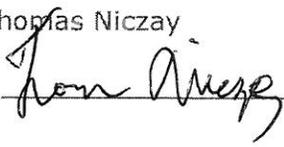
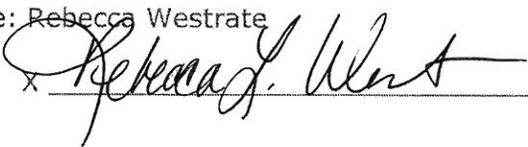
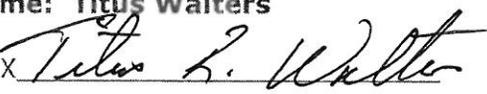


Michelle Cook- HFT President  
7/31/13



Thomas Niczay- Superintendent  
7/31/13

## Redesign Plan Signature Page

<b>SCHOOL INFORMATION</b>	<b>CONTACT PERSON FOR REDESIGN PLAN</b>
District: Hamtramck Public Schools School Name: Hamtramck High School Address: 11410 Charest St, Hamtramck, MI 48212 School Code: 01554	Name: Rebecca Westrate Position and Office: Principal, Hamtramck High School Telephone: 313-892-2484 Fax: 313-892-1990 Email: rwestrate@hamtramck.k12.mi.us
<b>LEA SUPERINTENDENT/PSA ADMINISTRATOR</b> Printed Name: Thomas Niczay Signature: X  Date:	Telephone: 313-892-2011 Fax: 313-872-8679 Email: tniczay@hamtramck.k12.mi.us
<b>SCHOOL PRINCIPAL</b> Printed Name: Rebecca Westrate Signature: X  Date:	Telephone: 313-892-2484 Fax: 313-892-1990 Email: rwestrate@hamtramck.k12.mi.us
<b>LEA/PSA SCHOOL BOARD PRESIDENT</b> Printed Name: Titus Walters Signature: X  Date:	Telephone: 313-268-1804 Fax: Email: twalters@hamtramck.k12.mi.us
<b>PRESIDENT OF LOCAL TEACHER UNION</b> Printed Name: Michelle Cook Signature: X  Date:	Telephone: 248-345-9225 Fax: 313-366-0786 Email: curtism@hamtramck.k12.mi.us

The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the school into the State School Reform/Redesign School District, imposing for the school one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.