

SCHOOL INFORMATION

District: HARTFORD PUBLIC SCHOOLS
 School Name: HARTFORD MIDDLE SCHOOL
 Address: 141 School Street Hartford, MI 49057
 School Code: 06343

REFORM MODEL SELECTED: PLEASE READ EACH MODEL DESCRIPTOR AND THEN SELECT ONE.

- Transformation** – 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.
- Turnaround** - The Turnaround Model includes among other actions; replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.
- Restart** – The Restart Model closes the school and reopens it under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.
- Closure** – The Closure Model would close the low-achieving school and enroll the students who attended that school in other high-achieving schools in the district.

-DIRECTIONS-

FIRST TIME SUBMISSIONS: If you are submitting a reform/redesign plan for the first time please complete page 2 and then proceed to the following pages to complete your plan:

Transformation Model:	Your plan will start on page 4
Turnaround Model:	Your plan will start on page 6
Restart Model:	Your plan will start on page 8
Closure Model:	Your plan will start on page 11

REVISIONS ONLY: If you are submitting revisions, please place an X indicating whether it is the first or second revision:

REVISION: 1 2

All revisions must be submitted in a different, BOLD font, and clearly identified in the table of contents. Only submit the section(s) you want to revise.

ALL COMPLETED REDESIGN PLANS MUST BE SUBMITTED ELECTRONICALLY TO:

MDE-SROplans@michigan.gov

For additional help, please contact the State Reform Office at 517-335-2741.

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Hartford Public Schools School Name: Hartford Middle School Address: 141 School Street School Code: 06343	Name: Mr. DeLane Overton Position and Office: Principal, Middle School Telephone: 269-621-7201 Fax: 269-621-7260 Email: overtond@hpsmi.org
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: MIKE HALLGREN Signature: X _____ Date: 28 NOVEMBER 2011	Telephone: 269-621-7002 Fax: 269-621-3887 Email: HALLGREN@HPSMI.ORG
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: DeLane L. Overton Signature: X _____ Date: 28 NOVEMBER 2011	Telephone: 269-621-7201 Fax: 269-7260 Email: OVERTOND@HPSMI.ORG
LEA SCHOOL BOARD PRESIDENT Signature: X _____ Date: _____	
LOCAL TEACHER BARGAINING UNIT Signature: X _____ Date: _____	
<p>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 LEA into the State School Reform/Redesign School District, imposing for the LEA 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.</p>	

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THE TRANSFORMATION MODEL STARTS HERE:

Descriptor: 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.

Directions: The following items are required elements of the **Transformation Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

I. TRANSFORMATION MODEL COMPONENTS

PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leaders name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)
 DeLane Overton, our middle school principal, meets the 2 year rule because he was hired in August 2009. Process used: March 2009 the middle school principal was assigned to a Central Office position. The search began to find a dynamic leader to transform the climate of the middle school in order to focus on student success. The position was posted and a committee of administrators, teachers, students, and community members was assembled to interview the applicants. Six applicants were interviewed and three were recommended to the board. Deciding questions during the interview process included: What is your vision of an outstanding school? How would you lead change in this school? What are your plans for the first year on the job? What are your 5-year goals? What is your mission for the middle school? DeLane Overton stood out as a transformational leader. He presented ideas on how he would lead the change in school climate in order to ensure all students would succeed. His ideas were fresh and innovative. We knew he would lead the way forward, and not maintain status quo. Since his hiring, and before the school was placed on the PLA list, Hartford Middle School has already INCREASED the proficiency rates on MEAP: 6th grade reading 9%, math 17%, social studies 20%. 8th grade INCREASES: reading 10%, science 11%, and math 14%. There was a slight decrease in 7th grade math proficiency, and Mr. Overton addressed that with the 7th grade math teacher by placing that teacher on a required improvement plan. Of the 8 tests offered in each of the last five years, the highest rates of proficiency occurred in five tests in the year following Mr. Overton's hiring. Additionally, from year 1 to year 2, the number of students with multiple D-'s or F's dropped between 10-20%, depending on grade level, while the number of students with at least 1 D- or F dropped between 10% and 50%, depending on grade level. 7th and 8th grade students also take the Explore test, and from year 1 to year 2, 8th grade scores have

increased from 1 to 2 points (considered good to excellent improvement rates). In year 2, the 7th grade score on the Explore was HIGHER than the previous year's 8th grade class! All of these improvements put Hartford Middle School on a steep improvement trajectory. Further, from year 1 to year 2, HMS has already seen a 13% INCREASE in students on the Honor Roll and a 14% DECREASE in significant behavior write-ups. According to data from a perception survey given during the 2nd year, 91% of students felt we have a safe, caring environment, and 96% of students felt we have a supportive staff (reflecting correlation with William Glasser theory of Quality Schools). Hartford Middle School continues to implement positive changes as follows.

2. 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. (Maximum 1250 characters)

A committee of teachers and administrators has been working for over a year to create an evaluation tool that complies with state requirements and ensures a comprehensive, authentic, and collaborative appraisal of teacher and administrative proficiencies. The plan includes many elements of the Charlotte Danielson model of evaluation of staff, as well as measurements of student achievement. It is point-weighted so that student achievement is reflected in the teacher/administrator's final determination of effectiveness. Administration has been attending workshops and conferences regarding principal/teacher evaluation, observation, and feedback, in order to effectively monitor and improve academic achievement of students, teaching performance of teachers, and effectiveness of principal leadership. Student assessments are being used not only as a snapshot of each student at the moment of assessment, but also to gauge individual, group, and sub-group improvement over a period of time. Student assessments and improvement data are factored into teacher and principal evaluations according to emerging state laws, and our goal is to modify the evaluation tool as state law determines in the future. These evaluation tools are currently works in progress, but will comply fully with state law and local expectations as they pertain to student achievement as a significant factor. Please attach a copy of the Evaluation Tool in Appendix A of this template.

3. 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. (Maximum 3750 characters)

The identification of leaders, teachers, and other staff who have helped increase student achievement will be done with the aid of evaluation tools (see #2 above) mutually agreed upon by all stake-holders. Identification will also be done through direct observation, parental and community input, and colleague nomination. Parental and community input is vital, as the education of a community's children is one of the most important investments in the future that a town can make. Increased student achievement is not limited to the academic realm; therefore, social and behavioral improvement will also be recognized. Teachers, other staff, and principals play a significant role in shaping and redirecting these non-academic qualities and therefore should be recognized and rewarded when students improve in

those areas as well. Careful consideration will be given not only to the quantitative data (reduction in numbers of behavioral incidents), but also the qualitative data (decreasing significance of behavioral actions, ie., from fighting to verbal confrontations, to tardies or forgetting classroom material). The rewarding of those staff members contributing to the growth of students will be done in multiple ways. These rewards will be in the form of merit pay (as mutually agreed upon by teaching staff and administration (per contract negotiations), promotion to committee leadership positions within the school and district, as well as compensated time off and other various personalized awards ("Teacher of the Week", public acknowledgements, gift certificates, cards, recognition in newsletters, nominations for ISD awards, etc.). Some rewards will be paid from the general account, as negotiated incentive pay, while other rewards will simply be paid for by Mr. Overton as a show of personal appreciation for staff going above and beyond. Staff members who have failed to increase student achievement will be notified through conversation with building principal, accompanied by association representation. As occurred last year with a teacher, said conversation will include supporting data, counseling and guidance on improvement expectations, and a written plan for teacher improvement. Written plan will be developed in collaboration with principal, teacher, and association representative. The plan will include a schedule of deadlines and checkpoints, and rubrics for: Teacher professional development above and beyond already established PD for staff, teaming with a mentor teacher, data coaching, written self-reflection pieces, observations of effective teachers, regular counseling sessions with principal and association representation for review of progress, review of further data reflecting student and teacher achievement, professional reading selections, alternative assignments for teacher, and other self-improvement tasks as determined by teacher and association representative. If data indicates significant improvement, such will be noted and monitored. In other cases, data may result in the teacher or staff member being separated from the District to seek employment opportunities elsewhere. In unique cases, there may be a better fit for the individual within the District, but in another capacity or another building. The ultimate determination will be made through the extensive use of student data, and guidance from said teacher, principal, association representative, and the superintendent.

4. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development 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. (Maximum 6250 characters)

District-level and school-level Professional Development plans are set by a committee of teachers and administrators, and run parallel with each other throughout the school year. The Board of Education sets the overall District Goals. The schools' goals are set to align with and achieve the District goals, taking into account the various methods employed within the individual school culture and the diverse culture of all stakeholders. Due to the data that qualified the Middle School as a PLA school, we will be working on instruction and assessment designed to

address the deficiencies of three years ago. "Data for Student Success" will be used by subject area teachers and grade level teachers in order to disaggregate for better subject level and grade level instruction. Data will also be disaggregated for individual students so that each student's potential can be addressed. Our school Data Coach will assist teachers both at staff meetings, and within individual classrooms (job-embedded). Additionally, due to the increased practice of Inclusion in the classrooms, our teachers will be modeling for and learning from each other. Our regular education teachers will be shown techniques and strategies that work with students with special needs, as well as regular education students. Our regular education teachers will be modeling strategies and methods that may raise the bar for students with special needs. This type of professional collaboration is, by definition, job-embedded professional development. It is year-long and consistent, with feedback and collaboration among those two classroom teachers as well as the entire staff at staff meeting professional development (see following). Through these processes of PD, teachers will be exposed to greater insight into their own pedagogy through comparison and contrast with other professionals' pedagogy. District-wide Professional Development will tentatively follow this schedule: August 27-28 2012: Required Professional Development for District. Planned by committee (pending at this time), with topics including writing across curriculum, response to intervention, inclusion/team teaching, specific special education needs of students, second-language-learner strategies, structured instruction observation protocol, poverty and education (Ruby Payne/ Doug Reeves), data interpretation and utilization, and William Glasser's "Quality Schools" refresher training. Some of the above topics are overlapping, while still individual in nature. November 15, 2012: Self-Assessment report for North Central Association, group review of student data, subject and grade level review of data, individual teacher review of student data, determination of data results in planning for upcoming units of instruction and assessment, and align data results with changes in strategies and topics from previous Professional Development (August 27-28). Included will be mentor teacher and master teacher presentations on effective strategies and methods in the classroom. These lessons will be then be modeled within various classrooms (depending on data interpretation for need) for job-embedded PD. January 20, 2013 Professional Development: Topics determined by building level through professional development committees. Most likely topics: further data interpretation and utilization, alignment with the diverse local cultural expectations and challenges, further writing across curriculum, and additional inclusion and team teaching strategies. Embedded PD includes "SMART" training from local ISD (this training is on strategies to teach students on the Autism Spectrum Disorder). A consultant will co-teach a segment in classrooms as a way of modeling the strategies learned. March 30, 2013 Professional Development: Continuation of January 20th professional development, as determined by building-level committee, to be aligned with overall District Goals and Professional Development expectations. Further interpretation of any new data, review of previous strategies and success rates, adjustments of previous strategies based on student success data, and planning for remainder of school year. While the above-mentioned professional development will take place on a regular scheduled basis, ongoing professional development will take place monthly

in Staff Meetings. Staff Meetings will be scheduled for twice per month, with at least one of those staff meetings being a professional development opportunity by staff, for staff (job-embedded). This will be planned and implemented on an ongoing "as needed" basis. This means it will occur at least every second staff meeting (once per month), but will be determined by the needs of the students/teachers, as indicated by quantitative data (assessments/school behavior issues) and by qualitative data (student/parent/staff perceptions of school climate and culture). The School Improvement Team, collaborating with our data coach and data team, will determine appropriate staff professional development and will request effective staff (colleagues) for presentation. If the need lies outside the ability or expertise of staff, then outside presenters will be requested. Feedback from staff meeting professional development will be kept and utilized for future use. ADDITIONALLY: While we will be scheduling all of the above professional development at various times throughout the school year, teachers and staff will also be attending conferences or workshops that have not yet been scheduled or advertised for the upcoming school year (ISD, MDE, etc.). The amount of professional development, and the topics that will be addressed, clearly demonstrate that Hartford Middle School will meet the expectations as outlined in the preceding paragraph.

Please attach a copy of the Professional Development calendar into Appendix B

5. 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. (Maximum 3750 characters)

Hartford Middle School allows for and encourages all forms of career growth within the school and district. While we still have contractual "steps" for advancement on the salary scale, we encourage promotion of staff through various committee involvement. We encourage staff to seek conferences and workshops that enhance individuals' strengths and that strengthen areas of weakness. Hartford Middle School is open to hiring substitute teachers in order to allow classroom teachers the opportunities to attend workshops and conferences. The District and school offers teachers and staff opportunities to observe each other in order to sharpen skills they see as exceptional in others. There are staff "mini grants" awarded by the Hartford Education Foundation that allow staff to implement innovative ideas. Refresher training in William Glasser's Quality Schools philosophy is offered, and in many cases, it is a staff member who is doing the training for the rest of the staff. Teachers and staff are invited to participate in presentations for the Board of Education or other stakeholders in an effort to expose them to situations they may encounter should they pursue other positions within the education profession. Mentor teachers are selected according to their professional track record, as opposed to their longevity. This type of promotion allows teachers vertical movement without having to become administrators. The same is true of encouraging Master Teachers to present professional development at staff meetings and within the classroom of other teachers. As teachers demonstrate mastery of curriculum and instruction, it only makes sense that the middle school would promote the idea of a visible leadership role for those teachers. This also speaks to our school climate that sees an average turnover of 0.01% (last resignation was 11 years ago, for geographic

reasons). People want to stay here for the environment! As for flexibility, while the school maintains a traditional schedule consisting of 7 to 8 classes, with bells for dismissal and beginning classes, staff are encouraged to "think outside the bell". We acknowledge that the class periods and bell system promote an orderly change in classes and create a routine for students to follow, we also want teachers to use their discretion when a change in scheduling is needed. For example, if we notice in our data that one group of students needs some remediation in Mathematics, while another group is struggling after a Science test, and still another group needs to work on a research paper, Staff should collaborate on those needs. Should staff determine that they want to group those students by needs, and then phase out the last period of the day on a given day, they can rotate those students to the teachers whose help they most need. This could be done anytime throughout the day, for as long as teachers believe necessary to benefit the students. If there is a remaining group of students who have mastered material in all classes, they may be assigned to another teacher for enrichment activities in core academic classes, additional Physical Education opportunities, or in the Creative Arts. This strategy can benefit students not only for the remediation that they receive, but it also serves as an unintentional (intentional) reward system that motivates some students to work harder during regular class time so that they can participate in the enrichment opportunities. Having this flexibility allows teachers the freedom to collaborate, and then create an unofficial schedule amongst themselves in order to help our students. This independence from the confines of a traditional schedule should prove attractive to most staff.

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

6. 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. (Maximum 6250 characters)

Hartford Middle School has been working with Hartford High School and Woodside Elementary (3rd-5th grade) to create a seamless stream of student data from local, ISD, state, and national common core standards assessment tools. This data allows building staffs to align curriculum expectations with student achievement at different grade levels. Data is presented at professional development events, staff meetings, and at various times throughout the year as it becomes available. Various district staff are attending ISD, state, and ACT conferences to learn effective methods of data presentation, interpretation, and implementation. As most standardized assessments are aligning with national common core standards, our data will reflect our progress toward mastery of state (national) standards. Where our data reflects deficiencies, we will look not only at our instructional practices, but also at our local assessment structure, validity, and reliability. Continued professional development in differentiated instruction and student engagement, as well as professional development in assessment formation will lead toward greater alignment with successful instructional strategies and content expectations (standards). This use of data is guiding our more thorough implementation of various successful instructional approaches, beginning with the overall model of the Middle Start concept. This was implemented after a Kellogg grant over five years ago to enable the school to

function as a true middle school with teaming, common planning hours for teams, and an array of rotation and explore classes that exposed students to a very diverse curriculum in addition to the core classes. Over time, as budgets have diminished, much of this has been changed. The long term goal is to return to such programming when state budgets allow. In order to compensate for the loss of much of the Middle Start program, staff have implemented strategies that embrace and bridge the approaches of Differentiated Instruction, Cooperative Learning, Direct Instruction, and Mastery Learning. Under the umbrella of Glasser's "Quality Schools" approach, all of these programs lead toward the expectations of High Quality work from each student. When they see high quality expectations in their education, and are given high quality supports, then their work should produce high quality results. In Cooperative Learning, they are allowed to share ideas of what exactly is high quality to each student, and to work as a group to achieve those goals. Working together and sharing the responsibility of teaching and learning from each other, students experience success at an increasing rate. All of these approaches, used together, overlapping, and separate, have contributed to the significant improvement we have seen in the past two years.

7. 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. (Maximum 6250 characters)

The district's and school's assessment data is provided to staff at regular professional development opportunities, during staff meetings, and throughout the year as it becomes available. It is currently reviewed as a school at least once per month at staff meetings, and it will be reviewed in the future at least twice per month during regular staff meetings and staff professional development meetings. Comparisons will be made between local assessment data, state assessment data, and national assessment data. Assessment data will be compared with instructional strategies within the classroom to determine needs for grade level students, tiered students, and individual students. We have trained data coaches in the district and in the school, and they will be offering professional development to staff in order to best use the data we receive. These data coaches will work with teachers in their understanding of the Grade Level Content Expectations and the movement toward national Common Core expectations. Teachers will use data to check for alignment between curriculum, local assessments, state assessments, and national assessments. Once alignment has been improved or verified, further professional development will be presented that targets instructional strategies that enhance student achievement and mastery of established content expectations. Collaboratoin between teachers in subject area classes will be expected and monitored so that there is lateral alignment as well as vertical. This process is also reflected in the teacher and leader evaluations currently being established by the district. It is the intent of the district and the school to create a professional culture within the school where data is discussed and utilized not only in formal settings (meetings, professional development, etc.) but also in normal day-to-day conversations and interactions.

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

8. 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. (Maximum 3750 characters)

The school already offers an extended school day for students who are struggling academically. Currently this extended day for those students is 55 minutes, three days per week. Beginning next semester and into next year, we will increase this to four days per week, with Fridays remaining at the current school schedule times. Next year, this extended day will become part of the regular school schedule for all students and will begin to include options for students who are not struggling, but would benefit from enrichment activities in core areas, physical activities (gymnasium or outside), or visual or performing arts. This extended day period will continue to promote the opportunities for successful students to act as tutors and/or mentors to struggling students. Students will be assigned to remediation or enrichment based on their grades from the previous week. This will ensure that students are placed in a setting that offers the best options for them to improve their skills, whether they are struggling or are already excelling. This strategic assignment of students to specific settings will also allow teachers, on a rotating basis, to collaborate in various groups (grade level, subject, etc.). In addition to this rotation and collaboration time, teachers will be able to supplement their collaboration time during targeted staff meetings. As mentioned previously, staff meetings will become staff professional development meetings at least once per month, with staff members offering professional development for each other. In addition, it is the goal of the school to offer substitute teachers on a quarterly basis so that teachers will be given an additional opportunity for collaboration. Overall, these three strategies will add fifty-three hours of potential collaboration time for teachers over the course of the school year. For students in remediation or enrichment activities, the framework of the school day will change not only with the addition of the fifty-five minute extended opportunity period, but also with an adjustment of the classes within the school day. We will eliminate one class (Accelerated Reading), and lengthen other classes to fill that time void. Reading in the content areas, novels classes, and a rotating Reading class will continue to enrich our student's reading skills. By lengthening other classes in this manner, students will have more time in core academic areas and other enrichment areas (art, music, PE, etc.). Students may also be assigned or volunteer for summer school, which adds at least three weeks to their school year. Those three weeks, in addition to the lengthened school day, will add a total of 185 hours to the school year for students. Attach a copy of the daily school schedule, teacher collaboration schedule and a copy of a student schedule that demonstrates increased time in Appendix C

9. Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement. (Maximum 3750 characters)

Partnership between parents and the school is vital to the success of the students. Hartford Middle School partners with parents and the community in many ways. The school (principal and teachers) communicates with parents via regular phone calls to the homes, email, letters from the principal at least quarterly, "all call" information phone system, yearly increases in Parent-Teacher conference participation, Parent-Internet Viewer online grade access, weekly grade sheets sent home with students, to be signed and returned, and notes in student planners or notebooks. Hartford Middle School participates in United Way contribution program to assist community members who need assistance. The school website offers parents information regarding student achievement, school philosophy, expectations, procedures, teacher contact information, important dates, and other items. We have had teachers go, physically, to families' homes to ensure the students attended school. We have contacted local businesses to announce upcoming events and have left pencils and pens with the school motto (No Excuses, No Explanations; Just Great Kids With High Expectations) at local businesses to promote our philosophy. Some businesses have posted our motto and guiding philosophy in their windows or on entrance doors. Community members and stakeholders are solicited for input in capital improvement projects. A Senior Citizen luncheon is held every two weeks at different schools in order to convey important information to that segment of stakeholders, as well as to gain their perspective on issues. Community-school meetings have been held to convey information and receive input. Hartford Middle School goes above and beyond in its attempts to involve parents in the educational process of all students.

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

- 10 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. (Maximum 3750 characters)

The District allows the Middle School, in conjunction with the High School due to shared staff, to create, modify, and implement a schedule that best fits the needs of the students as they continue to improve in all areas of their education. There is oversight and final approval from the Superintendent, but the process and outcome is determined by the school according to the needs of the students. Middle school staff is hired, evaluated, and supervised by the middle school principal. Changes in staff assignments are, again, determined by the needs of the students and implemented by the principal. Staff are informed of potential needs and changes, and staff remain engaged in the process throughout. Staff meetings, staff certification, and teacher/student data allow for a comprehensive overview of the needs and possible arrangements, so that staffing is done with student success as the ultimate goal. The District calendar is set in advance, and the middle school works within that calendar. However, should the need arise for the middle school to make adjustments to better support the students, the District allows for that flexibility. The length of day or the length and arrangement of class periods is left to the discretion of the middle school according to the needs of the students. There is collaboration with the high school, again due to shared staff, but the overall daily

schedule is not restricted by the District administration. The school budget is divided into sub-categories for accounting purposes, but the use of the available balances is determined by expenses that will most benefit student achievement. As staff sees a need for material, supplies, field trips, computer programs, or other useful educational assistance, the determination is made as to the potential effectiveness on student achievement. Financial resources are directed by school personnel toward those items that will most benefit students, again with oversight from the district, but without hindrance.

- 11 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. (Maximum 3750 characters.)

The district encourages all forms of continued support, giving school personnel the opportunities to attend all needed workshops and conferences in order to continue the improvements that have already occurred. The local ISD and the school have a productive relationship and work well together for the benefit of the students. Numerous professional development opportunities are provided by the ISD and attended by school staff. There is ongoing collaboration between the ISD and the school in order to mutually create the most effective training and assistance possible. The ISD has provided helpful training in areas Special Education needs, data coaching, interpretation, and implementation, inclusion and co-teaching strategies, curriculum and assessment guidance, and career/college introduction for middle school students. Hartford Middle School looks forward to continued collaboration with MDE in this improvement process through continued workshops, conferences, and other communications. The district will monitor the continued improvement in the middle school, and will expect the middle school to continue seeking assistance when such is needed. The district is encouraging the continued partnership between the middle school and the GEAR-UP program to enhance middle school students' understanding of and connection with the higher education process. GEAR-UP will again partner with the middle school to present students with information, regular guidance, and college visits. The result of students having a vision of their potential future in a higher learning environment should be further increases in achievement. The middle school will continue to seek partnerships throughout this process and beyond, in order to continue the improvements that have already begun.

**TRANSFORMATION SCHOOLS WILL STOP HERE.
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS
PAGE NUMBERS AND MAKE SURE TO UPDATE APPENDIXES A-C**

**APPENDIX A
COPY AND PASTE YOUR:**

Copy of Leader and Teacher Evaluation Tool (for Transformation Schools)
Or
Copy of Adopted Competencies Tool (for Turnaround Schools)
(unlimited characters)

Middle and High School Teacher Evaluation Model for Student Achievement

80 % of all students will demonstrate proficiency. Student Achievement will be 25 % of the evaluation while

75 % will be covered by the Charlotte Danielson Model

Score:	0	1	2	3
Code:	Ineffective	Minimally Effective	Effective	Highly Effective
Range:	0-69% of the students	70% - 79% of the students	80% - 89% of the students	90% - 100% of the students
MS	MEAP (6 th & 7 th)	Percent of students scoring a level 1 or 2 plus those showing improvement from previous year score.	0	1 2 3
	EXPLORE (8 th)	students will increase content area score at least 1 point	0	1 2 3
	NWEA (6 th & 7 th)	students will make end of the year cut score	0	1 2 3
	End of course test	students will achieve 80% or higher on the end of course test	0	1 2 3

HARTFORD PUBLIC SCHOOLS

TEACHER EVALUATION FORM

Name: _____ Date: _____

Assignment: _____

Building: _____

Status: Probation: 1st Year _____ 2nd Year _____ 3rd Year _____ 4th Year _____

Tenured: _____

Observation conducted: Date: _____ Time: _____ Subject(s): _____

Focus Area 1: Planning and Preparation

Component 1a: Demonstrating knowledge of Content and Knowledge about Teaching

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline or with other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.

Component 1b: Demonstrating Knowledge of Students

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays thorough understanding of typical developmental characteristics of age group, exceptions to general patterns and the extent to which each student follows patterns.
Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that student's exhibit, such as learning styles, modalities, and different "intelligences".	Teacher displays general understanding of the different approaches to learning that student's exhibit.	Teacher displays solid understanding of the different approaches to learning that different student's exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning (learning styles) in instructional planning.

Component 1c: Selecting Instructional Goals

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Value	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for student and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning. Goals consider district curriculum, state mandates, and community expectations.	Goals are valuable and teacher can clearly explain how those goals establish high expectations and relate to district curriculum frameworks and standards, state mandates and community expectations.
Suitability for Diverse Students	Goals are not suitable for the class.	Most goals are suitable for most students in the class.	All goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.

Component 1d: Demonstrating Knowledge of Resources

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

Component 1e: Designing Coherent Instruction

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional practice.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different approaches according to student needs.

Component 1f: Assessing Student Learning

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence of student input in the development of assessment criteria.
Variety of Assessment Formats	There is no variety in the type of assessments used.	There is some variety in assessment type, but most are multiple choice type tests.	Teacher uses a wide variety of assessments, including performance assessments.	A wide variety of assessments are used. Students have an opportunity to select assessment.

Focus Area 2: Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal disrespect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and students.

Component 2b: Establishing a Culture for Learning

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it.
Expectations for Learning and Achievement	Instructional goals and activities, interactions and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain high expectations for the learning of all students.
Environment Conducive to Learning	There is little in the classroom environment to generate interest in the instructional goals or subject.	Some effort has been made to make the classroom environment interesting and to connect materials displayed to instructional goals or	A wide variety of materials are displayed that generate student interest in the instructional goals or subject. Students work is displayed and a variety of learning	The classroom environment has been constructed or arranged to generate interest and support the learning of instructional goals or subject matter.

		subject.	styles are accommodated.	Students participate in creating the environment.
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Component 2c: Managing Classroom Procedures

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Management of Instruction	Students not working with the teacher are not productively engaged in learning.	Tasks for work are partially organized, resulting in some off-task behavior.	Tasks for work are organized, and are managed so most students are engaged at all times.	Students working independently are productively engaged at all times, with students assuming responsibility for productivity.
Management of Transitions (Transitions include both group to group movement and movement of individual students between activities.)	Much time is lost during transitions. Transitions last too long and/or unstructured, resulting in off task behaviors.	Transitions are sporadically efficient, resulting in some loss of instructional time. Movement to new activities does not result in chaos.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with student assuming some of the responsibility for efficient operation.

Component 2d: Managing Student Behavior

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students and student behavior is generally appropriate.	Standards of conduct are clear to all students and appear to have been developed with student input and understanding. Student behavior is entirely appropriate.
Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior, but with uneven results. Teacher respects student's dignity.	Teacher response to misbehavior is appropriate and successful and respects student's dignity.	Teacher response to misbehavior is highly effective and sensitive to student's individual needs.

Focus Area 3: Instruction

Component 3a: Communicating Clearly and Accurately

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be vague, inappropriate, or incorrectly used, leaving students confused.	Teacher's spoken language is audible and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teachers' spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teachers' spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

Component 3b: Using Questioning and Discussion Techniques

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Quality of Questions	Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of high and low quality. Only some invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many thoughtful and appropriate questions.
Student participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

Component 3c: Engaging Students in Learning

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Structure and Pacing	The lesson/unit has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson/unit has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson/unit has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson/unit structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate.

Component 3d: Providing Feedback to Students

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Quality: Accurate, Substantive, Constructive, Specific, and Timely	Feedback is either not provided, is of uniformly poor quality, or is not in a timely manner.	Feedback is of inconsistent quality. Some elements of high quality are present; others are not. Timeliness of feedback is inconsistent.	Feedback is consistently high quality and provided in a timely manner.	Feedback is consistent high quality. Provision is made for students to use feedback in their learning. Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

Component 3e: demonstrating Flexibility and Responsiveness

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher is capable of successfully making a major adjustment to a lesson if needed.

Response to Student	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of the lesson are uneven.	Teacher successfully accommodates students' questions and interests.	Teacher capable of seizing major opportunity to enhance learning building on spontaneous event.
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Focus Area 4: Professional Responsibilities

Component 4a: Maintaining Accurate Records

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintenance of records.

Component 4b: Communicating with Families

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Information about Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Responses to parent concerns are handled with great sensitivity.

Component 4c: Contributing to the School and District

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.

Professional Goals and Self Assessment for Current Year

Goal One:

Comment:

Goal Two:

Comment:

Goal Three:

Comment:

Principal's Comments Regarding Goals:

Performance Review:

Recommendations:

Employment Recommendation:

_____ Placement on 2nd year probation

_____ Placement on 3rd year probation

_____ Placement on 4th year probation

_____ Recommended for non-renewal of contract

_____ Placement/Continue on Tenure

_____ Recommended placement on an Individual Development Plan of Assistance

Signature: (Teacher's signature does not necessarily indicate concurrence)

Principal: _____ **Date:** _____

Teacher: _____ **Date:** _____

The teacher has the right to respond to this evaluation in writing within 10 school days of the above date.

COPIES: TEACHER/PRINCIPAL/CENTRAL OFFICE PERSONNEL FILE

Administrative Evaluation

Hartford Public Schools



Administrator:

Assignment:

Date of Review:

Contractual Recommendation:

Superintendent Signature & Date:

Administrator's Receipt Signature & Date:

Administrator's Signature does not signify agreement. Administrator may submit statement to be attached to the evaluation.

HARTFORD PUBLIC SCHOOLS

ADMINISTRATOR EVALUATION FORM

Name: _____

Date _____

Assignment: _____ Building: _____

Year in Position: _____ Date of Evaluation: _____

Focus Area 1: Promoting the success of all students and staff by facilitating the development, articulation, implementation and a vision of learning

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
The administrator facilitates processes and engages in activities that creates a shared vision and mission	Administrator makes no effort to facilitate or engage others in the vision or mission.	Administrator displays basic effort in engaging others in regards to the districts vision and mission. Some staff share vision and mission of administrator.	Administrator displays solid efforts to facilitate processes and engage in activities that lead the school in a shared vision and mission. Almost all staff shares in vision and mission.	Administrator displays extensive work and effort in facilitating and engaging in activities that lead the school with all staff sharing the vision and mission.
The administrator develops a budget and seeks other resources to support the district mission and vision.	Administrator develops no budget or is unaware of resources available to support the vision and mission.	Administrator displays limited awareness of budget and additional resources available through the school, district, or outside to assist with the vision and mission	Administrator is fully aware of the budget and occasionally seeks additional resources from outside agencies to assist in the vision and mission.	In addition to developing the budget, the administrator continuously seeks outside materials and funding resources to enhance the vision and mission of the building/district.
The administrator uses varied sources of information, data collection, and data analysis strategies for the purpose of planning school	Administrator uses little information and data to analyze student achievement to assist in school improvement or increasing student	Administrator uses some information and data to assist in increasing student achievement and in the school improvement	Administrator is fully aware of the information and data available and periodically reviews current data to assist in improving student	Administrator continuously reviews varied sources of information and data and shares information with staff to assist in improving student

improvement and increasing student achievement.	achievement.	planning process.	achievement and with the school improvement process.	achievement and assisting in the school improvement process.
The administrator investigates and supports the personal and professional wellness and growth of the community of learners.	Administrator does not visit classrooms for evaluating student growth and teacher effectiveness.	Administrator visits classrooms for evaluative purposes only when necessary to provide required teacher evaluations. Has a limited knowledge of what is occurring in each classroom in regards to student learning.	Administrator is regularly in classrooms monitoring teachers and students to insure achievement is at a high level. Administrator offers knowledgeable feedback to assist both teacher and students.	Administrator is consistently visiting classrooms and monitoring student growth and learning. Administrator is aware of supports various learning styles to ensure quality learning by all students.
The administrator practices team building, mediation, negotiation, and consensus building.	Administrator avoids becoming involved in team building, mediation, negotiations, and consensus building.	Administrator participates in team building events along with negotiation and consensus building only when specifically asked.	Administrator leads in team building, mediation, negotiation, and consensus buildings, making a substantial contribution. Staff follows administrators lead in this charge.	Administrator plays a vital role in both building and district team building, mediation, negotiation, and consensus building ensuring all staff has a voice in the process.

Focus Area 2: Promoting the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
The administrator promotes a culture of high expectations for self, students and staff performances.	Administrator promotes instructional goals and activities, interactions and the classroom environment convey only modest expectations for student achievement.	Administrator promotes instructional goals and activities, interactions and the classroom environment convey inconsistent expectations for student achievement.	Administrator promotes instructional goals and activities, interactions and the classroom environment convey high expectations for student achievement.	Administrator promotes both students and teachers to establish and maintain high expectations for the learning of all students.

<p>The administrator researches and draws from a variety of information sources to make the decisions that organize and align the school for success</p>	<p>Administrator displays minimal knowledge of informational sources available to help</p>	<p>Administrator displays limited awareness of information sources available through the school or district for decision making purposes for school success.</p>	<p>Administrator is fully aware of all information resources available through the school or district and knows how to gain access for students to assist in school success.</p>	<p>In addition to being aware of school and district resources, administrator is aware of additional information resources available through the state or nationally to assist in school success.</p>
<p>The administrator models and encourages lifelong learning and promotes professional development that is focused on student learning and is consistent with the school vision and goals.</p>	<p>Administrators lack of professional development offerings prohibit the administrator from being highly qualified. Administrator does not support PD for staff.</p>	<p>Administrator attends PD opportunities and furthers their education on a minimal basis. Administrator is not up to date on PD offerings for staff.</p>	<p>Administrator models and supports attending "Quality" PD for themselves and for staff to further the knowledge to help students in their learning.</p>	<p>Administrator is a leader in assisting to train fellow staff and other educators in best practice concepts for educating students.</p>
<p>The administrator proactively supervises, evaluates, and assists teachers with their own instructional needs using multiple sources of information regarding performance.</p>	<p>The proposed approach contains no clear criteria or standards. Staff evaluations are not completed as required.</p>	<p>Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to staff. Minimal amount of evaluations and observations have been completed.</p>	<p>Assessment criteria and standards are clear and have been clearly communicated to staff. Administrator consistently observes staff and all evaluations are completed.</p>	<p>Assessment criteria and standards are clear and have been clearly communicated to staff. There is evidence of staff input in the development of assessment criteria. All observations and formal evaluations are complete with useful and meaningful dialogue with teacher</p>
<p>The administrator personally uses and promotes technology to advance student</p>	<p>Administrator is unaware of technology and resources available to promote student</p>	<p>Administrator displays limited awareness of technology and resources available</p>	<p>Administrator is fully aware and uses many forms of technology. Administrator</p>	<p>Administrator is on the cutting edge in regards to knowledge of and using and</p>

<p>learning, professional development, adaptive education, and overall school success.</p>	<p>learning, PD or to assist in school success.</p>	<p>to promote student learning, PD, or to assist in school success.</p>	<p>encourages technology and resources available to promote student learning and PD for overall school success.</p>	<p>encouraging staff to use various forms of technology in their teaching and PD for overall student and school success.</p>
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Focus Area 3: Promoting a safe, efficient, and effective learning environment and managing the organization, operations and resources for the success of all students.

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
<p>The administrator uses knowledge of learning, teaching, and student development in making management decision based on current, valid research that produces the maximum opportunity for successful student learning.</p>	<p>Administrator allows learning activities that are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research. Successful student learning is limited.</p>	<p>Administrator knows some of the learning activities to be suitable for students or instructional goals. Progression of activities in the classrooms is uneven, and only some activities reflect recent professional research. Only moderate student success.</p>	<p>Administrator decisions are focused so all of the learning activities are suitable to students and instructional goals. Progression of activities in the classroom is fairly even, and most activities reflect recent professional research. All students showing some levels of success.</p>	<p>Administrator decisions are focused so all learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional practice. All students showing positive levels of success.</p>
<p>The administrator supervises school facilities, equipment, and support operations providing for a safe, clean and aesthetically pleasing learning environment</p>	<p>Administrator does an inadequate job in supervising facilities and equipment. School does not have a positive learning environment.</p>	<p>Administrator displays the basic effort needed in supervising facilities and equipment. Some evidence is visible of needing attention in providing a safe/clean learning environment.</p>	<p>Administrator displays solid effort in keeping the building in excellent condition making sure all students are provided a safe/clean environment. A positive learning environment is felt by most staff and students.</p>	<p>Administrator displays solid effort in keeping the building in excellent condition making sure all students are provided a safe/clean environment. A positive learning environment is felt by all staff and students.</p>

<p>The administrator uses effective communication skills (e.g., problem solving, conflict resolution, group processes, consensus building and advocacy for students and staff.</p>	<p>Administrator does an inadequate job in communicating in regards to problem solving or conflict resolution with staff and students.</p>	<p>Problem solving and consensus building is minimal. Evidence is found of effort but with minimal success.</p>	<p>Interactions by administrator are appropriate in relation to problem solving, group processes and consensus building. Students and staff appreciate effort of administrator with proven results.</p>	<p>Staff and students are included in all appropriate problem solving situations. Group processes are evident in helping build consensus and solving critical building and district issues.</p>
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Focus Area 4: Promoting the success of all students by collaborating with families and community members responding to diverse community interests and needs, and mobilizing community resources.

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
<p>The administrator develops relationships with community leaders through visibility and involvement within the larger community (e.g., business, political, advocacy groups and service agencies and organizations).</p>	<p>Administrator develops no relationships and has no involvement within the community.</p>	<p>Administrator displays the minimal needed involvement within the community. Relationships are few.</p>	<p>Administrator has developed many relationships within the community and is involved in many activities and organizations.</p>	<p>Administrator is very involved within the community and has developed relationships with most of the community leaders.</p>
<p>The administrator gathers and uses relevant information about family and community concerns, expectations and needs.</p>	<p>Administrator is not aware of family and community concerns, expectations or needs.</p>	<p>Administrator periodically seeks input from families and community about concerns, expectations, and needs.</p>	<p>Administrator gathers and uses many tools to gather information from parents and the community to help make changes within the school.</p>	<p>Administrator is consistently communicating with parents and community gathering information about concerns to help drive/initiate change.</p>
<p>The administrator facilitates opportunities and establishes partnerships</p>	<p>Administrator does not seek partnerships with the community to strengthen the</p>	<p>Administrator develops basic partnerships with the business community to help</p>	<p>Administrator is active in developing partnerships with community and university</p>	<p>Administrator plays a vital role in developing and fostering partnerships with</p>

<p>between the school and business community to share resources and strengthen programs to support school goals.</p>	<p>school programs.</p>	<p>share services to strengthen programs. Most partnerships are initiated from other party.</p>	<p>organizations to share resources to strengthen the school programs. Seeks partnership grants.</p>	<p>the business and university community to share resources crucial for both parties. Partnerships have brought in new programs to assist students.</p>
<p>The administrator facilitates activities that recognize and value diversity within the family, community, school and district.</p>	<p>Administrator does not recognize or embrace the diversity of the district or community.</p>	<p>Administrator understands the diversity of the district, school and community. Provides some activities for students and community.</p>	<p>Administrator actively creates activities and programs that embrace the diversity of our students and the community.</p>	<p>Administrator seeks and uses community members in creating activities to embrace our diversity. Parents and students are participating in multi-cultural events to bring community together.</p>

Focus Area 5: Demonstrating personal and professional values, ethics, and integrity.

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
<p>The administrator behaves in a manner consistent with the values, beliefs, and attitudes that inspire others to higher levels of performance.</p>	<p>Administrator occasionally behaves in an unprofessional manner against the values and beliefs of the district. Others not inspired by the administrator's leadership.</p>	<p>Administrator behaves appropriately sharing the districts values, beliefs and attitudes to help promote higher learning and performance.</p>	<p>Administrator's excellent values, beliefs, and attitude carry over to inspire others to perform at a higher degree than previously seen.</p>	<p>Administrator is a role model for others in their values, beliefs and attitude inspiring all those they are in contact with to continually strive to perform at the highest level possible. Evidence of others following the values, attitude and beliefs is evident.</p>
<p>The administrator demonstrates responsibility for the learning of each</p>	<p>Administrator's responsibility for the instructional goals and activities in the</p>	<p>Administrator's responsibility for the instructional goals and activities in the</p>	<p>Administrator's responsibility for the instructional goals and activities in the</p>	<p>Both administrator and teachers establish and maintain high</p>

student.	school convey inconsistent expectations for student achievement.	school convey only modest expectations for student achievement.	school convey high expectations for student achievement.	expectations for the learning of all students.
The administrator demonstrates sensitivity regarding the impact of administrative practices on others.	Administrator demonstrates little sensitivity in regards to style of leadership imposed on staff and students.	Administrator works with staff and students in a sensitive manner only when needed.	Administrator shows sensitivity working with staff and students in the daily administrative decisions that impact others.	Administrator takes a lead approach in working with all staff; listens to input when making administrative decisions that affect entire building.
The administrator interacts with all individuals with consistency, fairness, dignity, and respect.	Administrator interaction and communication with staff/students is negative, demeaning, sarcastic, or inappropriate. Staff /students exhibit disrespect for administrator.	Administrator interaction and communication with staff /students is generally appropriate but may reflect occasional inconsistencies, or favoritism.	Administrator interactions and communications are friendly and demonstrate general warmth, caring, and respect.	Administrator demonstrates genuine caring and respect for all staff and students. All students and staff are treated fairly. Respect is evident for administrator from staff and students.

Focus Area 6: Promoting the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
The administrator facilitates processes to communicate with the school community concerning trends, issues, and potential forces affecting teaching, learning and public policy.	Administrator provides minimal opportunity to share information with community groups and does not respond or responds insensitively to community or parent concerns about issues.	Administrator adheres to the school's required procedures for communicating to parents and community regarding issues in education. Responses to concerns are minimal.	Administrator communicates with parents and community about educational issues and public policy on a regular basis and is available as needed to respond to concerns.	Administrator provides information to parents and community frequently on both positive and negative aspects of educational issues. Responses to any concerns are handled with great

				sensitivity.
The administrator engages representatives of diverse community groups in an ongoing dialogue.	Administrator provides minimal information to community groups and does not respond or responds insensitively to community or parent concerns about students.	Administrator adheres to the school's required procedures for communicating to parents and community. Responses to concerns are minimal.	Administrator communicates with parents and community about students' progress on a regular basis and is available as needed to respond to concerns.	Administrator provides information to parents and community frequently on both positive and negative aspects of student progress. Responses to concerns are handled with great sensitivity.
The administrator develops lines of communication with decision-makers outside of the school community.	Administrator develops minimal lines of communication with state education decision makers.	Administrator adheres to the school's required procedures for communicating with state education decision makers.	Administrator communicates with state decision makers about issues involving student education on a regular basis and is available as needed to respond to questions.	Administrator provides information to state decision makers frequently on both positive and negative aspects of educational issues. Responses to concerns are handled with great sensitivity.
The administrator demonstrates respect for and monitors adherence to the law and district policies.	Administrator repeatedly fails to monitor adherence to law and district policies.	Administrator adheres to the school's required procedures to monitor the law and district policies.	Administrator takes and active role in monitoring and reviewing the law and district policies.	Administrator takes and active role in monitoring and reviewing the law and district policies. Administrator also communicates policies to parents and community through articles and letters home to parents.

Professional Goals and Self Assessment for Current Year

Goal One:

Goal Two:

Goal Three:

Superintendent's Comments Regarding Goals:

Performance Review:

Recommendations:

Employment Recommendation:

Recommended for renewal of contract.

Recommended for non-renewal of contract

Recommended placement on an Individual Development Plan of Assistance

Signature: (Administrator's signature does not necessarily indicate concurrence)

Superintendent: _____ **Date:** _____

Administrator: _____ **Date:** _____

The administrator has the right to respond to this evaluation in writing within 10 school days of the above date.

COPIES: SUPERINTENDENT/ADMINISTRATOR/CENTRAL OFFICE PERSONNEL FILE

**APPENDIX B
COPY AND PASTE YOUR:**

Professional Development Calendar or Timeline

(unlimited characters)

**HARTFORD MIDDLE SCHOOL
PROFESSIONAL DEVELOPMENT CALENDAR
2012-2013****AUG 27-28, 2012: ALL DISTRICT:**

Writing across the curriculum, response to intervention, inclusion/team-teaching, specific Special Education needs, second-language learner strategies, structured instruction observation protocol, poverty and education (Ruby Payne/ Doug Reeves), data interpretation and utilization, William Glasser's Quality Schools refresher training.

November 15, 2012: District and building level:

Self-Assessment for North Central, group review of student data, subject and grade level review of data, individual teacher review of data, determining data results in planning for upcoming units of instruction, and align data results with changes in strategy, and more topics from previous Professional development.

January 20, 2013: District and building:

Further data interpretation and utilization, alignment with diverse local cultural expectations and challenges, further writing across curriculum, and additional inclusion and team teaching strategies.

March 30, 2013:

Continuation of January 20th Professional Development

Ongoing:

Every 3rd Wednesday of each month, by staff for staff. Topics vary according to needs of students.

ISD, MDE, etc.:

Conferences, workshops, or other offered Professional development not scheduled as of this writing.

**APPENDIX C
COPY AND PASTE YOUR:**

Daily School Schedule, Sample Student Schedule and Teacher Collaboration Schedule
Or
Executed Addendum to Support the Implementation of the Reform Model

(Maximum 6250 characters)

**HARTFORD MIDDLE SCHOOL
Daily Class Schedule
2011-2012**

8:00-8:45	FIRST HOUR
8:49-9:34	SECOND HOUR
9:38-10:23	THIRD HOUR
10:27-11:12	FOURTH HOUR
11:12-11:37	FIRST LUNCH
11:41-12:27	FIFTH HOUR
OR	
11:16-12:02	FIFTH HOUR
12:02-12:27	SECOND LUNCH
12:31-1:07	HOMEROOM
1:11-1:56	SIXTH HOUR
2:00-2:45	SEVENTH HOUR

2012-2013

Remove Homeroom, expand classes, add Extended Day Period from 2:50-3:45, and rework lunch schedule.

***Schedule cannot be completed until spring due to shared staff with high school, uncertain numbers (sections), uncertain offerings, and collaboration with high school on facility availability.

TEACHER COLLABORATION SCHEDULE*

2012-2013

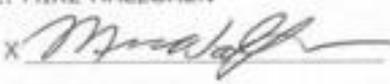
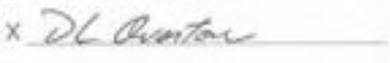
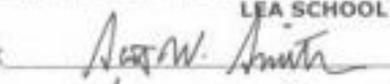
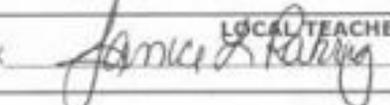
Daily: On a rotating basis, according to scheduled rotation of students

Bi-Monthly: At targeted staff meetings

Quarterly: Floating substitute teachers to free-up teachers for further collaboration.

*Specifics not available due to ongoing construction of next year’s school schedule in conjunction with the high school.



<p align="center">SCHOOL INFORMATION</p> <p>District: Hartford Public Schools</p> <p>School Name: Hartford Middle School</p> <p>Address: 141 School Street</p> <p>School Code: 06343</p>	<p align="center">CONTACT PERSON FOR REDESIGN PLAN</p> <p>Name: Mr. DeLane Overton</p> <p>Position and Office: Principal, Middle School</p> <p>Telephone: 269-621-7201</p> <p>Fax: 269-621-7260</p> <p>Email: overtond@hpsmi.org</p>
<p>LEA SCHOOL SUPERINTENDENT/DIRECTOR</p> <p>Printed Name: MIKE HALLGREN</p> <p>Signature: X </p> <p>Date: 28 NOVEMBER 2011</p>	<p>Telephone: 269-621-7002</p> <p>Fax: 269-621-3887</p> <p>Email: HALLGREN@HPSMI.ORG</p>
<p>LEA SCHOOL PRINCIPAL/DIRECTOR</p> <p>Printed Name: DeLane L. Overton</p> <p>Signature: X </p> <p>Date: 28 NOVEMBER 2011</p>	<p>Telephone: 269-621-7201</p> <p>Fax: 269-7260</p> <p>Email: OVERTOND@HPSMI.ORG</p>
<p align="center">LEA SCHOOL BOARD PRESIDENT</p> <p>Signature: X  Date: 11-23-11</p>	
<p align="center">LOCAL TEACHER BARGAINING UNIT</p> <p>Signature: X  Date: 11-23-11</p>	
<p>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 LEA into the State School Reform/Redesign School District, imposing for the LEA 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.</p>	