



Transformation Redesign Diagnostic

Hazel Park High School

Hazel Park City School District

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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.

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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.)

Upon being informed of the requirements associated with being on the State Priority List at a meeting in Lansing on September 12, we began to form a strategy. Several meetings were held and it was decided to be in the best interest of all stakeholders to have teachers give thoughtful input on the BIG IDEAS to be implemented in the plan. The first step was to hold a staff meeting. A date was selected and two meetings were held in the same day to accommodate all teacher schedules. There was 100% staff participation at the meeting. Staff members left that meeting with an assignment to take a reform idea, form a focus group and report back to the school improvement team and administration team at a later date.

After listening to the presentations (15 in total), meeting with the school improvement team and reform team; we came to consensus on our big ideas.

Our most current data as reflected in MIschooldata.org reveal that all subject areas need improvement. Some immediate rapid reform ideas are to bring in professionals to help staff learn intervention strategies for ACT testing. Already this semester we have had Mally A.C.T. conduct professional development sessions including Science, Math and English (including Social Studies staff) workshops teaching teachers how to help students be more successful on the ACT. Staff was surveyed and results revealed more PD was requested. The funds to pay for this intervention came from the Hazel Park Educational Foundation which was dissolved last year. Their funds were divided between all schools in the district. As you will read later, the Hazel Park Promise Zone, the Sutar-Sutarek Foundation and the Walmart Foundation will play a major role in student interventions.

In addition to the rapid reform strategy of test taking intervention strategies, Mr. Vogt scheduled common planning periods by department effective in January 2013. Departments will be required to meet as a whole group a minimum of once per week to make sure that curriculum is aligned and teachers are keeping the same pace. Documentation of department meetings is kept in the main office and monitored by administration.

Effective in the 7th week of this school year we consolidated small classes to free teacher hours for reading evaluations, following up on absent/tardy students and tutoring.. This is in keeping with rapid turnaround.

The actual big ideas that are going to be implemented over the next three years are Flexible Scheduling, Mandatory ACT Test Prep Course for all 3rd year students in the first semester of their 3rd year at Hazel Park High School and summer school offered at little or no cost. Throughout these implementations, reading interventions and math skills will be stressed. The above-mentioned foundations and the Promise Zone will play an integral role in these efforts.

Flexible scheduling will offer an extra hour of instruction for students that were not successful in core subject areas. Research through KIPP schools show that increased student time improves achievement. Teachers will work from 7:00 am until 2:00 or 9:00 to 4:00 rather than 8:00 until 3:00. This will enable students at risk to attend a Zero hour increasing their daily schedule to 7 classes . This rapid turnaround strategy will be implemented second semester of this school year. The strategy will continue through the term of this plan and beyond is proven.

Students that are not successful in a core subject first semester will be required to take a zero hour or partake in after school tutoring to

make up the lost credit. It is our intention that by offering free remediation opportunities, students will be able to keep on track to graduate with their class. Students not successful 2nd semester will be required to take summer school. By using title 31A funding for summer school we have lifted a barrier that prohibited students to attend summer school in the past. Students who fail the MEAP or MME will also be mandated to take Summer School.

To assist the students in improving proficiency in the targeted areas (Reading, Writing, Math and Science), we are implementing a strategy of offering an ACT preparation course that would be mandatory for all 11th grade students in the first semester of their Junior year (or 3rd year at the high school). Research by Gary Moss, ACT and "ACT Preparation - Too Much, Too Late" show that preparation prior to testing is key to improvement. This course will be administered by highly qualified instructors on a rotating basis where students have contact hours with a math teacher for 6 weeks, science teacher for 6 weeks and an english teacher for 6 weeks. By offering these additional instructional hours devoted to test taking strategies and review of core items from prior learning we intend to see an improvement in all subject areas. For rapid reform in the next semester, all core subjects are to include ACT specific strategies in the beginning of the 2nd semester. Our current 11B class will focus on English and Writing and be assisted by social studies for the Reading portion of the preparation.

The third big idea being proposed is to offer summer school at little or no cost. Hazel Park High School has offered a summer school program for many years. The summer school program was not used by at risk students as frequently as it should have been because the course costs were prohibitive for many of our students. Our plan is to fund summer school using 31A funding which will lift a barrier. It is our intent to strongly encourage attendance with parental support, we realize our limitations in making summer school MANDATORY. The targeted population for summer school is all students that failed a core subject, the MEAP or the MME. It is our intent that by lifting the financial burden, parents will realize the importance of summer school and partner with the school to see that their student attends.

In addition to the 3 big ideas (Flex Schedule, ACT Prep Course, and funded Summer School), we have sub groups working on creating a more positive school culture, setting up mentoring programs, making a parent handbook, revamping the attendance policy, coming up with a new failing student protocol, implementing incentive programs as well as others. These additional strategies are being discussed as ways to help meet our "big idea" goals.

State what data were used to identify these ideas.

Initial data that was reviewed to determine improvement areas is in MiSchooldata.org as well as in the results of our Plan and Explore tests and MEAP test results. All data can be viewed through Pearson Inform.

To come up with our "big ideas", focus groups were formed by staff. Each group researched topics related to school reform. Each group presented their findings to the school improvement team and a panel of administrators. After the presentations, the school improvement team came to consensus on the best "big ideas" that were research based and "doable" within our budgetary confinements.

All references for each area researched are available at the high school. For the three big ideas selected, references are stated in the narrative pertaining to those sections.

Actual data used to determine areas of weakness are on Mischooldata.org and Pearson Inform. We are using MEAP, PLAN, EXPLORE, MME, ACT and Work Key data to determine student weaknesses. Staff has been trained on how to break apart the EXPLORE, and PLAN data to pinpoint student weaknesses.

As our plan gets implemented we will be creating common assessments to be entered into Pearson Inform for teacher reference. Future

professional development is slated to work with representatives from our Intermediate School District to help with our data dialogue and to create common assessments.

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.

Hazel Park High School principal, Don Vogt is a dynamic leader who has already taken a proactive stance with respect to Hazel Park High School's positioning on the MDE Priority Schools List. Anticipating as much, upon careful evaluation of recent MEAP and ACT scores, as early as last spring - long before the Priority Schools List was made public - Don planned for common Planning and Conference hours department by department so as to begin to address greater teacher collaboration.

Augmenting and expanding that collaborative beginning, Professional Learning Communities within the High School Faculty have sprung up to focus on transforming and enhancing instruction. So as to align and improve instruction and thereby unify expectations for improved student achievement, training was begun last spring in OnCourse Lesson planning. This training continues and it provides teachers with better access to CCSS strategies and more easily allows administrator monitoring of instructional delivery and content.

Already he has set forth a plan for the second semester this year that will free-up teacher time for assessing student reading levels and difficulties thereby enabling the implementation of the scientific, data-driven evaluation of Response to Intervention (RTI). To effectuate this plan he has also freed up additional time for teachers to tutor students. Through his connections with the Hazel Park Promise Zone, he has procured 10 additional computers for Hazel Park High School and has arranged a plan whereby through Promise Zone grant monies additional tutors can be hired to assist struggling students. Improving test scores and advancing college readiness will be outgrowths of this broad reformation of the school.

Further, already faculty members from both the Language Arts and Mathematics Departments are taking active roles in the Oakland Intermediate School District's project to develop and pilot lessons in the Common Core State Standards. Further, the entire staff has formed sub-groups each of which is dedicated to developing ideas and protocols for the larger plan - e.g. parent engagement, better attendance, teaching test-taking skills, improving the social atmosphere, tutoring, mentoring and more. There is a palpable synergy at Hazel Park High School that is symptomatic of a growing momentum toward reform; transformation and improvement. Parents are being enlisted in the efforts, the Central Office plays a role in this effort and - already - community resources, such as the Hazel Park Promise Zone - have been recruited. This is happening under the leadership of Don Vogt.

Don makes informed decisions and more and more data will be part and parcel of future decision making at the high school. Goals are being set, expectations for students as well as staff are being raised, community involvement and parent engagement are essential parts of the school's transformation.

Don Vogt is a highly visible, highly respected school administrator. The steps thus far taken in terms of inspiring staff and engaging community could not have so synchronously taken place in the absence of his leadership. The vision of a vastly improved high school that is jointly held by so broad a coalition - could not have evolved absent the leadership of Don Vogt. To navigate a turn-around, to effectuate the transformation of Hazel Park High School, to guide the implementation of the plan for improvement and to foster and mentor the future leadership of Hazel Park High School requires that Don Vogt be on hand and at the helm to shepherd these improvements.

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.

During the course of labor negotiations between the Hazel Park School District and the Hazel Park Educational Association it was agreed that a sub-committee consisting of equal numbers of teachers and administrators (three teachers as well as three administrators) would convene at 9:30 a.m. on June 22, 2011 to formulate a new teacher evaluation tool. Agreement was reached in this sub-committee and the new evaluation tool which features student growth as a salient and significant factor has been adopted.

The high school is developing common assessments in all core subject areas that will be used for pre and post testing. Beginning in January 2013, teachers will have common planning and conference periods, by subject, allowing more teacher collaboration. Student achievement will count as 25% of the teacher's and administrator's overall evaluation.

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.

Increased student achievement, as identified through an increase of individual test scores, will be identified through the data derived from common assessments, required pretests and post-tests, and standardized test scores (i.e. PLAN, ACT, MME). Data must meet with established indicators of success. Teachers who have increased student achievement may be rewarded with the following: car detailing through our HPHS auto program, recognition at the board meeting, school and/or community publications recognition, as well as staff recognition at faculty meetings. An Honor Wall will be established, in which school leaders, teachers, and other staff members will be nominated by their peers for such criteria as achievements outside of the classroom which benefit the students/school/district, volunteerism, and student performance in the class (to be determined by administrator or counselor). Honor Wall dedications will be updated every 6 weeks by support staff. A Teacher of the Month program will be established second semester and student driven; ultimately led by HPHS's Board of Directors students. This award will be given to a teacher who shows dedication to his or her students through creativity and enthusiasm in the classroom, as well as a willingness to go above and beyond in time and work. A preferred parking space will be established for Teacher of the Month. Recognition throughout the school year will allow staff to be entered into an end-of-the-year raffle, where prizes such as dinners, nights out, etc. will be given. A committee comprised of students, parents, and staff will oversee the identification and rewards of those school leaders, teachers, and other staff members who have students who show increased achievement. A recognition program, presented by the Principal, will be made part of the agenda for our final faculty meeting of the school year.

New hires will be evaluated by principals and assistant principals no less than four times per year, including an Individual Development Plan (IDP) each of those years while on probation. An unsatisfactory rating at any time during nontenure status, by the primary evaluating administrator, may merit dismissal. Support in the form of mentoring, coaching, and professional development will be offered (to nontenure or tenure) once an IDP has been established. Tenured teachers and school leaders who receive an "unsatisfactory" rating one year shall be placed on an IDP, as well as given precise, prescriptive professional development training that is targeted and clear. A second such evaluation may - depending on the nature of the deficiency - result in dismissal. A third consecutive unsatisfactory evaluation will terminate

a tenured teacher.

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.

In keeping with Priority school guidelines, additional hours will be added to the school calendar. A mix of instructional time, teacher collaboration, student enrichment, and online learning contribute to the additional hours. A list of scheduled professional development dates are in the assurances. A library of professional books is available to school staff and they are encouraged to read them, document their reading and implement strategies in their classrooms. Recently established common planning and instruction time enable staff to collaborate and share ideas on best practices.

To ensure staff can facilitate effective teaching, all probationary teachers will be assigned a mentor with at least five years experience and who shall be engaged in the teaching of the same discipline.

Teacher and administrator professional development is ongoing and congruent to the specific needs of the school as evidenced by the School Improvement Plan. Staff also acquires additional graduate credits and/or SBCEU's to maintain certification.

Upon surveying our staff's perceptions regarding the 2011-2012 school year, it was found that our staff did not rate our school as highly effective in: parental engagement, knowing purpose and direction of school, using data for learning needs. Two things our staff would like are guidance in creating common assessments and the establishment of a diagnostic test for incoming 9th graders. Much of the professional development calendar will be based from the staff perception survey.

Plans are already in place to work on the professional development days with consultants from Oakland Schools on common assessments, curriculum alignment, data-driven instruction and student achievement. In addition, we have had two conferences with professional business, Mally ACT, to develop strategies to improve our ACT test scores. These strategies for Math, English, Reading, and Science will be used to guide our mandatory ACT test prep course being developed for Fall '13. This information will also be used as we work with our junior high toward a fully aligned curriculum. Pacing guides will be established for next school year.

At department meetings, staff will not only have the opportunity to collaborate and share ideas on best practices, but to also look at the progress of students who are not proficient (based on one or more of the following data): on the EXPLORE, PLAN, ACT, MEAP, MME or common assessments. Pearson Inform is the database where this information is aggregated. Department data representatives will be responsible for the uploading of data.

The following timeline is being established:

Current: June '13 common final exam in all core areas

Year 1: One common assessment per card marking (by department to evaluate student growth)

Year 2: Common final exam and common assessment scores uploaded to Pearson

Year 3: Sustain above and reevaluate

All staff will be involved in professional development as it relates to their areas of expertise and teaching reflective to the High School SIP. Staff members involved in said professional development will share and/or train staff on what was learned/presented. Common planning and conference time has been instituted to delve deeper into the changes that will be made; addressing staff concerns and comfort level in relation to the changes. Currently, staff with common prep are required to meet with his or her colleagues 1 time per week. In year 1 of our transformation, this will increase to 2 times per week. In addition, Professional Community Learning time is being implemented on the 2nd Wednesday of each month.

Professional development topics will be developed to create a level of confidence among staff members regarding the upcoming changes. All professional development will be followed by an adequate amount of time for collaboration, modeling, and lesson planning. Subsequent professional development days would include allotments of time for reflection on and revision of previous topics and lessons.

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.

Highly effective teachers are recruited after a rigorous selection process and a series of interviews conducted by a panel comprised of administrators and key teachers. All candidates will be screened for proven teaching skills and data-driven instruction, highly qualified status, up-to-date awareness of RTI, and depth of knowledge in the content area.

These effective teachers are retained through the teacher-to-teacher mentoring available and the school has established partnerships with Oakland Schools. All newly hired teachers have Individual Development Plans, in accordance with district policy. Teachers with new assignments have opportunities to consult with peers and department heads for guidance and mentoring during their planning and conference time, as well as during professional development days, future early release and/or extended school days. They are provided with the opportunity for leadership roles, student mentoring roles, and the ability to participate in professional conferences. In addition, teachers' successes in increased student achievement will be acknowledged and/or rewarded with the following: car detailing through our HPHS auto program, recognition at monthly board meetings, preferred parking, school and/or community publications recognition, and recognition at faculty meetings. In addition, the following successes will be acknowledged by administration, students, committee and support staff: Teacher of the Month, Honor Wall, entries into an end-of-the-year raffle, as well as a year end recognition program. All are designed as ways to retain staff; meeting the needs of students in our transformational school.

HPHS teachers and support staff are provided with multiple opportunities for promotion and career growth through volunteering for special projects such as AdvancED work, our Viking Vision committee, school reform team, LAC-O, Oakland Schools' Common Core Standards Project 9-12 (ELA and Math), District Math team, Math Mapping, etc. To comply with rapid turnaround and expand our decision-making into more of a team approach, we will soon provide the opportunity for additional department leadership in Math, English, Science, and Social Studies; such roles will include Department Coordinator, Curriculum Coordinator, and Data Coordinator. For these leadership roles, the administration will actively seek out teachers who have demonstrated a commitment to student success and support of the school philosophy. Candidates will need to apply for these chairperson positions. Job descriptions will be provided for each role, and candidates will be asked what skills and knowledge they can bring to the position.

Flexible working conditions have also been instituted with the offering of a flex schedule. Staff has the opportunity to work 7-2, 8-3, or 9-4. Currently, this flexibility has allowed for tutoring, 9th grade reading assessments, and parental contact of failing students.

In addition, there are multiple leadership roles available in organizations we offer: PTA/PTSA, Board of Directors, National Art Honor Society, National Honor Society, Freshmen Class Advisor, Sophomore Class Advisor, Junior Class Advisor, and Senior Class Advisor; in clubs we offer: Art Club, Earth Club, Comic Strip Club, Drama Club, Face the Music Club, French Club, Friend2Friend Bible Club, GSA Club, Photography Club, Spanish Club, Woodworking Club; in activities we offer: Cheer Team, Chorale, Color Guard, Powder Puff, VIKettes.

Acknowledgement of teacher successes, as well as additional departmental leadership positions, will begin January '13.

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.

For rapid turnaround, common prep and conference hours are being scheduled for all core subject areas second semester. Beginning next year, our Transformation model also incorporates additional time for teacher collaboration, in the form of early release for students once per month. Work by such authors as Schmoker, DuFour, and Eaker have shown Professional Learning Community time as beneficial to both teacher and student growth.

In an effort to have all departments involved with working collaboratively and with our desire for rapid turnaround we are instituting additional department responsibilities second semester. "The tradition of teacher isolation continues to pose a formidable barrier to those hoping to implement PLC concepts in schools." (Barth, DuFour, Eaker. *On Common Ground: The Power of Professional Learning Communities*) The positions of Department Coordinator, Data Representatives, Curriculum Representatives and Recorder are to be established in all core departments (english, math, science and social studies). For example, summative, interim, and formative data will be compiled by the data representatives of each core department. Availability to such data at PLC time will provide the opportunity for colleagues to review, reflect and work collaboratively to revise units of study and share best practices.

Common assessments will be implemented on a scheduled basis. Currently, the following timeline has been established for core areas: June '13 common exams in all core classes; year 1: one common assessment per card marking (by department to evaluate learning); year 2: common final exam and common assessment scores uploaded to Pearson; year 3: sustain the prior and reevaluate. This data will be used during PLC meetings and weekly department meetings to determine student growth. "...Fullan...writes that teachers in successful schools form professional learning communities. They work together "on a continuing basis...focused on student work (through assessment). On the basis of their assessment results, teachers can then strategically "change their instructional practice accordingly to get better results." (Schmoker, *Results Now*) As students learn through different modalities and at different rates, teachers are encouraged to use a variety of teaching styles and to modify instruction as necessary to re-teach concepts not grasped by all students. Such concepts will be evident from our data. Blooms taxonomy of questioning is one such recommended practice. Future professional development will be devoted to additional strategies. Due to current findings, we have established a focus group to research computer software, such as Study Island, Successmaker, and others to be determined by the committee.

Hazel Park High School uses Pearson Inform as its main data warehouse. Pearson has been selected primarily due to the accessibility and support provided by the ISD. Pearson (along with current reading data) will be used to identify our 3 tiers of intervention. We will use the Explore results (along with Study Island and Successmaker data from the junior high) for 9th grade placement, MEAP results will be used for 10th grade placement, PLAN results will be used for 11th grade placement, and ACT/MME/Work Keys results will be used for 12th grade placement. A math block is being instituted second semester for those 9th graders identified as needing additional interventions. After school tutoring is available with a highly qualified teacher and National Honor Society students Monday-Thursday. Throughout first semester, reading tests were conducted with every 9th grader. It has been found that the majority of our students are reading below grade level. As a result of these findings, we intend to incorporate a reading class for those students testing below a 6th grade level. We are currently reviewing the following programs: Successmaker, Read Naturally, Rewards, Corrective Reading. For those at or above a 6th grade reading level, a skill-building program, such as Study Island (currently used at our junior high), is being reviewed. A focus group has been established to research such software and available programs to determine which will be of most value for our limited funding. The ability to purchase such programs will stem from Title 31A at-risk funds.

As stated, our assessment findings will inform our School Improvement Plan (SIP) and determine what needs to be retaught; therefore, determining what type of interventions to use. Hazel Park Community Schools is committed to the highest level of teaching and is very cooperative in sending teachers to workshops and seminars. A more direct procedure will be implemented to ensure that all relevant information from such workshops/seminars is disseminated amongst the department and/or entire staff.

Last school year Hazel Park Community Schools committed to pursue District Accreditation through AdvancED. This commitment precipitated the forming of a district team to discuss and implement a curriculum model K-12. Our Superintendent has named curriculum as our number one priority. Our core departments have recently met with the jr. high and begun establishing a working relationship to ensure student improvement. We will be joining them for an RTI workshop February 25, 2013.

Hazel Park High School is aligned with Michigan's Career and College Ready Standards incorporating reading, writing, and math Common Core. When Next Generation Science Standards are adopted, we will work with our ISD to ensure fidelity. Social studies Common Core standards will be aligned when available. In addition to the district accreditation team, there are teams working to ensure common core literacy standards are being addressed K-12

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.

A data wall is currently being constructed in an area visible to both students and staff. This will show student progress on the MEAP, EXPLORE, PLAN and ACT/MME/WORK Keys exams. The wall will be updated with each new testing session. As common assessments are created by departments with the assistance of our ISD, that data will be included on the wall as well. Staff have been provided and will continue to be given support on the use of our data warehouse Pearson Inform to monitor individual student achievement.

Currently, all staff are required to conduct pre and post testing in every class as a way to show student improvement. Use of formative diagnostics are encouraged. Future professional development will focus on the topics of formative assessments and effective use of data. An RTI workshop was held, in partnership with the junior high, January '13 as a part of rapid turnaround.

School improvement members have attended professional development at the office of the Michigan Association of Secondary School Principals on the topic of using PLAN and EXPLORE data to analyze where students need intervention. This data was brought back to the staff. Each department continues to use the PLAN and EXPLORE data as well as ACT/MME/Work Keys data to guide instruction. Staff has received strategies from professional business, Mally ACT, to use immediately in the classroom. We are confident this will help to improve student achievement. Hazel Park High School is offering two tutoring sessions to help students be successful. ACT booklets have been obtained to circulate to all 3rd year students. Plans are in progress to offer a practice ACT on site for all 3rd year students.

All staff are required to enforce or present test taking strategies during designated "focus" weeks. Many staff members have incorporated standardized test taking strategies as part of their bell-work activities.

As a rapid turnaround strategy we have consolidated small classes to free up teacher time to conduct reading tests to determine grade level reading ability. Using this data we will be able to assign interventions to students in the form of computer programs and or tutoring. Programs that we currently have are Key Train, Rewards and Read Naturally. Programs being researched are Study island and Successmaker. We are also contacting other schools to see what they use and what would be most effective while conforming to our budgetary constraints. Funding for after school tutoring and additional software will come from Title 31A at risk funding and a grant through

the Walmart Foundation/Hazel Park Promise Zone.

Counselors, administrators and teachers have been using Explore test results for placing incoming 9th grade students in the appropriate core classes. This data will be supplemented with reports from Successmaker software. Based on need, students will be placed in a block class for Math and/or English. This block approach will give students two hours each day in those core classes. This strategy of block scheduling is being implemented second semester as a rapid turnaround consideration.

Previously the Explore test was given to 8th grade students at the Junior High and the test was taken very near MEAP testing. General consensus is that the 8th grade students did not take the test seriously. This year we are piloting a program where the 8th grade students will come from the junior high to the high school to take the exam. Our hopes are that by simulating an atmosphere that is more like the actual ACT/MME test conditions that the students will take the test more seriously; therefore, their scores on those assessments will show improvement and also give us a more realistic picture of where they should be placed.

Hazel Park Junior High is currently using Study Island as a diagnostic. Working collaboratively with the Junior High will give us the opportunity to see how this data is used in conjunction with EXPLORE data for student placement. Meetings have been scheduled for core curriculum teachers from the high school to meet with core curriculum teachers from the Junior High to confirm that we are working on an aligned curriculum.

In keeping with our big ideas of Flexible Scheduling, ACT Prep Course and Required Summer School, students will be able to be successful in a course prior to advancing to the next level of a course. These interventions will help students achieve graduation in four years and enable them to improve their standardized test scores. It is our intent for students to improve in all areas of the ACT/MME by a minimum of 10% each year over the next three years. By working with Mally A.C.T., to teach test taking strategies, and by working with our ISD to create common assessments we feel this is an attainable goal. As soon as test data become available it will be distributed to all departments. Teachers during common planning time will analyze the data to determine where interventions are necessary. Each core department will have a data representative who will report back to administration. This too, is happening 2nd semester this year as a rapid turnaround consideration.

Teacher leaders in conjunction with the School Improvement team and administrators will be responsible for seeing that teachers are using available data. By offering training on how to use Pearson Inform, by referring to MiSchoolData.org, and by using our data wall, teachers will have several visuals to continue to create interventions to improve student achievement. Professional development in January focused on RTI strategies that further arm teachers with strategies they need to improve student achievement.

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.

As soon as second semester began this year we put rapid reform steps in process. We offer a zero hour for students who failed a core subject first semester. Research by Davis E. Baker and Robert N. Bush show that flexible scheduling is a "unique and creative way" to increase instructional time outside of the traditional class schedule. KIPP schools are further resources to prove that additional instructional time and flexibility help increase student performance. Students who fail a core subject are encouraged to attend that class from 7:00 until 8:00 in the morning or from 3:00 until 4:00 in the afternoon. Students who fail two courses can attend school from 7:00 a.m. until 4:00 p.m. There is no charge to students for this ability to retake a failed course.

Teachers are tutoring after school. Teachers are assigning after school tutoring. A group of teachers have formed a method of finding students that have failed a core course in the first marking period and have assigned teacher mentors to get these students on track. Computers will be available for students to use computer programs for enrichment. Currently we have ACT online test prep, Key Train and FASTT Math. We are researching other programs like Study Island and Read Naturally. By the 2013-2014 school year we will have specific programs in place for student enrichment.

Students also have countless opportunities for enrichment in the form of sports and clubs. A listing of all clubs sponsored at our school is included in the assurances. Teachers sponsor clubs as a gesture of "good will". Most clubs allow student leadership opportunities.

Teachers are being assigned common planning periods with the requirement of department meetings a minimum of once per week. This teacher collaboration time is being increased to department meetings twice per week in the 2014-2015 school year. Further collaboration time in the form of grade level PLC (professional learning community) meetings are being instituted in the 13-14 school year. These meetings will take place once per month while students have an early release.

For the school year of 2013 - 2014 the following model will be implemented..

- Additional Instructional time in the form of Zero Hour (154 hours)
 - Additional instructional time in the form of 7th hour (154 hours)
 - Additional teacher collaboration time - common planning 1 day per week (36 hours)
 - Additional instruction time - increase day by 30 minutes (77 hours)
 - Enrichment time for students: after school tutoring and access to enrichment programs (154 hours)
 - Early release for students once per month for teacher collaboration, by grade level (15 hours)
 - In addition Summer School and tutoring during the summer by Highly Qualified staff will be available.
- Total Additional time for 2014-2014 is 590 hours

For the school year of 2014 - 2015 the following model is proposed:

- Continue additional instruction time in the form of Zero Hour (154 hours)
 - Continue additional instruction time in the form of 7th Hour (154 hours)
 - Continue after school tutoring and access to enrichment programs (154 hours)
 - Continue additional instructional time increase of school day by 30 minutes (77 hours)
 - Increase teacher collaboration time; common planning 2 days per week (72 hours)
 - Continue early release for students once per month for teacher collaboration by grade level (15 hours)
 - Continue Summer School and Summer Tutoring
- Total additional time for 2014-2015 is 626 hours

For the school year of 2015 - 2016 the following model is being proposed (pending EA agreement):

- Continue additional instruction time in the form of Zero Hour (154 hours)
- Continue additional instruction time in the form of 7th Hour (154 hours)
- Continue after school tutoring and access to enrichment programs (154 hours)
- Continue additional instructional time increase of school day by 30 minutes (77 hours)
- Continue teacher collaboration: common planning 2 days per week (72 hours)
- Continue early release for students once per month for teacher collaboration by grade level (15 hours)
- Continue Summer School and Summer Tutoring

Total additional time by the 2015 - 2016 school year = 626 hours

See assurances for proposed bell schedule.

In addition to the reforms made in the regular school calendar, summer school will be offered each year. A compilation of 13 meta-analytic studies produced by SERVE organization in connection with US Department of Education and Office of Educational Research shows that summer school programs can close the gap in educational attainment for disadvantaged students. Previously, Hazel Park High School offered a summer school program. In order for students to attend summer school they had to pay a fee. By utilizing title 31A funding for at risk students and tapping into some funds through the Walmart Association/Hazel Park Promise Zone grant we will be able to offer summer school to students in need of retaking a core course, with no tuition being charged. This will lift a barrier that had been preventing students to attend summer school. The summer school program is research based and will enable students to get on track for graduating on time. The ability to take a course that was failed in the previous semester will not only put students on target for graduating on time, it will also help them grow on a personal level by giving them the confidence they need to be successful the following year.

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

The school engages families and communities through parent/teacher conferences- both face-to-face and by telephone, as well as our website. Two scheduled days throughout the school year are devoted to this. At October conferences, we held mini, informative parent sessions. These sessions were designed to provide grade-level information, as well as communication regarding our transformation process. Parents may also request to hold a conference during a teacher's planning period or before/after school. Email also plays a vital

role in teacher/parent communication. Our school website, student planners, and voicemail are also available.

Our school district utilizes Zangle/MiStar. This program allows a parent to keep track of his or her son's/daughter's grades as frequently as he/she deems necessary. At our first parent/teacher conference October 25, 2012, we had Zangle/MiStar assistance in the library. It was for those parents in need of a password, or direction/training/clarification of Zangle/MiStar. Second semester, staff will also be utilizing the OnCourse program. This will give parents access to each teacher's calendar, homework, and website. Within the next year, a "Viking Communication Station" will be created, as many of our HP families may not have internet access.

Current methods to inform parents about student achievement include report cards, progress reports, Zangle/MiStar online gradebook, "Good News" postcards, and Student of the Month. As an intervention for students in danger of failing, all parents whose son/daughter is receiving a D or an E are contacted within the 4th and 5th week of each semester.

The school communicates with parents and community through the district website, district cable channel, school website, school newsletter - The Viking Voice-, our district newsletter, annual report, and electronic signboard. Yearly school events are held to showcase student work and achievement. These events include choir concerts, band concerts, athletic banquets, National Honor Society inductions, drama productions, our annual Ice Cream Social (district art show), and senior recognition occur every June.

Our PTA, PTSA, Athletic Boosters, Band Boosters, and Senior All-Night Party committee are just a few ways in which parents and local businesses, can have a role in the school community. Currently, parent involvement in the PTA/PTSA is minimal. It will be our goal to increase active high school membership by an additional 10% each year for the next 3 years. A parental perception survey was recently mailed home with report cards. Parents were given the opportunity to become members of our Transformation Team. In addition, through a recent district survey, community members were given the opportunity to have a voice in future improvements. We will be using data from both of these surveys in order to gain knowledge of their perceptions of our school.

In the past, we held an Open House every September. With only 15% of our parents attending, it was cancelled. We intend to reinstate this program next school year, but it will now be Curriculum Night. The school improvement team (Viking Vision) will oversee the new format. Our team's goal will be 30% attendance the first year, 40% the second year, and 50% by the third year. Also in the past, we held a September Happening. This showcased all the clubs, activities, sports, parent/community groups, etc. offered at HPHS. This also had poor attendance. We intend to reinstate this event in conjunction with Curriculum Night. At this event, we will provide a list of opportunities available to parents and encourage their involvement.

Our school is equipped with an outreach coordinator who serves as a liaison between the home and school. Youth Assistance offers two parent programs a year; Step Teen and Systematic Training for Effective Parenting. Our first STEP TEEN program has already been offered and a second will begin at the end of February. Parenting materials available include booklets about blended families, drugs, stress at home etc. We will also hold two legal aid meetings where parents can come for free legal advice. To increase parental knowledge, the Hazel Park PTA held a parent education workshop on Common Core State Standards, November 27, 2012. We show community outreach with our holiday basket program; businesses and schools partner on this project. HPHS is also one of 10 school districts in the state chosen to be part of the Promise Zone program. A number of local businesses and citizens have helped us bring this to fruition.

We have a relationship with HP First Methodist Church, who purchased dress shirts for our male graduates. In addition, Landmark Church has food and clothing available to our students, parents, and community members; they are also willing to help when emergency needs arise. Our Hazel Park City Judge and city workers provided many Christmas gifts for our students last year. Lastly, our local Lion's Club will provide eyeglasses and hearing aids to both students and parents demonstrating need.

A family engagement policy is in place. The mission statement for school and parent capacity building is, "Hazel Park Schools will build the schools' and parents' capacity for strong parental involvement to support a partnership among the school involved, parents, and the community to improve student academic achievement, through specific activities." The goal is that the implementation of such activities/programs will improve student academic achievement and school performance. Parents will be involved in the joint development of this district wide parental development plan, the process of school review and improvement, as well as its annual evaluation.

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 district will provide the school with operational flexibility by allowing the high school to maintain its present staffing. At a meeting with the superintendent of schools and curriculum director in October of 2012, reform team members were assured that the district would support the needs of the high school as it went into its rapid reform. Funding for additional programs will come in the form of Title 31 A at risk funds and grants through the Walmart Foundation/Hazel Park Promise Zone.

Operational flexibility shall be achieved by offering students the opportunity of attending a Zero hour from 7:00 am to 8:00 am or by attending core classes from 3:00 pm to 4:00 pm and/or by attending after school tutoring. Students that fail a core academic course in the first semester will be required to take the failed course during zero hour or 7th hour in the second semester. This will not create any additional costs as teachers will adjust their schedules, they will not work longer hours. Students, however, will have the opportunity to attend school from 7:00 a.m. until 4:00 p.m.

Students will have the opportunity to attend summer school for free if they have failed a core course in the second semester. Online credit recovery courses are also being implemented during zero and 7th hour as well as increasing opportunities for students to take online courses at home. The funding for summer school will come in the form of Title 31 A at risk funds and grants through the Walmart Foundation in conjunction with the Promise Zone. This funding will also support summer tutoring.

To further substantially increase student achievement and increase graduation rates teachers are being trained by professional business Mally A.C.T. on the use of strategies to help students improve their scores on the ACT/MME exam. In addition to this intensive training, an ACT Prep course is being offered beginning the 13-14 school year. This course is required for all 3rd year students that will be taking the ACT. Further rapid turnaround activities taking place immediately are practice ACT test with Saturday tutoring sessions prior to the test date. This year the pre-taking of the ACT is voluntary. We hope to also integrate a practice ACT exam into the calendar where all third year students are given the opportunity to take a practice ACT test during the school day at no cost. This will be executed by using retired ACT tests.

The ACT Prep course will be taught by highly qualified teachers and be on a rotation basis. 6 weeks of the class will be taught by an English teacher, 6 weeks Science and 6 weeks Math. Research to show that this intervention will improve student achievement is evidenced in studies by Gary Moss as referenced in "The Principals' Partnership", studies by ACT and studies in Chicago public schools. Several schools in our state are using similar strategies but the successes have not yet been documented.

There will not be a cost associated with the ACT Prep course, it will require creative scheduling that will be carried out by our assistant principal in charge of scheduling. The assistant principal that works with scheduling will see that all is in place for the 13-14 school year. Counselors will also be an important piece of communicating to students the importance of ACT preparation and seeing that the course is on their schedule.

Another strategy being implemented this school year to promote rapid turnaround strategies is bringing 8th grade students to the high school to take the EXPLORE exam. Previously, the 8th grade students were tested at the junior high, in close proximity to the MEAP. Students did not understand the importance of the EXPLORE and in many instances did not take the test seriously. In an effort to help students recognize

the magnitude of the Explore, counselors will visit the Junior High prior to the test to explain the importance of the test. Testing conditions similar to that of taking the ACT/MME will be mirrored for the 8th grade students. Once results are available, the Junior High teachers will collaborate with counselors from both schools to assist students in interpreting their EXPLORE test results.

Through our Intermediate School District we have been using Career Cruising this is a web based program that allows students to plan their future. Students have to go on the program a minimum of twice per year to update their educational development plan (EDP). Part of updating their EDP is to use Course Planner to plan future courses. (This program gives students a visual tool to see which classes they have passed, which ones they are taking and which classes are still required.) This is a tool that has been in place for two years. Students are using it more effectively. The visual presentation of graduation requirements is an eye opener in many instances. This tool helps students see what they need to do to get on track.

Previously, students who could not afford to go to summer school would simply have to wait until the following year to make up a failed course. This barrier has been removed by offering remediation before school/after school 2nd semester, by funding summer school through Title 31 A at risk funds and utilizing a grant available through the Walmart Foundation/Promise Zone. As a result, students will be better positioned to increase achievement and increase graduation rates.

As another effort to rapidly improve students' achievement and increase graduation rates we have implemented after school tutoring. Currently, this tutoring is done through a flex schedule. Funds to pay for additional teachers to tutor after school will come from Title 31 A at risk funds and grants through the Walmart Foundation/Promise Zone.

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.

Already as a rapid reform process, we have contracted with Mally A.C.T., an independent professional ACT test prep firm, to provide our teachers with strategies to share with students to improve their scores on the ACT/MME. We have met with them twice and intend to continue utilizing their expertise. The proven strategies presented by Mally A.C.T., as well as what they have shown us as the necessary skills to master in English, Reading, Writing, Math, and Science will be used in writing the curriculum for our ACT Prep course; a requirement for all 3rd year students beginning fall '13.

We have met with James Gullen of Oakland Schools (our ISD) to learn more about using Pearson Inform as a tool for teachers. We will be working with Jim Gullen at future Professional Development for the purpose of developing common assessments that can be scanned into Pearson for use by all teachers. A professional development calendar is included in the assurance.

Scott Felkey of Oakland Schools is also a resource to help write this plan as well as to support ongoing school improvement activities. He is knowledgeable and accessible to answer our questions. Further, Scott Felkey of Oakland Schools attends all MDE conferences to keep us informed of what is going on at the state level. The Intermediate School District supports our use of Career Cruising, MiStar and Pearson Inform. They also offer professional development to our staff at no charge.

We work closely with AdvancED, our building has been accredited since the 1900's. We as a district are in the process of obtaining district accreditation. This means that all of our schools are in a process of continual improvement and review. Our school improvement team

attends as many conferences and workshops as possible. The district is very accommodating in providing resources for teachers to attend conferences and workshops. The challenge is that teachers do not want to be out of the classroom, as attendance is closely monitored by the state. To get beyond this hurdle, we will often send just one or two people to conferences and have them report back to the rest of the team.

While drafting this plan, we had to obtain some information from the MDE, they were helpful and timely in answering our questions. After the initial draft of this plan was submitted, the feedback was also timely. Receipt of the Priority School Redesign Rubric and Feedback sheet was a good tool to help us refine our plan.

On the point of technical assistance and related support we would be remiss if we did not discuss the training that is offered at a district level. The district technology team recently hosted a technology conference where teachers could attend two sessions of their choice related to technology. Professional development has been offered to train teachers to use OnCourse. OnCourse is the software that has been adopted for lesson planning. Support is also offered on the use of Atlas Rubicon our curriculum framework. Ongoing PD is always available regarding the use of Pearson Inform. Teachers also get assistance from the district Helpdesk when they have any questions or concerns regarding MiStar our student information system.

In addition to MiStar, OnCourse, and Pearson Inform, tools that are available to teachers include Key Train, Online ACT prep, Fastt Math and Read Naturally. Credit recovery tools like E2020 and Novanet are also supported by the district.

Last August a bond proposal was passed by the community. Part of the bond will allow the district to improve the infrastructure for technology. Currently our switches and routers are old and can not support all computers accessing the Internet rapidly at one time. Successful passing of the bond shows that stakeholders have confidence in Hazel Park Community Schools. The technology team works hard to see that all equipment is working to the best of its ability. While the bond was passed, it will be a couple of years before we see the completion of our improved technology plan available to staff and students.

This year the school district migrated from a Novell e-mail system to g-mail. This step allows teachers ease of collaboration by being able to share work online. This also helps break down the wall for incompatibility in software. By saving documents to google.docs, teachers are able to see and edit documents that they may have been unable to access previously. This is another way that the district offers technical assistance and related support to staff.

**SCHOOL DISTRICT OF THE CITY OF HAZEL PARK
COOPERATIVE CONFERENCE EVALUATION FORM**

Teacher's Name: _____	Date: _____
_____ Non Tenure _____ Tenure	Grade: _____ Building: _____
Subject/Class: _____	Evaluator's Name: _____
Note: Any item checked "Needs Improvement" must have an explanatory comment. A blank means not applicable at this time.	

I. PERSONAL QUALITIES

	Satisfactory	Needs to Improve
A. Shows care in personal appearance	<input type="checkbox"/>	<input type="checkbox"/>
B. Appears to be in good health	<input type="checkbox"/>	<input type="checkbox"/>
C. Attendance	<input type="checkbox"/>	<input type="checkbox"/>
D. Punctuality	<input type="checkbox"/>	<input type="checkbox"/>
E. Shows initiative	<input type="checkbox"/>	<input type="checkbox"/>
F. Shows interest in teaching	<input type="checkbox"/>	<input type="checkbox"/>
G. Exhibits poise and self confidence	<input type="checkbox"/>	<input type="checkbox"/>
H. Is receptive to suggestions	<input type="checkbox"/>	<input type="checkbox"/>

Comments, Specific Strengths, Suggestions for Improvement:

II. PERFORMANCE WITHIN THE CLASSROOM

	Satisfactory	Needs to Improve
A. RELATIONSHIP WITH STUDENTS		
1. Is fair and impartial	<input type="checkbox"/>	<input type="checkbox"/>
2. Contributions and effort of individual students are given recognition.	<input type="checkbox"/>	<input type="checkbox"/>
3. Provides for individual differences.	<input type="checkbox"/>	<input type="checkbox"/>
4. Provides an atmosphere which is conducive to learning	<input type="checkbox"/>	<input type="checkbox"/>
5. Provides an atmosphere in which students are unafraid to ask questions openly.	<input type="checkbox"/>	<input type="checkbox"/>
6. Respects the dignity of the students	<input type="checkbox"/>	<input type="checkbox"/>
7. Shows sensitivity to pupil's needs	<input type="checkbox"/>	<input type="checkbox"/>
8. Devises relationships to increase pupils sense of belonging	<input type="checkbox"/>	<input type="checkbox"/>

Comments, Specific Strengths, Suggestions for Improvement:

Please make 4 copies: Superintendent, Principal, Teacher, Work

- | B. Classroom Management: | Satisfactory | Needs to Improve |
|--|--------------------------|--------------------------|
| 1. Demonstrates basic student control and/or discipline | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Demonstrates care to see that furnishings and equipment are kept in good condition. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Demonstrates ability to organize and effectively direct student activities. | <input type="checkbox"/> | <input type="checkbox"/> |

Comments, Specific Strengths, Suggestions for Improvement:

- | C. Instructional Skills | Satisfactory | Needs to Improve |
|---|--------------------------|--------------------------|
| 1. Demonstrates knowledge of subject matter. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Attempts to analyze learning problems | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Demonstrates use of a variety of materials and techniques and adjusts them to the needs of his/her particular group of students. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Demonstrates evidence of consistent planning and provided adequate lesson plans | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Evidences knowledge of up-to-date content or techniques. (Not limited to formal class work). | <input type="checkbox"/> | <input type="checkbox"/> |

Comments, Specific Strengths, Suggestions for Improvement:

Dates of Formal Observations of II, A., B., and C.:

- | III. PERFORMANCE OUTSIDE THE CLASSROOM | Satisfactory | Needs to Improve |
|--|--------------------------|--------------------------|
| A. Communicates with parents regarding student's progress | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Works cooperatively with staff | <input type="checkbox"/> | <input type="checkbox"/> |
| C. Shows concern for total school program. | <input type="checkbox"/> | <input type="checkbox"/> |
| D. Record Keeping: | | |
| 1. Is punctual | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is accurate | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is legible | <input type="checkbox"/> | <input type="checkbox"/> |
| E. Understands policies (Attach Policy Discussion Checklist) | <input type="checkbox"/> | <input type="checkbox"/> |

Comments, Specific Strengths, Suggestions for Improvement:

POLICY AND PROCEDURE DISCUSSION CHECKLIST

This checklist is a guide to areas of policy and procedure about which teacher should be informed. A check indicates that the teacher has been given information and has had an opportunity to discuss any areas of uncertainty requiring further clarification.

Areas of Policy and Procedure	Not Applicable	Yes	No
a. Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teacher Liability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Monies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School Hours for Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. School Hours for Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Hall Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Use of Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Lunch Procedures for Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Requisition Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Use of A-V Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Conference Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Playground Rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Attendance at Meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Committee Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Field Trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Class Parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Students Leaving School Grounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Absence Procedures for Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Absence Procedures for Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Referral Procedures for Helping Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Use of Paid and Volunteer Aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Parent Conferences and Home Visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific To This Building			
y.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Student Growth Satisfactory Needs to Improve

A. Measurable student growth: Yes No

B. District Performance Narrative:

V. (Optional for Tenure Teachers)

Write a professional growth activity on which you and your Principal would like to work cooperatively during the next school year that you feel would improve your educational program for students.

VI. Additional Comments:

[Empty rectangular box for additional comments]

Signature of Teacher: _____ Date: _____

Signature of Principal: _____ Date: _____

SIGNING THIS FORM SIGNIFIES THAT EACH PERSON PARTICIPATED IN THIS EVALUATION/JOINT CONFERENCE AND THAT EACH IS RETAINING A COPY.

Status for Probationary teacher which will be recommended to the Superintendent for review and consideration.

Table with 3 columns: FIRST YEAR, SECOND YEAR, THIRD YEAR. Rows include Report #1 through Report #4 with blank lines for input.

*CP= Continued Probation RT= Recommend Termination TEN= Tenure

Evaluation Form approved by Administrative Council and Superintendent, May, 1976.

Please make 4 copies: Superintendent, Principal, Teacher, Work

Revised 11/11/11

THIS IS THE ADMINISTRATIVE EVALUATION PIECE

PRINCIPAL EVALUATION

Included are two Principal Evaluation forms. The first is the current evaluation, now being used to evaluate Hazel Park Community School principals. The second is a work in progress. This evaluation will be designed to be more exact and specific in addressing all administrative areas. As is always the case, all new administrative evaluations must be approved by the Hazel Park Administrator's Union.

All new Principal Evaluations, will now include a 25% component based on student performance. This evaluation of student performance will include and be evaluated on the following criteria: Ninth Grade pre and post tests in core subjects; Tenth Grade Plan Test results; Eleven Grade ACT/MME results; Twelfth Grade graduation results.

After each academic year, the Superintendent will meet with the principal after completing his/her evaluation. All areas will be discussed with student performance paramount. It will be determined by the superintendent what measures to improve will be implemented.

NEW PRINCIPAL EVALUATION FORM (UNDER CONSTRUCTION)

PERFORMANCE RUBRICS

1. Exceeds expected performance; completes tasks with high proficiency.
2. Meets expected performance levels; completes tasks with moderate proficiency.
3. Does not meet expected performance levels; fails to complete responsibilities.

INSTRUCTIONAL LEADERSHIP

Visionary Leadership-Demonstrates the ability to develop, articulate, and use a vision of excellence. Uses vision as guide.

Curriculum Design-Demonstrates the ability to ensure that the curriculum of the school is designed to promote high student achievement and sound personal growth. Leads by example and understanding.

Instructional Effectiveness-Demonstrates the ability to facilitate instructional practices that will lead to high student performance and to a safe, orderly, and caring environment. Manages time to be an instructional as priority.

Assessment and Evaluation-Demonstrates a commitment to using information to promote sound instructional practices. Monitors student achievement and classroom performance in targeted areas throughout the school year.

Results Orientated-Demonstrates the ability to have students achieve at expected levels of performance above and beyond. Produces student achievement results.

ORGANIZATIONAL LEADERSHIP

Climate-Communicates a commitment to high expectations for student and teacher performance. Creates incentives for teachers and students.

Empowerment-Finds pathways and opportunities for teachers and others to make the best contributions they are capable of making for themselves and to the school. Involves stakeholders.

Communications-Ensures commitment through practice the maxim that knowledge is power, to be shared and distributed to others. Stays well informed about professional and educational issues.

Continuous improvement-Creates an environment where students, teachers, and parents understand and accept the idea of continuous improvement.

MORAL AND ETHICAL LEADERSHIP

Commitment to others-Ensures that the purposes of schooling and the people in the school are working in harmony. Creates and maintains caring environment.

Professional Ethics-Models the qualities of fairness, equity, integrity, and honesty in professional dealings with others.

Respect for Diversity-Accepts as valued, all people and cultures represented in the school and by the community. Celebrates diverse cultures.

Responsibility-Accepts responsibility for his/her actions and decisions. Does not seek to blame others for the consequences of his/her actions.

MANAGERIAL LEADERSHIP

Law and Policy-Consistently understands and enforces both law and policy.

Resource Management-Understands the resources available to the school and uses them wisely.

Personnel Management-Understands how to select, induct, develop, evaluate, and retain personnel who assist the school in accomplishing its purposes and mission.

Informational Management-Ensures that another's need to have information is their personal assurance that others will receive the information they need.

Student Behavior Management-Ensures that the school manages student conduct to facilitate maintaining a safe and orderly school climate conducive to high school student performance.

**HAZEL PARK SCHOOL DISTRICT
SCHOOL ADMINISTRATOR EVALUATION FORM**

Administrator: _____ School: _____ Evaluator: _____ School Year: _____

This Administrator:

	Highly Effective	Effective	Ineffective	Exceeds Goals	Meets Goals	Progressing Towards Goals	Does Not Meet Goals
1...promotes standards of academic excellence.	1	2	3	4	5	6	7
2...effectively manages all aspects of the school to ensure a positive education experience for students	1	2	3	4	5	6	7
3...listens, understands and communicates information both orally and in writing with accuracy, clarity and effectiveness to community members, parents, students and staff.	1	2	3	4	5	6	7
4...shows an awareness, sensitivity and understanding of cultural and other differences.	1	2	3	4	5	6	7
5...encourages parents to become involved with the educational process.	1	2	3	4	5	6	7
6...is fair and consistent with parents' requests and interactions.	1	2	3	4	5	6	7
7...has a positive and friendly attitude.	1	2	3	4	5	6	7
8...is a strong and visible leader of the school.	1	2	3	4	5	6	7
9...maintains an Open Door Policy.	1	2	3	4	5	6	7
10...is both a team player and administrative leader.	1	2	3	4	5	6	7

Administrator's recent quantifiable accomplishments:

Administrator's goals:

Administrator's Signature

Date

I agree with this evaluation.

I disagree with this evaluation.

(Please use initial area)

THIS IS ADDITIONAL INFORMATION PERTAINING TO PRINCIPAL COMPETENCIES.

SELECTED COMPETENCIES TO BE INCLUDED FOR THE NEW PRINCIPAL

The competencies for the new high school principal should follow the guidelines of the principal evaluation. Included would be Instructional, Organizational, Moral and Ethical, and Managerial Leadership. Each area would be addressed with criteria. Evolving from this evaluation would be appropriate interview questions. All questions should be based each competency.

With emphasis on the Instructional competency, the following questions should be included:

1. What are some ways you would involve teacher effectiveness?
2. How would you help teachers and staff to improve student achievement?
3. How would you personally go about improving instruction?
4. State what criteria you would use to measure teacher effectiveness.
5. What plan would you attempt to develop for a teacher with a high failure student failure rate?
6. What curriculum changes would you suggest to positively change a failing school.
7. Describe the appearance of an effective classroom.

With emphasis on the Organizational competency, the following questions should be included:

1. How would you implement better employee/principal relations?
2. How would you improve school/community relations?
3. How would you involve parents in the education of their children?
4. What is the role of students in your building?
5. How would you involve students and teachers in the decision making process.
6. How would you resolve conflict between staff members and students? Staff members and staff members? Staff members and administrators?
7. What is the most pressing issue facing education in the state of Michigan?
8. How would you describe an effective public relations program in your school?

With emphasis on Moral and Ethical competency, the following questions should be included:

1. Describe your philosophy of discipline?
2. How are instruction and classroom management related?
3. If problems arise with a student, what support services should the school provide?
4. Give me an idea of how you would promote diversity in the school?
5. What is your experience working with management by objectives or working with a management team?
6. Describe how you would organize staff meetings.

With emphasis on Managerial competency, the following questions should be included:

1. What experience have you had in understanding and enforcing elements of school law?
 2. Describe your philosophy of discipline. Are you formally trained in any of these methods?
 3. How would you impose measures to improve faculty harmony?
 4. What should a principal expect from his staff?
 5. What should the staff expect from their principal?
 6. How would you involve the professional staff in the decision making process?
 7. What is the means of communication you rely on the most?
 8. How often would you conduct faculty meetings?
 9. How would you evaluate non faculty personnel?
 10. What is your opinion of the teacher's union and its policies?
-

2012 – 2013 Professional Development Calendar and topics
*Rapid Turnaround – as being implemented Immediately

September 28, 2012

Full day PD – Morning session Mally Act – Test taking strategies
Afternoon – OnCourse (lesson plan software) training

November 6, 2012

Full day PD – Morning session Mally Act – Test taking strategies
Afternoon – OnCourse additional Training
Afternoon – Department collaboration time

November 21, 2012

½ day PD – District wide technology conference

January 21, 2013

Full day PD – RTI in conjunction with Junior High

February 25, 2013

Full day PD - Common Assessment writing workshop ISD representative
Focus group meetings
Department collaboration time

March 28, 2013

½ day PD – District-wide school improvement conference

May 28, 2013

Full day PD – Analyze results of ACT/MME/WORK Keys
Develop intervention strategies for next year
Focus group meetings

2013 – 2014 Professional Development Calendar and topics

(Actual dates are being negotiated)

In addition to the PD listed here, there will be monthly PLC early release days for teachers to work on common assessments and evaluating data.

Day 1

Full day PD – Morning session Focus group reports
Report on Priority School Status
Intervention models workshop – ISD staff present

Day 2

Full day PD – Formative assessment workshop – ISD staff present
Department collaboration time
Focus group meetings

Day 3

½ day PD – District wide technology conference

Day 4

Full day PD – Focus group meetings
Formative assessment best practices presentations
Department collaboration time

Day 5

Full day PD - District accreditation update
Focus group meetings
Department collaboration time

Day 6

½ day PD – District wide conference

Day 7

Full day PD – Analyze results of ACT/MME/WORK Keys
Develop intervention strategies for next year

2014 – 2015 Professional Development Calendar and topics

(Actual dates are being negotiated, this is a draft)

In addition to the PD listed here, there will be monthly PLC early release days for teachers to work on common assessments and evaluating data.

Day 1

Full day PD – Morning session Focus group reports
Report on Priority School Status
RTI strategies workshop – ISD staff present

Day 2

Full day PD – Cultural diversity workshop – ISD staff present
Department collaboration time
Focus group meetings

Day 3

½ day PD – District wide technology conference

Day 4

Full day PD – Focus group meetings
Common assessment data presentations
Department collaboration time

Day 5

Full day PD - District accreditation update
Focus group meetings
Department collaboration time

Day 6

½ day PD – District wide conference

Day 7

Full day PD – Analyze results of ACT/MME/WORK Keys
Develop intervention strategies for next year

2015 – 2016 Professional Development Calendar and topics

(Actual dates are being negotiated, this is a draft)

In addition to the PD listed here, there will be monthly PLC early release days for teachers to work on common assessments and evaluating data.

Day 1

Full day PD – Report on Priority School Status
Morning session Focus group presentations
Smart classroom training

Day 2

Full day PD – Smart classroom best practices
Department collaboration time
Focus group meetings

Day 3

½ day PD – District wide technology conference

Day 4

Full day PD – Focus group meetings
Department collaboration time

Day 5

Full day PD - District accreditation update
Common assessment data
Focus group meetings
Department collaboration time

Day 6

½ day PD – District wide conference

Day 7

Full day PD – Analyze results of ACT/MME/WORK Keys
Develop intervention strategies for next year

2013 – 2014

Schedule – adding 30 minutes to the school day

Total 77 additional hours

1st 8:00 – 9:05

2nd 9:10 – 10:15

3rd 10:20 – 11:25

Lunch 11:25 – 12:00

4th 12:05 – 1:10

5th 1:15 – 2:20

6th 2:25 – 3:30

2014 – 15

Schedule with 30 additional minutes for 77 hours

1st 8:00 – 9:05

2nd 9:10 – 10:15

3rd 10:20 – 11:25

Lunch 11:25 – 12:00

4th 12:05 – 1:10

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6th 2:25 – 3:30

2015 – 2016

Schedule with 30 additional minutes for 77 hours

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6th 2:25 – 3:30

Schedule of additional instructional hours, teacher collaboration time and student enrichment:

2013 – 2014

30 minutes added to the school day	77 Hours
Common Planning time for teacher collaboration – teachers required to meet as a department a minimum of once per week	36 Hours
Flex scheduling – zero hour	154 Hours
Flex scheduling – 7 th hour	154 Hours
Student Enrichment – after school tutoring and access to computer programs	154 Hours
Monthly early release for students enabling teachers to have grade level Professional Learning Communities	15 Hours
Total Additional Time Year 1	590

Schedule of additional instructional hours, teacher collaboration time and student enrichment:

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Schedule of additional instructional hours, teacher collaboration time and student enrichment:

2015 – 2016

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Monthly early release for students enabling teachers to have grade level Professional Learning Communities	15 Hours
Total Additional Time Year 3	626 Hours

Departments have common planning time for collaboration.

2nd semester 2012-2013

Meet as a group a minimum of once per week

2013 – 2014

Meet as a group minimum of twice per week

2014 – 2015

Meet as a group minimum of twice per week

2015 - 2016

Meet as a group minimum of twice per week

Teacher collaboration – PROFESSIONAL LEARNING COMMUNITY

Early release for students once per month for teachers to collaborate by grade level or as need determines in PLC groups. Each class period will be reduced by 15 minutes on early release Wednesdays. PLC time will be from 2:00 until 3:30 the 2nd Wednesday of each month of the school year.

PLC Dates

2013-2014

September 11, 2013

October 9, 2013

November 13, 2013

December 11, 2013

January 8, 2014

February 12, 2014

March 12, 2014

April 9, 2014

May 14, 2014

June 11, 2014

2014-2015

September 10, 2014

October 8, 2014

November 12, 2014

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January 14, 2015
February 11, 2015
March 11, 2015
April 8, 2015
May 13, 2015
June 10, 2015

2015-2016

September 9, 2015
October 14, 2015
November 11, 2015
December 9, 2015
January 13, 2016
February 10, 2016
March 9, 2016
April 13, 2016
May 11, 2016
June 8, 2016

Student schedule on Early Release days

1st 8:00 – 8:50

2nd 8:55 – 9:45

3rd 9:50 – 10:40

4th 10:45 – 11:35

Lunch 11:35 – 12:10

5th 12:15 – 1:05

6th 1:10 - 2:00



Hazel Park High School

Student Activities & Clubs

<u>Organization</u>	<u>Sponsor/Advisor</u>
Academic Gold Card Club -----	Ms. L. Rogers
Band ----- Class. See counselor.	Mr. B. Elstone
B.O.D. (B oard of D irectors) ----- Class. See counselor.	Ms. T. Gordon
Challenge Day & Peer Mentorship Program -----	Ms. P. Sparks
Cheer Team ----- Tryout required.	Ms. S. Tucker
Chorale/Vocal Music ----- Class. See counselor.	Mr. T. Ross
Color Guard -----	Mr. B. Elstone
Comic Strip Club -----	Mr. R. Marrone
Co-op (work experience) ----- Class. See counselor.	Ms. M. Eidson
Drama Club -----	Mr. S. Polito
Earth Club -----	Ms. A. Chimovitz
Face the Music Club -----	Mr. T. Ross
French Club -----	Ms. C. Ross
Friend2Friend/Bible Club -----	Mr. J. Bishop/Mr. A. Cicchelli
Gay-Straight Alliance -----	Ms. A. Zitzelberger
Jazz Band -----	Mr. B. Elstone
Marching Band ----- Class. See counselor.	Mr. B. Elstone
N.A.H.S. (N ational A rt H onor S ociety) ----- By induction.	Ms. N. Sly
N.H.S. (N ational H onor S ociety) ----- By induction.	Ms. W. Cruz
PTSA (P arent T eacher S tudent A ssoc.) -----	Ms. N. Christina
Parker Press (student newspaper) ----- Class. See counselor.	Ms. A. MacIntosh
Photography Club -----	Mr. E. Jurvis
Powderpuff Football -----	Athletic Boosters
Spanish Club -----	Ms. M. Pease
Trading Card Club -----	Mr. E. Jurvis
Vikettes (dance/drill team) ----- Tryout required.	Ms. L. Bean
Viking Yearbook ----- Class. See counselor.	Ms. S. Bennett
Woodworking Club -----	Mr. Benedetto & Mr. Jurvis
Senior Class Advisor-----	Ms. E. Burkett
Junior Class Advisor-----	Ms. T. Gordon
Sophomore Class Advisor-----	Ms. A. MacIntosh
Freshman Class Advisor-----	Ms. M. Pease
Athletic Boosters-----	Ms. K. Hall - President (248-658-5150)
Band Boosters-----	Mr. M. VanderVeer - President (248-545-4991)
PTSA-----	Ms. B. Hinton - President (248-658-5115)

ATHLETIC OPPORTUNITIES AT HAZEL PARK HIGH

FALL SPORTS - STARTING EARLY AUGUST & END MID TO EARLY NOVEMBER.

FOOTBALL	J.V. & VARSITY LEVELS
VOLLEYBALL	J.V. & VARSITY LEVELS
BOYS & GIRLS CROSS COUNTRY	ONE TEAM FOR ALL GRADES
CHEER	J.V. & VARSITY LEVELS
GIRLS' SWIMMING	ONE TEAM FOR ALL GRADES
VARSITY BOYS' SOCCER	ONE TEAM FOR ALL GRADES

WINTER SPORTS - STARTING MID-NOVEMBER & ENDING LATE FEBRUARY - EARLY MARCH.

GIRLS BASKETBALL	J.V. & VARSITY LEVELS
BOYS' BASKETBALL	J.V. & VARSITY LEVELS
COMPETITIVE CHEER	J.V. & VARSITY LEVELS
BOYS AND GIRLS BOWLING	J.V. & VARSITY LEVELS
BOYS SWIMMING	ONE TEAM FOR ALL GRADES
WRESTLING	J.V. & VARSITY LEVELS

SPRING SPORTS - STARTING IN EARLY MARCH & ENDING LATE MAY - EARLY JUNE.

BOYS AND GIRLS TRACK	ONE TEAM FOR ALL GRADES.
GIRLS TENNIS	ONE TEAM FOR ALL GRADES
BASEBALL	J.V. & VARSITY LEVELS
SOFTBALL	J.V. & VARSITY LEVELS
GIRLS SOCCER	J.V. & VARSITY LEVELS
BOYS GOLF	ONE TEAM FOR ALL GRADES

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Total Additional Time Year 3	626 Hours

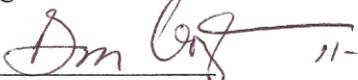
Letter of Agreement

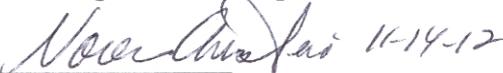
The HPEA and HP administration agree that an accommodation for flex scheduling needs to be made due to the high school's placement on the state Priority list. More hours of instruction need to be delivered to students, and flex scheduling will accomplish this.

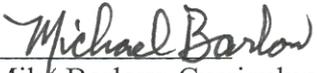
Both parties agree to allow working hours of members to begin an hour earlier and end an hour earlier than the current contract time as long as the high school remains on the Priority List. Also, members may begin work an hour later and end an hour later than the current contract time as long as the high school remains on the Priority List. The program of flex scheduling may be negotiated to continue beyond the Priority Schools listing by standard contract negotiation procedures.

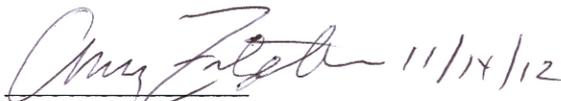
To select teachers for this 'zero hour' assignment, the "Transfer and Reassignment" guidelines on page 17 (article 12 C 1. & 3.) will be used. See page 2 of this agreement for complete wording.

Signatures and DATE:

 11-14-12
Don Vogt, H.S, Principal

 11-14-12
Noreen Christina, H.S. Vice-Principal


Mike Barlow, Curriculum Director

 11/14/12
Amy Zitzelberger, HPEA Vice-President

 11-19-12
Patrick Voisine, HPEA President