



Reform Redesign Report

Frost Elementary School

Jackson Public Schools

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Frost Elementary School is located at 1226 S. Wisner St. Jackson MI, 49203. There are approximately 500 students in grades Kindergarten-5.

The 2012-2013 school year is the first year in which the preschool program is under the direction of the Community Action Agency and the 6th grade classrooms have moved to the Middle School at Parkside. Last year, Frost enrollment was well over 700 students including two preschool classrooms and five 6th grade classrooms.

Students are assigned to Frost Elementary School based on their area of residence, through Schools of Choice, or the In-District transfer process. Parents complete enrollment forms and students are placed in classrooms once this information is received.

Frost Elementary School offers a gifted and talented program for students in grades fourth and fifth. Students are invited to this program based on their performance on the Nagliari test given to third grade students in Jackson Public Schools. We also offer a French Back to Back program to fifth grade students. Students are assigned to this program after their parents complete an application for participation and pay a deposit for travel, or if their parents indicate the family will host a student from France, without having their child travel.

Meals are available at Frost at no charge to any student regardless of the household income. Breakfast and lunch is available to all students at no cost. We urge all students to eat a healthy breakfast whether they eat at school or at home. Many studies show the benefits of breakfast and the important role it plays in learning.

Frost Elementary has recently implemented the Steven Covey "Leader In Me" model. The school's mission statement is, "To educate all learners in our community, ensure learning by creating a safe and respectful environment, maintaining high expectations and valuing each individual's ability as a leader." The school has 100% trained staff to ensure the collaborative effort reaches all students.

Frost serves a very diverse population of students. Demographically, the student population consists of:

- 84% economically disadvantaged
- 51% boys
- 49% girls
- 39% Caucasian
- 52% African-American
- 3% Multi-Racial
- 15% Students With Disability (SWD)

The following is a summary of academic achievement for Frost utilizing z-scores, which suggests how many standard deviations above or below the mean students have scored over the last two years. Frost's data is as follows:

Reform Redesign Report

Frost Elementary School

Math: -1.42

Reading: -1.90

Science: -1.34

Social Studies: -2.08

Writing: -1.84

School's Purpose

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

Frost Mission: Educate all learners in our community, ensure learning by creating a safe and respectful environment, maintaining high expectations and valuing each individual's ability as a leader.

Frost Vision: Developing leaders one child at a time.

Frost Motto: Today a leader, always a leader.

Frost Vikings Pledge: "As a student at Frost School, I will live the 7 habits. I will believe in myself and stand up for what is right. I will use this day to show that I am responsible and am in charge of my own choices. I pledge to take the journey to bring out the leader in me." This pledge was created by the Student Lighthouse Team and is recited daily by the entire student body.

Frost Lighthouse Team meets monthly to revisit and share "Wildly Important Goals" that are directly related to our school improvement plan.

Other action teams at Frost include 7 habits trainers, Energizing Education, Monday Morning Huddles, Climate Committee, Building Committee, School Improvement Team, Pride Patrol, Behavior Monitors, Photography/Technology Team, Social Committee, Wow Card/Luncheon, Green Team, Wellness Team, Data Team, Book Fair, Monthly Rewards, Yearbook, Parent Lighthouse Team, United Way, Ice Cream Social, Crisis Response, Announcements, Food Backpacks, Credit Union, Spirit Week, Fundraising, Mini-Relay Night of Greatness, and more.

Collectively, we provide many opportunities to engage students, staff and community members through positive actions involving Frost students.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Last year, Frost Elementary adopted Stephen Covey's "Leader In Me" model with 100% Staff participation.

Additionally, several Frost Teachers are certified trainers of The Leader in Me and are able to train new staff so that Frost will have 100% staff participation. Prior to the 2012/2013 school year, Frost faculty completed year 2 empowerment training, which focuses on the use of Leadership Notebooks.

These notebooks are used daily to monitor the schools wildly important goals, such as attendance, behavior, and academic achievement. These notebooks were a complete success at parent conferences.

"The Leader in Me is an innovative school wide model that emphasizes the culture of student empowerment and helps unleash each child's full potential. Applying the 7 habits of highly effective people, teachers and students internalize timeless leadership principles that nurture the skills students need for success in the 21st Century."

To extend The Leader in Me program to parents, we initiated a new action team called the Parent Lighthouse Team to encourage parent involvement. Previous to this year, Frost did not have an active Parent/Teacher organization (PTO/PTA). It was decided that parents who attend Parent Nights, would be asked to sign in to be involved in the Parent Lighthouse Team and our first meeting was highly successful. A schedule of meetings for the rest of the year was developed as well as a plan for recruiting additional parents. Currently, the Parent Lighthouse Team consists of the building principal, 8 parents, 6 teachers, a handful of students, and the district Parent Liaison.

Technologically, an additional computer lab is being installed along with two additional iPad carts to bring more technology into our building. Upon completion, we will have access to three computer labs (30 stations), 1 laptop cart (30 laptops), and three iPad carts (30 iPads/cart) for our K-5 student population. Smart-boards will also be installed in each classroom this school year.

Additionally, Frost has attracted many community partners to enhance the opportunities and experience our students may not otherwise experience. Consumers Energy grant to Energize Education through response to early childhood intervention will begin in the 2012-2013 school year. Through this collaboration, professional development opportunities for teachers and volunteers will help to impact learning based on learning needs.

Frost also established a one-to-one mentoring program through Big Brothers, Big Sisters and this will facilitate school-based and community-based mentoring to positively impact the lives of at-risk students.

Also, the Kiwanis Club of Jackson County will partner with Frost Elementary for the next two school years. This club will work to support the needs of students and teachers at Frost. We have asked them to specifically assist us with Library management, accelerated reader, service learning, book fair/fundraising support and lunch recess supervision, including Mileage Club. Kiwanis help in these areas will make a difference at Frost.

Additional Information

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

After mailing a Choice/Transfer notice to all Frost parents and students prior to the beginning of the 2012-2013 school year, over 95% of families choose to remain at Frost Elementary. Many of the reasons noted for returning were 1) my family is treated with respect at Frost Elementary, 2) my child's learning is a high priority at Frost Elementary, 3) the teacher, administration and staff demonstrate a genuine concern for my child at Frost Elementary. This information was gathered by a Studer survey for parent communication.

A few of the barriers we believe that have a negative impact on Frost School are: the Kindergarten A/B split, the elimination of the Kindergarten Readiness program (KRP) program, the closing of Jackson Arts and Technology and Wilson Elementary which increased our at-risk population, and transient student population.

Currently our Kindergarten structure splits the day. The Kindergarten A Teacher is responsible for the core academic areas of up to 50 students in a 2 1/2 hour block. The Kindergarten B Teacher is responsible for the extra curricular areas of instruction in a 2 1/2 hour block.

Frost Elementary will aim to create an environment for teaching and learning that meets the needs of all students.

Transformation Redesign Diagnostic

Introduction

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

PART A: REFORM TEAM PERSONNEL

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

Dan Evans, Superintendent of Jackson Public Schools, devans@jpsmail.org

Ben Pack, Assistant Superintendent of Jackson Public Schools, bpack@jpsmail.org

Bill Hannon, Deputy Superintendent for Finance, bhannon@jpsmail.org

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Amy Russ, Frost Parent Lighthouse Team, russamys@comcast.net

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Doug Heard, Frost Parent Lighthouse Team, dheard@paladinattachments.com

John & Jess Arkles, Frost Parent Lighthouse Team, jbeitner@yahoo.com

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.)

Based upon previous data from the Michigan Education Assessment Program (MEAP), reform ideas to impact teaching and learning at Frost Elementary School include:

1. To meet specific student learning needs, we will provide a research-based Response to Intervention program. Response to Intervention (RTI) is tiered instruction which will allow classroom teachers to differentiate instruction for varying student needs. Our teachers will enroll in Response to Intervention professional development through the Jackson County Intermediate School District (JCISD). This professional development will focus on Tier 1, Tier 2, and Tier 3 interventions. This will help teachers develop expertise and confidence in delivering differentiated instruction to struggling readers and writers in a small group setting within the classroom using evidenced-based best practices. RTI training will allow teachers to differentiate instruction and meet students at the level where they can be most successful. Teachers will learn to plan instruction using multiple measures of assessment including baseline, benchmark, and progress monitoring. Teachers will have frequent opportunities to build the bridge between theory and practice. Teachers will use a variety of materials and resources including the Fountas and Pinnell assessment and the "Primary Units of Study for Teaching Writing" by Lucy Calkins. On-going coaching support will be provided for the teachers and paraeducators. MDE has published an RTI Document titled, "RTI: A multi-Tiered System of Support" that we will use to help develop our model. The book, by Victoria Berghardt, and RTI Specialist Connie Hebert, "Response to Intervention and Continuous School Improvement: Using Data, Vision and Leadership to Design, Implement and Evaluate a Schoolwide Prevention System (2011)" will be used as a guide to help Frost ensure the success of the RTI program and improve the learning of all students as part of a continuous school improvement (CSI) process.

2. We will also utilize the research supported program entitled "Leader-in-Me" to encourage student and staff leadership capacity. The "Leader in Me" program is a whole-school transformation model that acts like the operating system of a computer; It improves performance of all other programs. Based upon The 7 Habits of Highly Effective People®, "The Leader in Me" program is research-based and is shown to produce transformational results such as higher academic achievement, fewer discipline problems, and increased engagement among teachers and parents. In addition, The Leader in Me equips students with the self-confidence and skills they need to thrive in the 21st century economy. In 2006, A.B. Combs became the #1 magnet school in the country. The leadership model began to be replicated by other schools with similar results. In 2008, Dr. Stephen R. Covey, published the book "The Leader in Me" which documents the leadership model these schools pioneered and its outcomes for staff, students, parents and community.

3. Additionally, our staff will also implement programming to Increase Reading Proficiency. Frost staff will utilize a variety of strategies and activities to increase student reading proficiency. Along with guided reading, all classes will have leveled books. The staff will also collect pre/mid/ and post-test data to analyze achievement. This goal is related to the RTI goal but goes further as we design how staff will meet regularly to disaggregate data to inform instruction. The district is in the process of moving from Grade Level Content Expectations (GLCE's) to the Common Core Standards. This is available to staff on the JPS curriculum section on the district intranet and includes district formative assessments testing the GLCE's.

According to the federal What Works Clearinghouse, there are no core reading programs that have adequate evidence to make any recommendation as to effectiveness. This holds true for supplemental reading programs that are often used in reading intervention efforts.

A major study by Nye, Konstantopoulos, and Hedges (2004) examined the effects of the teacher on student achievement. This study showed that the impact of the teacher was the single most powerful variable in positive student reading achievement. Researchers found that it is what the teacher knows and is able to do that impacts successful reading instruction. Skillful teachers of literacy are able to build a literate classroom that is organized and managed so that students have time to read. They found that students should be doing easy reading for 45-60 minutes every school day.

In addition, embedded instructional coaching supports teachers in implementing these instructional strategies as well as best practices in literacy and lesson delivery. With support from the Jackson County Intermediate School District (JCISD), Frost teachers have the support of an instructional coach whose purpose it is to provide this embedded instructional coaching. JCISD provides this coach for Frost Elementary to assist staff with the goal of increasing student reading proficiency and achievement.

As indicated by the American Institute for Research, our transformation framework will also include the following core ideas:

Leadership (coaching & mentoring, monitoring the process of student growth and implementation of curriculum, coordinating and aligning implementation strategies toward common goals, convening leadership teams).

Comprehensive diagnostic - comprehensive, short summative assessments, utilizing diagnostic outcomes as a teaching tool.

Teaching Effectiveness - instructional coaching, collaborative peer support

Family and Community Engagement - assess parent and community attitudes and involvement, build consistent communication in reference to academic achievement.

(Liebling, C. (November, 1997). *Achieving Standards-Based Curriculum Alignment Through Mindful Teaching*. RMC Research Corporation, Portsmouth, VA.

State what data were used to identify these ideas.

The School Improvement Team went to a data retreat put on by the JCISD to analyze data. The Tier system idea came from a data retreat meeting. We noticed that we needed something to meet the needs of our students that were close to proficiency that needed some additional reteaching time and those students that were in need of individual structured instruction. Our All Students Reading MEAP data showed a roller coaster of scores over the years, but an overall decrease throughout the years. The data for third grade, for example, in years 2007-2008 was 75% proficient, 2008-2009 was 42% proficient, 2009-2010 was 47% proficient, 2010-2011 was 48% proficient, and 2011-2012 was 23% proficient. The other grade levels scores are very similar in the roller coaster pattern. (See Assurances - MEAP Reading Data) With this data, a conclusion was made to make reading one of our big ideas.

Data used to identify specific areas of academic need include the MEAP, Mi-Access, Measurements of Academic Performance (MAP) assessments through NWEA, running records, the Michigan Literacy Progress Profile (MLPP), school demographics, Z-scores, classroom observations, and district assessments. The ongoing review and analysis of specific data will be used to assess the effectiveness of the curriculum and the fidelity of the taught curriculum. As well as instructional practices. Disaggregation of specific data will also allow the opportunity to observe patterns, gaps, strengths and weaknesses in student learning.

Discipline data helped us realize that some form of behavior plan was in need for our school to be successful.

Climate Committee has had several meetings moving toward a positive reinforcement component. Our students have made great gains since we have begun Leader in Me. The number of students that have earned monthly reward activities have grown due to the Leader in Me program. Our data shows that in September 2009, 78% of our student body earned reward compared to September 2012 where 94% of our student body has earned reward. October 2009, 74 % of our student body earned reward compared to October 2012 where 84% of the student body earned reward. Our data dates back prior to Leader in Me through the current year. See Assurances Reward Data. This data demonstrates the effectiveness of the Leader in Me program.

We will have a Professional Development opportunity using Surveys of Enacted Curriculum (SEC) to identify areas of curriculum needs with actual teaching and learning. The SEC will be scheduled with the JCISD in the 2012-2013 school year.

The Surveys of Enacted Curriculum (SEC) are practical, reliable sets of data collection tools being used with teachers of math, English language arts, science, and social studies to collect and report consistent data on current instructional practices and content being taught in classrooms. The resulting data, reported online, provide an objective method for educators to analyze the degree of alignment between current instruction and state standards and assessments. The SEC Collaborative developed the SEC tools, and continues to provide leadership, services and support to state leaders to make effective use of this unique online system.

Through the SEC Collaborative, member states are able to: [a] obtain reliable indicators of alignment and evaluate improvement initiatives for state education agency leaders and specialists; [b] use a data-driven improvement tool that combines instructional data and achievement data and facilitates discussion of effective practices for district leaders and teachers; and, [c] assess needs of teachers and schools to target assistance to educators for evaluators of programs.

The SEC SCASS has operated since 1998, and has provided data services and assistance to educators in over 30 states and hundreds of schools. The SEC SCASS provides access to the data tools, organizes state alignment studies, plans multi-state research, and leads professional development.

A date will be scheduled in Jan/Feb of 2013 to rollout and discuss the findings of the SEC process.

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.

The previous building principal, Mrs. Jennifer Oswalt was replaced July 1, 2012, prior to Frost Elementary being identified as a Priority School. She now serves as building principal at Sharp Park Academy for Jackson Public Schools. The Superintendent of Jackson Public Schools, Dan Evans has the right of assignment to place administrators. Mr. Evans made a recommendation to the Jackson Public School's (JPS) Board of Education to approve this assignment and it was approved.

Our new building principal, Jeremy Patterson, began at Frost Elementary on July 1, 2012. He was selected by Mr. Evans and approved by the JPS Board of Education. Mr. Patterson had served as the Associate Principal at Jackson High School for five years prior to joining the Frost Faculty and Staff. Jeremy was previously a third grade classroom teacher and elementary Physical Education Teacher for four years. Mr. Patterson's resume and transcripts are on file with Jackson Public Schools.

Mr. Patterson has the necessary leadership qualities to lead Frost Faculty and Staff toward rapid improvement. He has been trained, along with the entire Frost staff, in the Leader In Me program. The 7 Habits of Highly Effective People will bring a uniformed approached to teaching and learning, data use to drive instruction and parent involvement opportunities to quickly facilitate a turnaround system. Mr. Patterson strengths as a leader include execution of the JPS vision, partnership with district elementary principals, problem solving, and win-win approach to education. He is a member of the Michigan Elementary and Middle Schools Principals' Association and regularly attends professional development conferences connected to the school's improvement plan.

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 2011/2012 school year Jackson Public Schools implemented a new teacher evaluation process. The evaluation plan was approved by the Jackson Education Association. The evaluation plan was presented to staff members at a Staff Meeting and private meetings between the staff and principal were set up so the evaluation plan could be discussed in detail.

The approved tool, based upon the Charlotte Danielson Effective Teaching Evaluation model, addresses the following domains:

Student Achievement - 35% (Set by the District)***

Three Domains of Administrator Choice - % (Set by Administrator)

Prof. Dev. / Special Training - % (Set by Administrator)

Parent Satisfaction Survey - 10% (Set by the District)

(***Student Growth will be 35% of the teacher's evaluation for the 2012/2013 school year and increases to 50% by the 2013/2014 school year. There is ongoing support for principals and teachers through extensive professional development.)

To review the entire evaluation for teachers and administrators, they are attached to the "Teacher and Leadership" Assurances.

The evaluation includes a significant portion focused on student growth. Data is collected in all areas using pre/post assessments; in reading with three times a year running records scores, in math with pre/post yearly assessment. Individual teachers also use unit/topic pre/post assessments to track student achievement and focus on areas that need improvement. The NWEA RIT scores and Fountas and Pinnells benchmarks are used to determine proficiency levels for all grades. These assessments will be done 3 times a year. Grade level teams and data teams will use these scores to help make decisions for student interventions and to determine if the achievement goal was met.

Our administrator's evaluation was updated to include student achievement requirements for the 2012/2013 school year. Student achievement gains are a high priority for this district.

A school-wide data team has also been created this year. This team collects specific school-wide data and posts this information to help students see/visualize the process as a school. Some of the data that they are collecting is student behavior data and MAP (NWEA) scores. This team also collects data on new students such as running records, pre/post tests, and behavior.

Our school will provide a 50 minutes of common planning daily for teachers to meet at grade level. One day a week, teachers will be mandated to discuss student progress. Bi-weekly a working templet agenda and minutes will be collected, analyzed, and evaluated by the school principal to assure the meeting was connected to the 3 Big Ideas. Additionally, Across-grade-level Teams and Subject-area Teams meet during late start/ early release times.

Additionally, a Teacher Mentor program for our Non-tenured teachers and New-to-Frost teachers is a requirement for our staff. Specific contact log sheets and checklists are provided.

Frost Staff has access to the leaderinme.org web community to share information with over 28 Lighthouse Schools and 1058 schools in the Leader In Me process.

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.

Frost Elementary will use test scores from MEAP and NWEA pre, mid and post testing scores in math, reading (Grades K-5), and Science testing (Grades 3-5) will begin in 2013-14 school year to identify school leaders, teachers and other staff members who have significantly increased student achievement. This will be determined by the building principal and data teams. In 2011-12, Frost was identified with a z-score of -1.7. The building principal and data team will continue to review the school index towards a positive z-score and out of the bottom 5%.

Due to an increase in community support, we will survey the local businesses involved to see if they are willing to donate items and/or services to help reward our staff members who have increased student achievement. Targets will need to be set to measure student growth in core subjects.

A system will be established during the 2012-2013 planning year to reward highly effective teachers in priority school that grow at a rapid rate and are evaluated as highly effective teachers. The system will include merit pay and other rewards to acknowledge the efforts of high

achieving teachers. The district will collectively bargain merit pay and other such rewards for teachers who are highly effective and effective.

Highly proficient teachers as determined by the building administrator will also be candidates for student teachers when available.

At Frost Elementary the removal of teachers will be based upon performance evaluation data and the JPS school system procedures set forth by the school board of education. During the 2011-2012 school year, Jackson Public Schools implemented a new teacher evaluation process. Teachers who have been identified as Ineffective will be provided multiple opportunities to improve. Supports such as a mentor teacher, an Individual Development Plan (IDP) and on-going professional development to improve to support the opportunity for growth. A rubric has been established to determine the different levels of proficiency from highly effective, effective, minimally effective and ineffective as evaluated by the building principal.

In the Staff Evaluation Process, procedures to follow for the removal of ineffective or marginal staff members or leaders are detailed as follows:

**A teacher who is ineffective for two consecutive years will require the district to send a parent notification of your teacher rating to parents.

**A teacher who is ineffective for three consecutive years will be terminated.

**Lack of effort or participation will result in an ineffective rating.

**Proven disciplinary actions may be attached to a yearly evaluation and considered in the scoring of a given area.

Staff members who receive a Minimally Effective or an Ineffective rating, as well as any teacher who is probationary, will be placed on an Individualized Development Plan (IDP). The IDP will be developed and implemented under the direction of the building administrator. It is the responsibility of the teacher to execute the IDP.

Administrative staff will be retained or removed at the discretion of the superintendent.

Professional development opportunity in Surveys of Enacted Curriculum to identify areas of needs with teaching and learning will be scheduled with the JCISD in the 2012-2013 school year.

The Surveys of Enacted Curriculum (SEC) are a practical, reliable set of data collection tools being used with teachers of math, English language arts, science, and social studies to collect and report consistent data on current instructional practices and content being taught in classrooms. The resulting data, reported online, provide an objective method for educators to analyze the degree of alignment between current instruction and state standards and assessments. The SEC Collaborative developed the SEC tools, and continues to provide leadership, services and support to state leaders to make effective use of this unique online system.

Through the SEC Collaborative member states are able to: [a] obtain reliable indicators of alignment and evaluate improvement initiatives for state education agency leaders and specialists; [b] use a data-driven improvement tool that combines instructional data and achievement data and facilitates discussion of effective practices for district leaders and teachers; and, [c] assess needs of teachers and schools to target assistance to educators for evaluators of programs.

The SEC SCASS has operated since 1998, and has provided data services and assistance to educators in over 30 states and hundreds of schools. The SEC SCASS provides access to the data tools, organizes state alignment studies, plans multi-state research, and leads professional development.

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.

According to research conducted by Robert Marzano in his book, *Classroom Instruction that Works* (2001), there are nine strategies that have positive effects on student learning. When teachers use these strategies effectively with their students, the outcome is a measurable difference in regards to student achievement. Research also indicates that job-embedded professional development is the most effective means of increasing staff effectiveness which has a direct impact on student achievement. While the concept of job-embedded staff development is not new, recognizing what it is and utilizing job-embedded methods is relatively new. Sparks (1994) calls for a paradigm shift in staff development. A shift that will improve staff development which is usually "educators sitting relatively passive while an "expert" "exposes" them to new ideas or "trained" them in new practices." (Sparks, 1994, p. 26) Most research on instructional improvements has indicated that staff development consisting of a single session is ineffective. (Sparks, G.M., 1983).

With this research in mind, Frost faculty and staff will be training in RTI. Kindergarten A teachers will be training during the 2012-2013 school year. 1st and 2nd grade teachers will be trained during the 2013-2014 school year, and 3rd 4th and 5th grade teachers will be trained in the 2014-2015 school year. RTI training will allow teachers to differentiate instruction and meet students at the level where they can be most successful. The professional development will be provided by the Jackson County ISD and paid for through Title 1 funding.

Mr. Patterson was able to observe a school improvement conference in Lansing MI where Lansing Waverly schools gave a presentation on their RTI model. Mr. Patterson and Mrs. Townsend will contact Lansing Waverly elementary school principal Tim Lyman to observe their tiered system that uses data to drive instruction. During to 2012-2013 school year, a team of teachers from Frost will visit the school to observe the program and bring back valuable information to share at a Frost faculty or professional development session.

In the 2011-2012 school year, Frost faculty and staff implemented the "Leader In Me" program into its curriculum and culture. 100% of Frost staff participated in the 7 habits of highly effective people signature program training. The goal of year one was to implement a culture of leadership in the building, and establish a Lighthouse Team to lead the faculty and staff. Staff members were trained to be trainers to make sure all new frost faculty and staff are trained in the future. In August of 2012, all Frost faculty and staff received the Empowerment Day Training on the proper use of leadership notebooks as a tool to use data and to set Wildly Important Goals. The building goals for reading, attendance and behavior were incorporated into the daily lessons and data tracking by students, teachers and administration. The license was renewed in November 2012 to allow Frost faculty and staff access to the leaderinme.org web community. In 2013-2014, year 3 training will emphasize Frost maximizing results in student achievement. By the third year, schools are defining their unique signature. At this level, the training and consulting are customized to help schools achieve their vision and make a distinctive turnaround in climate culture student achievement and parental/community involvement. Rapid improvement is needed to maintain greatness and The Leader in Me supports schools in an ongoing way as they adapt and enhance over time and as their influence expands.

To increase reading proficiency teachers will be trained in guided reading strategies and literacy practices. This training will help them learn to better differentiate instruction for all students to increase their achievement in reading.

Frost Teachers will have training in Technology. This will consist of a variety of different technology topics such as: iPad training, the use of Web Pages, smartboards, etc.

Special Education Teachers will attend a training called SELECT to develop literacy strategies.

Professional development opportunity in Surveys of Enacted Curriculum to identify areas of needs with teaching and learning will be scheduled with the JCISD in the 2012-2013 school year. We will conduct the SEC and analyze the results to confirm and analyze areas of weaknesses. The Surveys of Enacted Curriculum (SEC) are a practical, reliable set of data collection tools being used with teachers of math, English language arts, science, and social studies to collect and report consistent data on current instructional practices and content being taught in classrooms. The resulting data, reported online, provide an objective method for educators to analyze the degree of alignment between current instruction and state standards and assessments. The SEC Collaborative developed the SEC tools, and continues to provide leadership, services and support to state leaders to make effective use of this unique online system.

Also, a review of SEC data is scheduled.

Data Retreat will be attended in June of 2013 by a select team of Frost Elementary. Data Retreat is offered by the JCISD. Data Retreat is an opportunity for staff to come together and analyze data.

Staff surveys, student data results and building goal information were used to determine what professional development would be highlighted for the 2011-12 school year and beyond. This process will continue over the next three years in order for us to evaluate rapid turn around for our efforts. Following each PD activity the participants will complete an evaluation to help determine its effectiveness.

Frost has also requested professional development in several areas such as: MAP (NWEA) testing training that focus on the analysis of the data; And Accelerated Reader training to utilize all of the benefits of the program.

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.

Career growth opportunities for staff include curriculum chairperson that lead grade level meeting building and district wide. These opportunities exist in Math, Reading, Science and Social Studies. Teachers are selected based upon their demonstrated knowledge and skills in the content area.

Jackson Public Schools offers the opportunity for interested teachers to participate in the Administration Mentoring program. This allows teachers to follow in the footsteps of administrators to see the day-to-day expectations of an administrator.

Teacher leaders will be afforded the opportunity to visit other schools to observe best practices that impact student achievement. The expectation will be that this information is shared with teachers in JPS and Frost Elementary.

Teachers will have the opportunity for promotion based on continuing education. The teachers can be promoted to a higher salary level based on the number of credit hours earned or degrees held. Teachers will annually submit the appropriate documentation to Human Resources at JPS who will determine eligibility based on contract language.

Highly qualified teachers will be recruited to join the staff at Frost Elementary to meet the needs of the students at this school. The Human Resources department uses an interview process to select the most qualified candidate. An online application process is available for those seeking employment with JPS. We will also post job opportunities on Monster.com and the Leader In Me website for those seeking employment with Frost Elementary School.

Substitutes for six embedded Professional Development to allow grade level teachers to collaborate using data two times per trimester. (Mini Data Retreats)

Highly qualified teachers will also be given the opportunity to attend trainings and workshops.

Teacher leaders will have the opportunity to serve as teacher in charge of the building when the principal is absent or out of the building for an extended period of time. Multiple teachers will be identified in the building to serve in this capacity when needed.

The building principal will be responsible for creating a culture at Frost to retain faculty members. The mission of Frost is to create learning environment that has high expectations and safe, where teaching and learning is the priority for all students.

Within Leader In Me, teachers can become trainers for new to the building employees. They can visit other Leader in Me Schools to get new ideas to share with others. Teachers can also become a trainer of parents.

Another avenue to retain highly qualified staff to meet the needs of students is to offer smaller class sizes.

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.

Frost has selected NWEA in reading and math for all grades K-5 and Science for grades 3-5. All students are required to take the NWEA tests in September, January and May to progress monitoring purposes. NWEA tests produce scores that provide teachers and administration with data that shows their academic ability with regard to grade level expectations. Charts are provided showing the kinds of work students can do using the RIT scale. This data is helpful in supporting the type of instruction/intervention necessary for all students. This measurement, used over time, will determine how much growth is required and how much growth is gained over time.

Teachers will all have the appropriate training to use RIT scale scores to effectively use them in differentiated instruction in the classroom. See the attached document in assurances that shows how RIT scale scores are used in multiple subject areas of assessing student achievement.

Frost Elementary will use Fountas & Pinnell benchmark assessment kits in all grades to assess every students instructional level for reading. The instructional level expectations for reading chart will be used by teachers and/or title 1 teachers to provide general guidelines for grade level goals. Progress monitoring of instructional levels are based on grade levels as well as the months of the school year, showing the pace at which students should be progressing. Students will be grouped based on ability to receive the proper instruction at the levels in which they will be most successful. This is where the additional 60 minutes of academic interventions will provide the support services for all kids based on data.

Students that continue to fall below the targeted academic achievement levels will be recommended for the ASSIST process as an additional support to help the student have success in school. The ASSIST process involves the teacher, principal, social worker, parents, former teachers and other school personel that aid in the planning of academic strategies and achievement review of struggling learners. ASSIST meetings are held monthly or as needed and are kept on file in the students CA file.

Data walls will be placed throughout the school for staff, students, and stakeholders to view progress. Data goals for the 2012-2013 school year for September and October are Attendance, behavior and reading minutes. The data was collected from every classroom, compiled at each grade level and shared not only throughout the building, but mailed to parents in the December newsletter. Also listed in the newsletter were ways that parents can support their childs academic progress at home. Students use leadership notebook to track their personal goals that are directly linked to the school improvement goals. This helps facilitate student ownership in building wide goals. The yare taught to undersstand both how to use leadership notebook goals and why the data is important. Students use leadership notebooks every day.

The data team will meet to analyze the data to determine growth and reevaluating future goals.

Frost will also gather data from the multiple sources listed below:

*Obtain data on students and compare results within the building, district, and state. A plan will be devised to increase/target areas of needed improvement.

*Weekly Reading Assessments - Pearson

*Successmaker

- *Accelerated Reader
- *Data Committee
- *Track new students - Behavior
- *Data Director
- *MAP Testing
- *Teacher Data Notebooks

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.

Frost Elementary School promotes the continuous use of individual student data to inform and differentiate instruction to meet individual student needs by implementing and using the following:

- *) Drop-Out Challenge - A team at Frost Elementary consisting of our attendance person, principal, and social worker will gather a list of students and prioritize them to an end result of a total of 10 - 15 students that are in need of mentoring. To qualify for mentoring, students will need to qualify in all three areas: poor attendance, poor behavior, and poor core-academics.
- *) Starting this year, all students have their own data notebook that is updated daily, weekly, and/or monthly. Students keep data regarding their attendance, daily behavior, and minutes read per day/week/or month. Information can be used at parent/guardian conferences, grade level meetings, meetings with the principal, etc.
- *) Starting this year, data for each grade level is posted in highly visible areas of the school (gym, outside of the office, and in the lounge) so that all stakeholders, teachers, students, parents, community members, etc. have access and can analyze the data. A Data Action Team posts the school-wide data monthly. The following data is included: Minutes read per month per grade level, attendance of both students and teachers, NWEA scores (September, January, and May) per grade level, and behavior per grade level per month.
- *) Each teacher does individual testing in the areas of Reading, Vocabulary, Math, Science, Social Studies and Writing and forms student groups based on ability level. (EX; Guided Reading, leveled math groups, centers and pull out based on need)
- *) Educators use Data Director as a tool to show growth in areas of instruction. Pre and Post tests are given in several academic areas. Results are recorded, analyzed and instruction is differentiated.
- *) MAP (NWEA) testing is given in grades K-5 in September, January and May of each year.
- *) Success Maker is administered on a daily basis in the areas of Reading and Math in grades 3-5, with K-2 to be added once the new computer lab is functioning. Teachers analyze and differentiate instruction based on results.
- *) Accelerated Reader is used to show growth in the area of Reading Comprehension in grades K-5.

Each grade level is given common planning time in which they discuss students' needs, reteaching, possible change of grouping, etc. School teams need to have a culture where opportunities are created to have conversations that are based around data to support the school improvement process. According to Doug Reeves (2010) "Data Teams are the single best way to help educators and administrators move

from "drowning in data" to using the information to make better instructional decisions. Teams are forced to look at the combination of student results, teaching strategies, and leadership support instead of just student scores."

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.

Each day one hour of time will be added for a total of five hours per week. In the first year of the transformation plan, the instructional time will focus on increased literacy instruction. Classroom teachers will be responsible for using data from NWEA testing to identify each students strengths and weaknesses.

Four of the additional hours will be used for direct instruction while one of the additional hours each week will be used for teachers to collaborate at grade level, plan instructional groupings and review data of students based on need as identified through NWEA testing.

Each grade level will have an assigned facilitator to report progress directly to the principal and school improvement team. The facilitator will also be responsible for assuring that the increased literacy instruction time is implemented correctly within grade level. Students will be shared within grade level to create instructional groupings based on similiar instructional needs.

Three week units of instruction based on common identified learning goals will be developed and delivered by classroom teachers. Teachers will be responsible for creating and administering pre and post testing, along with collecting data to be housed within Data Director. Post-testing data will be used to assess student needs for further instruction on the learning goals identified. The students that have met proficiency as measured by 75% on the post-test will be regrouped into other instructional groups according to data from the NWEA.

Students that don't meet proficiency by scoring below 75% on the post-test will move to a Tier 2/Tier 3 for further instruction and more learning time on identified learning goals.

The proposed increased learning time schedule has been uploaded to the assurances portion of the extended learning time plan.

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

Family and community member involvement is critical to the success of Frost School students. We will continue to provide ongoing family and community involvement through focusing strategies focused on two main areas: 1) Fostering open communication with parents and families; and 2) Fostering open communication with community members in addition to parents and families.

The strategies that are in place to foster open communication with parents and families are: 1) Invitation and attendance to student progress events including Open House, Student-Led Conferences, and ASSIST meetings;

2) Oral and written communication between teachers and families including daily positive phone calls, student agendas, weekly classroom/team newsletter, paper copies of Power School student progress reports, emails, Remind101.com emails and/or text messages, monthly school newsletter and cafeteria menus for breakfast and lunches;

Reform Redesign Report

Frost Elementary School

3) Website information including progress reports through Power School, on-line curriculum information (Pearson Reading, History Alive, Everyday Math);

4) Volunteering in the classroom for daily activities with students and for special events such as monthly leadership ceremonies, field trips, reading marathon, classroom parties, French Back-to-Back Program Meetings, activities, and Annual Auction & French Dessert Tasting Extravaganza;

5) School-sponsored family events such as Leadership Day, grade-level music performances, Math Night, Science Night, Fitness Night, Book Fair, Ice Cream Social, A Night of Greatness, Energizing Education Family Night.

The strategies that are in place to foster open communication with community members in addition to parents and families are:

1) Volunteering in the classroom for daily activities with students and for special events such as Monthly Leadership Ceremonies, field trips, reading marathon, classroom parties, French Back-to-Back Program Meetings, activities, and Annual Auction & French Dessert Tasting Extravaganza;

2) School-sponsored family events such as Leadership Day, grade-level music performances, Math Night, Science Night, Fitness Night, Book Fair, Ice Cream Social, A Night of Greatness, Energizing Education Family Night;

3) Attending special community member events and activities such as Student Credit Union, Leadership Lunches, Back Pack Program, Mentoring Program, Energy Program, Nature Presentations, Economic Programs by businesses such as Consumers Energy, Kiwanis, CP Federal Credit Union, Dahlem Center, Junior Achievement.

JPS has a Global Connect calling system that is used by Frost School to keep parents informed of activities, announcements, and other important information. The principal is responsible for planning and recording bi-weekly messages that are sent to parents and faculty members. This calling system provides an effective means for communicating with families and staff when information needs to be sent to large numbers of people quickly.

Our Food Service Department sends a monthly calendar of breakfast and lunch menus so that parents and students are informed of choices of nutritional food provided free of charge at Frost Elementary School.

Parent newsletters and calendars are mailed home by the Frost main office staff every month. All important information is organized in a clear and concise format, including important dates on the monthly calendar.

A marquee is updated on the front of Frost to remind students, parent and staff of important upcoming dates and activities. The sign is updated bi-weekly to improve communication of building dates, including vacation days and evening activities. A paraprofessional is directly responsible for updating the marquee.

A success standard is a district-wide newsletter that is mailed to all district families that keeps them informed of the highlights of all JPS schools and programs. This ongoing communication is produced quarterly. All schools, including Frost, are required to regularly send pictures, detailed articles of activities and important dates to individual families to be circulated throughout the community. Copies of the newsletter can also be picked up in the main office area of each school building.

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.

Operational Flexibility for Frost Elementary School will be provided by Jackson Public Schools in support of their Transformation Plan and the outlined restructuring plan.

Frost Elementary will be granted the necessary flexibility to implement it's own Professional Development Plan based upon identified student and staff needs. This includes the ability to opt-out of any district Professional Development with the exception of convocation, as long as a building alternative is provided.

Frost Elementary will be granted necessary flexibility to align resource allocations with it's instructional priorities.

The District will allow Frost the flexibility to design built-in collaboration time, in addition to current planning time, within grade levels and across grade levels. Professional learning communities will be developed in the areas of reading and math. The district will provide time before or after school for the collaboration to take place.

We are researching a program that with added instructional time will include a school-wide "Response to Intervention" program. RTI will be adopted to meet the needs of identified students as significantly below grade level in the areas of reading and math. A research based intervention system will be put in place to assure instructional continuity and documentation of student growth.

The program that is to be adopted for Kindergarten for implementation for RTI in the area of reading is the Fountas & Pinnell Leveled Literacy Intervention System (LLI). This is a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades. We anticipate, through grants, that the 1st and 2nd grades will adopt the program in the following year, with grades 3 - 5 to follow after that.

While waiting for the funding to train the teachers in grades 1 - 5 in RTI, teachers will use the data from NWEA Map testing to create the groupings for small-group instruction.

We are piloting with the anticipation to adopt as a district, Go Math, in the area of mathematics if funding is secured at the district level. GO Math! includes activities and materials to engage all levels of RTI learners with focused hands-on activities, print support, and a comprehensive online intervention solution. This way, teachers can select instructional strategies and resources to specifically align with students' level of understanding and preferred learning style.

If funding is not secured at the district level for the new series and Everyday Math is to stay, time will need to be added for grade levels to meet to align to common core. Also, teachers that have changed grade levels or new to the building will need to be trained in Everyday Math.

Supplemental staffing will be provided in all classrooms by providing trained para-professionals in the area of guided reading instruction and/or certified teachers with experience in guided reading.

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.

The school is utilizing the services and support from MDE, Jackson County ISD's School Improvement Facilitator and the MSU Intervention Specialist. We are planning to use the SEC data, Data Director and building data to move forward in developing our building plan. Regular meetings are being set up to monitor this progress and keep communication at the forefront.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
<p>Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)</p>	<p>Yes</p>	<p>During the 2011-2012 school year a new teacher evaluation process was implemented. The teachers' evaluation is based on Charlotte Danielson's Evaluation Model. The process was approved by the (JEA) and is based on the Danielson Evaluation Model. Student growth will be 35% of the teacher's evaluation for the 2012-13 school year and 50% by 2013-14.</p> <p>Our administrator's evaluation was updated to include the student achievement requirements for 12-13. 13-14 will be planned this year. See attached file.</p> <p>These processes were collaboratively developed with Superintendent, the JPSAA & JEA.</p> <p><u>Teacher and Admin. Evaluations.pdf</u></p>

Reform Redesign Report

Frost Elementary School

<p>Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)</p>	<p>Yes</p>	<p>The Professional Development Calendars was created though a collaboration process with the school improvement team, priority school team, central office personnel, and JCISD personnel. The Staff Professional Development Calendar Attached. The Parent Professional Development Calendar and the Volunteer Mentor Literacy training calendar is also attached These professional development calendars will support the reform efforts selected for our school. . Frost PD Calendars.docx</p>
<p>Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)</p>	<p>Yes</p>	<p>Our school extended learning time model will increase the school day by one hour. During this intervention block, support from special education teachers, general education teachers, Title 1 teachers, and paraprofessionals will be shared to meet the needs of all grade levels and students at Frost.</p> <p>During this 60 minute block, students will be grouped based on RTI Tier I, Tier II, or Tier III to meet the individual needs of each student. The most intensive students or Tier III students will have a student to teacher ration of 1:5. Tier II students will have a ration of 1:10, and Tier I 1:20 Frost Master Schedule 13 14.xls</p>

Reform Redesign Report

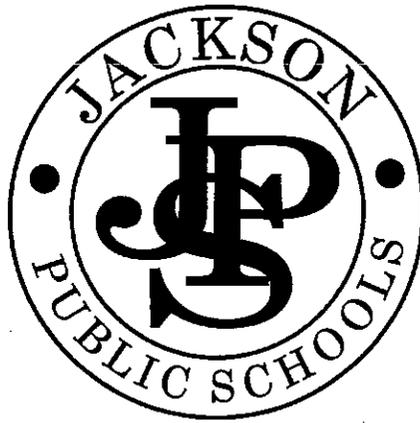
Frost Elementary School

<p>Our school provides additional time to improve student learning and engagement through enrichment activities for students.</p>	<p>Yes</p>	<p>Frost Elementary School provides many opportunities to improve student learning through activities and programs offered before, during and after school. Please refer to the document uploaded below. <u>Enrichment Opportunities at Frost.doc</u></p>
<p>Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.</p>	<p>Yes</p>	<p>Our school provides 50 minutes daily for teachers to meet at grade level. One day a week, teachers will be mandated to use data to analyze student progress. Once a week an agenda and minutes will be collected, analyzed, and evaluated by the school principal. Across grade levels and subject areas will meet at late start/ early release.</p> <p>A Teacher mentor program for non tenured and new to Frost teachers. (contact log sheet and checklist)</p> <p>Frost staff has access to the leaderinme.org web community to share information with over 28 Lighthouse schools and 1058 schools in the leader in me program. <u>Teacher Collaboration Schedules.pdf</u></p>

Reform Redesign Report

Frost Elementary School

<p>Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.</p>	<p>Yes</p>	<p>A letter of understanding between Jackson Public Schools Administrators Association , JEA/MEA/NEA and the Jackson Public Schools regarding priority schools.</p> <p>A special school board meeting was held in November 2012 to recommend the board approve the reform redesign report, transformation model for Frost Elementary priority plan. The board agreed to approve the plan.</p> <p><u>Priority schools letters of agreement.pdf</u></p>
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**Jackson Public Schools
Teacher Evaluation Process
2012-13**

**Jackson Public Schools
Teacher Evaluation Process
2012-13**

Evaluator's Name:	Teacher's Name:
Building	Subject/Grade:
Pre-Conference Date:	Formal Observation Date:

Introduction

Effective 2011-12, PA 102, the District will implement a Board approved teacher evaluation system that focuses on teacher effectiveness. At the end of each school year and prior to June 15 of each following year, teachers will be given rating of "highly effective", "effective", "minimally effective" or "ineffective".

Ratings will be based on an objective score in six domains (see Attachment 1). Each domain will be weighted to allow for individualization after the base year (2011-12).

Based on the six domains, the District will be able to evaluate teachers on common set of rubrics and measures. The following scale has been adopted:

Highly Effective	94 - 100
Effective	80 - 93
Minimally Effective	70 - 79
Ineffective	0 - 69

- A teacher who is ineffective for two consecutive years will require the district to send a parent notification of your teacher rating to parents.
- A teacher who is ineffective for three consecutive years will be terminated.
- Lack of effort or participation will result in an ineffective rating.
- Proven disciplinary actions may be attached to a yearly evaluation and considered in the scoring of a given area.

Process

Measurable Metrics

The administrator will assign metrics and weights based on previous performance. It is the responsibility of the teacher to monitor and report to their administrator evidence of student growth.

Failure to report or measure student progress will result in an "ineffective" rating for that domain.

Pre Conference – Assignment of Metrics

The administrator and teacher will meet during the beginning of the year to discuss the weights and measure for each domain.

A timeline and protocol for evaluation will also be laid out during the meeting.

Expectation for classroom visitation by the administration will be discussed. State law requires multiple visits prior to a written evaluation.

Teachers are encouraged to invite principals to classroom lessons that demonstrate mastery of assigned rubrics (see Attachment 2).

Post Conference

Presentation by teacher on metric measures. Teachers should come prepared to discuss their final results in all areas. A summary of evidence should be presented.

Mentors

Teacher mentors will be a voluntary practice in Jackson Public Schools. Mentors may provide professional support, instruction and guidance for the development of professional expertise as requested by teacher. Mentors will maintain absolute confidentiality, except in cases of illegal or unethical conduct. Mentors will assist teachers in becoming familiar with district curriculum, policies of the school, and assist them in becoming a highly effective teacher in their new school and community. The mentor is a resource person and will not be held responsible for the performance of the teacher they are mentoring. Mentors and teachers will establish plans for interacting on their conference hours, before or after school. These plans may include conferences, visitations, observations, training and demonstrations at the request of the teacher being mentored, with the approval of administration if occurring during school hours and requiring a substitute teacher.

Individualized Development Plan (IDP; Replaces Plan of Assistance)

Each teacher that is probationary, minimally effective or ineffective will be given an IDP (see Attachment 3). Each IDP will be developed and implemented under the direction of the building administrator. The plan may include suggestions for growth, articles, training, mentors, observations, data reviews, etc. It will be the responsibility of the teacher to execute the IDP. Evaluation of the IDP remains the yearly evaluation instrument (see Attachment 4).

Probationary Appeal

New teachers are on a five-year probation schedule.

In the event that a probationary teacher receives an ineffective evaluation, they may appeal it in writing to the Superintendent. Upon receiving the appeal letter the Superintendent will hear and review evidence from both teacher and administrator before rendering a decision.

A written statement will be forwarded to both parties at the conclusion of the appeal.

Tenured Teacher Protection

Tenured teachers, under the law, must rely on a tenure proceeding which relies on a Board vote to move forward. Teachers would be afforded an opportunity at both the Board level and tenure hearing to make their defense.

Severity Exclusion

Students may be excluded for circumstances that are of a severe nature as determined by the Principal, Superintendent or his/her designee. Examples of students who may qualify would be students who are hospitalized, illness, accidents or special circumstances beyond the teacher's control.

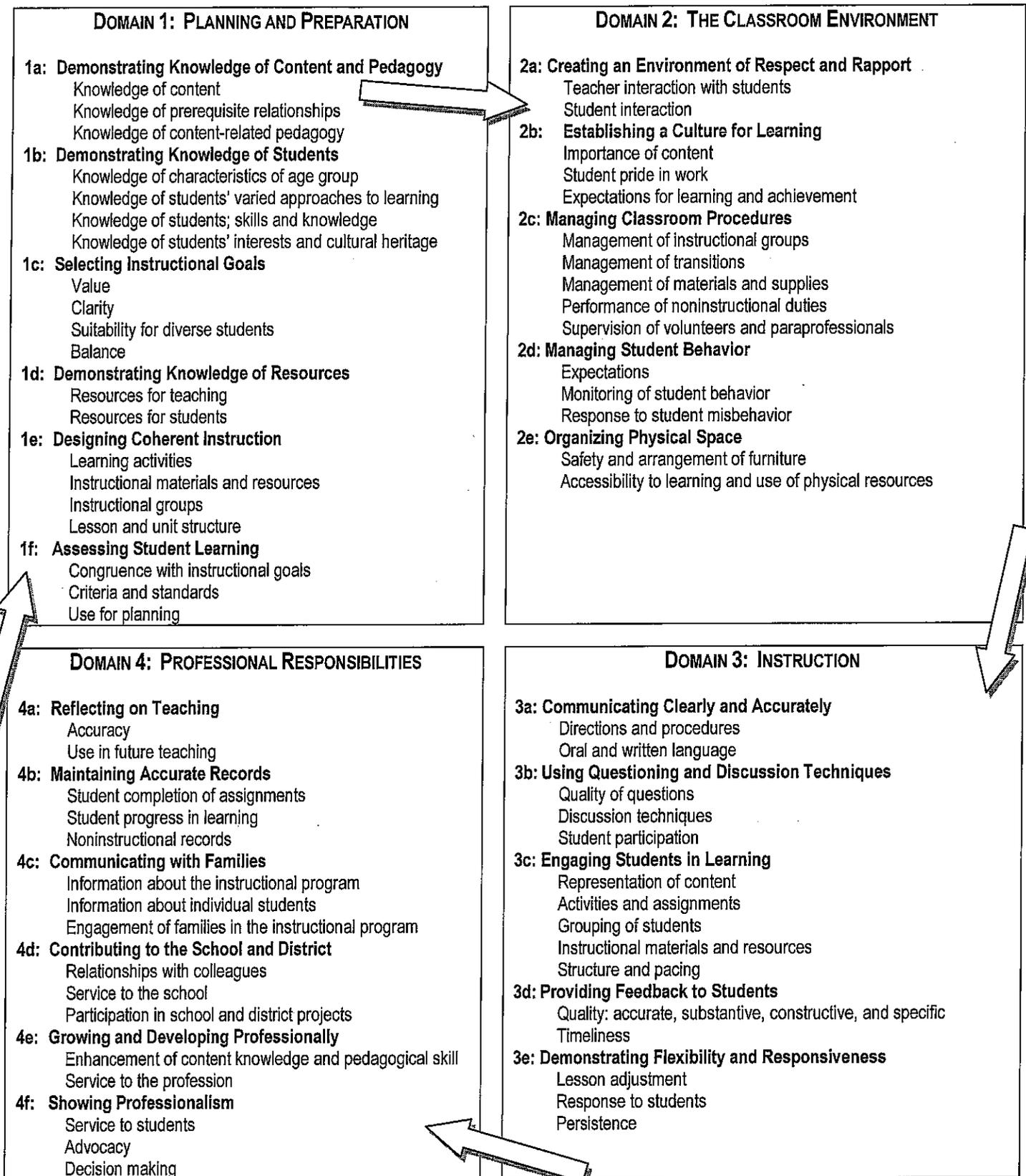
**Jackson Public Schools
Evaluation Rubric
2012-13**

	Evaluation Pillars/Domains	Weight*	Comments
1.	Quality Domain – Student Achievement	35% SET BY DISTRICT	<ul style="list-style-type: none"> • Growth will be measured by NWEA two times during school year (reading, math, science) for 2012/13 • All others pre & post test to demonstrate growth • Teachers will present data • Moving toward MDE mandate of 50% by 2014
2. 3. 4.	Key Domain Domain Domain	%TBA BY ADMINISTRATOR	<ul style="list-style-type: none"> • Taken from <u>one</u> of Charlotte Danielson's four Domains
5.	Special Training/ Professional Development	%TBA BY ADMINISTRATOR	<ul style="list-style-type: none"> • Evidence of use of professional development given by the district and/or personal training (i.e. new reading series, computer training, college courses, etc.)
6.	Parent Domain - Satisfaction Survey	10% SEST BY DISTRICT	<ul style="list-style-type: none"> • Studer Evaluation Pillars Jackson Public Schools
	TOTAL	100%	

* Weights will change yearly based on teacher's need for growth in domains 2-5.

Rubric approved by Board of Education on October 24, 2011

**Jackson Public Schools
Components of Professional Practice**



Jackson Public Schools
Individual Development Plan
2012-13

Teacher's Name: _____

Circle appropriate category: Ineffective Minimally Effective Probationary

Date(s) of observation: _____

1. Student Achievement – Use of data to improve student growth.

Teacher Plan:

Administrative Support:

2. Key Domain –Administration will assign metrics and weights.

Teacher Plan:

Administrative Support:

3. Domain –Administration will assign metrics and weights.

Teacher Plan:

Administrative Support:

4. Domain —Administration will assign metrics and weights.

Teacher Plan:

Administrative Support:

5. Special Training – Maintaining accurate and timely records.

Teacher Plan:

Administrative Support:

6. Parent Domain – Parent satisfaction survey.

Teacher Plan:

Administrative Support:

Progress Report

Previous Rating/Evaluation

**Mid-Year Evaluation
(optional – teacher may request)**

Current Year Rating

Subscores by Domain

- 1. Student Achievement _____
- 2. Key Domain _____
- 3. Domain _____
- 4. Domain _____
- 5. Special Training _____
- 6. Parent Satisfaction _____

Subscores by Domain

- 1. Student Achievement _____ X = _____
- 2. Key Domain _____ X = _____
- 3. Domain _____ X = _____
- 4. Domain _____ X = _____
- 5. Special Training _____ X = _____
- 6. Parent Satisfaction _____ X = _____

Total _____
100

It is the responsibility of the teacher to improve. Administrator will offer support and ideas to improve scores. You are not graded on your IDP, only your evaluation outcome.

Annual Teacher Evaluation 2012-13

1. Student Achievement – Use of data to improve student growth. 35%

Ineffective (8.5) 1	Minimally Effective (17) 2	Effective (26.25) 3	Highly Effective (35) 4
There is no evidence that data was collected, utilized or interpreted by the teacher. None of the goals were met and some regression is noted.	Data was collected but there is no evidence that it was used to drive instruction. None of the targeted growth goals were met. Regression was not noted.	Data was collected and used to drive instruction by modifying instructional decisions. Evidence from assessments show positive student growth in the targeted areas.	Data was collected and used to drive instruction and evaluate student progress on a continuous basis. Evidence from assessments show student growth and data can be used to improve instruction in the department or grade level.
Comments/Evidence			

TOTAL 1. _____ *

2. Key Domain – % TBA by Administrator

Ineffective () 1	Minimally Effective () 2	Effective () 3	Highly Effective () 4
The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic. The content and method of assessment lacks congruence with instructional goals.	The lesson or unit has a recognizable structure, although not uniformly maintained. Most time allocations are reasonable. Some of the instructional goals are assessed through the proposed approach, but many are not.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable. All instructional goals are assessed through clearly organized activities.	The lesson or unit structure is clear and allows for different pathways according to student needs. The approach to assessment is completely congruent with the instructional goals, both in content and process.
Comments/Evidence			

TOTAL 2. _____ *

3. Domain – % TBA by Administrator

Ineffective He () 1	Minimally Effective () 2	Effective () 3	Highly Effective () 4
When a student has difficulty learning the teacher places blame either on the student or environment. No intervention is attempted.	Teacher accepts responsibility for success of all students with mixed results due to limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, making minor adjustments and using a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help using extensive repertoire of strategies and soliciting additional resources from others.
Comments/Evidence			

TOTAL 3. _____ *

* Transfer score to Annual Evaluation Memorandum

4. Domain – % TBA by Administrator

Ineffective () 1	Minimally Effective () 2	Effective () 3	Highly Effective () 4
Clear standards are absent or student behavior is not monitored or teacher does not respond appropriately to the misbehavior.	Occasionally, clear standards are absent, behavior of students is not monitored, teacher does not respond appropriately to the misbehavior.	Standards of conduct are clear to all students. Teacher is alert to student behavior at all times and teacher response to misbehavior is appropriate and respects the students' dignity.	Clear standards of conduct developed with student participation. Students monitor their own behavior and teacher response to misbehavior is highly effective and sensitive to students' individual needs.
Comments/Evidence			

TOTAL 4. _____ *

5. Special Training – Maintaining accurate and timely records % TBA by Administrator

Ineffective () 1	Minimally Effective () 2	Effective () 3	Highly Effective () 4
Records are in disarray or non-existent.	System for maintaining records is rudimentary, partially effective and needs monitoring.	System for maintaining records is effective and timely.	System for maintaining records is fully effective and always timely. Reminders are not needed.
Comments/Evidence			

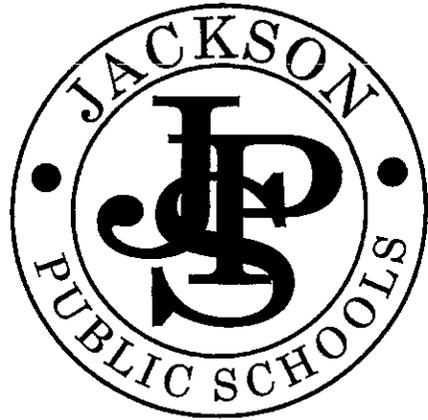
TOTAL 5. _____ *

6. Parent Domain – 10% Parent satisfaction survey

Ineffective (2.5) 1	Minimally Effective (5) 2	Effective (7.5) 3	Highly Effective (10) 4
70% or more parents responding to a parent survey are dissatisfied with the Building's atmosphere.	80% or more parents responding to a parent survey are dissatisfied with the Building's atmosphere.	90% or more parents responding to a parent survey are satisfied or very satisfied with the Building's atmosphere.	95% or more parents responding to a parent survey are satisfied or very satisfied with the Building's atmosphere.
Comments/Evidence			

TOTAL 6. _____ *

* Transfer score to Annual Evaluation Memorandum



**Jackson Public Schools
Administration Evaluation
Process
2012-13**

Principals / Assistant Principals 2012-13

	Goal	Measure	Weight of Total Score	2012/13	Points Awarded	Multiplier	Total
Quality	Student Achievement	Raise Reading Scores by percentage to be determined by Superintendent	NWEA or MEAP	15%	TBD	5 =	x3
						4 =	
						3 =	
	2 =						
	1 =						
		Raise NWEA Math Scores by percentage to be determined by Superintendent	NWEA or MEAP	15%	TBD	5 =	x3
						4 =	
						3 =	
						2 =	
1 =							
	Raise NWEA Science Scores by percentage to be determined by Superintendent	NWEA or MEAP	5%	TBD	5 =	x1	
					4 =		
					3 =		
					2 =		
1 =							

	Goal	Measure	Weight of Total Score	2012/13	Points Awarded	Multiplier	Total
People	Employee Engagement in the Work Environment	Establish District mean on Studer instrument	Employee Engagement Survey	10%	TBD	5 = above 4.00	x2
						4 = 3.63	
						3 = 3.61	
						2 = 3.59	
						1 = below 3.57	

	Goal	Measure	Weight of Total Score	2012/13	Points Awarded	Multiplier	Total
Service	Parent Satisfaction with Schools	Establish District mean on Studer instrument	Parent Satisfaction Survey	20%	TBD	5 = above 4.00	x4
						4 = 3.94	
						3 = 3.90	
						2 = 3.87	
						1 = 3.84	

Principals / Assistant Principals 2012-13

	Goal	Measure	Weight of Total Score	2012/13	Points Awarded	Multiplier	Total
Finance	Increase Fund Balance	Budget Audit	10%	TBD	5 = above .4% 4 = .3% 3 = .2% 2 = .1% 1 = 0	x2	

	Goal	Measure	Weight of Total Score	2012/13	Points Awarded	Multiplier	Total
Growth	General education enrollment	FTE Report	5%	TBD	5 = +50 4 = +25 3 = 0 2 = -25 1 = -50	x1	

	Goal	Measure	Weight of Total Score	2012/13	Points Awarded	Multiplier	Total
Health & Safety	Student altercations	District Report	20%	TBD	5 = above 5.5% 4 = 5.3% - 5.5% 3 = 5.0% - 5.2% 2 = 4.9% - 4.7% 1 = below 4.7%	x4	
							0

100%

Student Scoring Information

4.5 or above on a 5.0 scale or 90 or above on a 100 point scale

Studer Scale

- 5 = 100% = A+
- 4 = 90% = A
- 3 = 80% = B
- 2 = 70% = C
- 1 = 60% = D

Departments are striving for a mean score of 4.5 or higher to demonstrate excellence of service to schools. In order for schools to be excellent, departments must provide excellent service to support those schools.

In the baseline survey, no department achieved a mean score of 4.5. The highest mean score was 4.40 and was achieved by the Superintendent's office.

Frost Staff
Professional
Development

**Frost District/Building Level
Professional Development
2011-2012**

The Frost District and staff development for the 2011-2012 school year focused on goals set forth in the School Improvement Plan, including training for the “Leader in Me” program, as well as strengthening instructional strategies.

The 2011-2012 professional development days/hour included:

- The Leader in Me Vision Day
- 7 Habits of Highly Effective People
- The Leader in Me Implementation Day
- The Leader in Me Lighthouse Team
- 7 Habits Signature Certification
- All Write Summer Institute
- Michigan Reading Association Conference
- SELCT (Literacy Training) for Special Education teachers
- All Write Summer Institute
- SPLASH/Michigan Model
- Regional Data Initiative
- Michigan Principals Conference MEMSPA
- ELA Curriculum CCSS understanding and development work
- Technology: MAP NWEA Testing and Data Director
- Regional Data Initiative Data Retreat

2012-2013 Professional Development Calendar

3 Big Ideas:

1. Increase Reading Proficiency
2. Leader in Me
3. RTI Implementation

August 14, 2012	Leader in Me Lighthouse Training	The Frost Leadership Action Teams were trained in next steps for program implementation.
August 27, 2012	Pearson Training Reading Series	Staff was trained in components of the reading series.
August 28, 2012	Leader in Me Training	All Staff
August 29, 2012	Building Collaboration	All Staff
September 26, 2012	RTI Class	Kindergarten Teachers attended PD for RTI Implementation
October 1, 2012	SELCT Training Class	Special Education teachers attend this training to develop literacy strategies.
October 9 & 29, 2012	RTI Class	Kindergarten Teachers attended PD for RTI Implementation. *Follow up coaching support takes place in between each session.
October 31, 2012	Priority School Plan Review	The Frost SIP Leadership Team went to Lansing to get the planned reviewed with the MDE.
November 2, 2012	Pearson Training Reading Series	Grade Level specific training for Pearson Reading

November 5, 2012	SELCT Training Class	Special Education teachers attend this training to develop literacy strategies.
November 9, 2012	MDE School Improvement Conference	Building Administrator and Central Office Representative attended this conference.
November 12, 2012	RTI Class	Kindergarten Teachers attended PD for RTI Implementation. *Follow up coaching support takes place in between each session.
November 14, 2012	Success Maker PD	Tech support were trained in Success Maker. Tech teachers train and support the teachers.
November 16, 2012	How to Reach Hard to Engage Kids	Teachers and parents attended this PD.
November 26, 2012	PD Surveys of Enacted Curriculum	Teachers were shown how to log in and do the SEC.
November 26, 2012	RTI Class	Kindergarten Teachers attended PD for RTI Implementation. *Follow up coaching support takes place in between each session.
November 28, 2012	Quality Data Review	Secretarial staff attended the QDR to ensure correct data collection.
December 3, 2012	SPLASH Training	Staff attended School/Community

		Health Splash Training
December 3, 2012	SELCT Training Class	Special Education teachers attend this training to develop literacy strategies.
December 5, 2012	Using IPADS in the classroom	All Staff
December 10, 2012	RTI Class	Kindergarten Teachers attended PD for RTI Implementation. *Follow up coaching support takes place in between each session.
December 12, 2012	Using IPADS in the classroom	All Staff
December 17, 2012	Accelerated Reading PD	All Staff
January 10, 2013	RTI Roll Out PD	Administrator will attend this initial training to learn more about RTI building implementation. *Note: Follow up sessions will be scheduled after the initial meeting. The Building team will attend the follow up sessions with administrator.
January 16, 2013	Using Web Pages	All Staff
January, 14, 2013	SELCT Class	Special Education teachers attend

		this training to develop literacy strategies.
January 23, 2013	Using Web Pages	All Staff
January 29, 2013	RTI Class	Kindergarten Teachers attended PD for RTI Implementation. *Follow up coaching support takes place in between each session.
January 30, 2013	Site visitation to Waverly Schools to view their RTI system.	Selected staff and SIP team
February 11, 2013	SELCT	Special Education teachers attend this training to develop literacy strategies.
January/ February 2013	Review of SEC data	All Staff
February 25, 2013	RTI Class	Kindergarten Teachers attended PD for RTI Implementation. *Follow up coaching support takes place in between each session.
March 11, 2013	SELCT	Special Education teachers attend this training to develop literacy strategies.
March 11 and 26 2013	RTI Class	Kindergarten Teachers attended PD for RTI Implementation.

		*Follow up coaching support takes place in between each session.
April 15, 2013	SELCT	Special Education teachers attend this training to develop literacy strategies.
April 15, 2013	RTI Class	Kindergarten Teachers attended PD for RTI Implementation. *Follow up coaching support takes place in between each session.
May 13, 2013	SELCT	Special Education teachers attend this training to develop literacy strategies.
May 14, 2013	RTI Class	Kindergarten Teachers attended PD for RTI Implementation. *Follow up coaching support takes place in between each session.
June 26-28, 2012	Data Retreat	SIP Team and lead teacher attend the data retreat to develop SIP plan and goals based on data.

*More PD will be scheduled for the summer of 2013 as we move forward with RTI implementation and Leaders in Me.

*The Literacy support coach will be doing instructional coaching for teachers on literacy strategies throughout the year, as well as mentor training.

**Frost District/Building Level
Professional Development
2013-2014**

The Frost District and staff development for the 2013-2014 school year will focus on goals set forth in the School Improvement Plan, including training for the “Leader in Me” program, as well as strengthening instructional strategies.

The 2013-2014 tentative professional development days/hours will include:

The Leader in Me Maximizing Results
Guided Reading/Literacy Coaching support
Technology
SELCT for Special Education Teachers
SPLASH/Michigan Model
Data Retreat
Response to Intervention Class and Building Implementation planning
Common Core and Curriculum Understanding and Development
NWEA
DesCartes
Fountas and Pinnell
Success Maker

Accelerated Reader
Parental Involvement.

**ONE-YEAR ACTION
PLAN FOR
PARTNERSHIPS
(SCHOOL LEVEL,
FORM T-TYPES)**

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**ONE-YEAR ACTION PLAN FOR PARTNERSHIPS
(SCHOOL LEVEL, FORM T-TYPES)
SCHEDULE OF ACTIVITIES FOR THE SIX TYPES OF INVOLVEMENT**

The One-Year Action Plan for Partnerships includes activities that are *presently* conducted at the school and *new activities* that will be implemented this year to strengthen the six types of involvement. For each type, outline the activities, dates, responsibilities, expected results and measures, and needed resources.

School: Frost Elementary	School Year: 2012-2013
TYPE 1 - PARENTING: Assist families in understanding child and adolescent development and in setting home conditions that support children as students. Also, assist schools in understanding family backgrounds, cultures and goals.	
Type 1 Chair or Co-Chairs: Tammy Bosom/Tracy Spring	
Which school improvement goals will be addressed by strengthening Type 1- Parenting activities? Implement a building wide Response To Intervention instructional model.	

TYPE 1 ACTIVITIES <i>(2 or more continuing or</i>	DATE OF	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH	PERSONS IN CHARGE	EXPECTED RESULTS?
Family Nights/Energizing Education (new)	monthly	All		Jennie O'Brien (Parent Liason Jackson Public Schools)	Parent Education: <ul style="list-style-type: none"> • Family literacy should be fun and entertaining • How to use I Can cards & Activity Booklets • Using variety of materials • Opportunity for everyday activities
Parenting Support Workshops (new)	1 six week session	Targeted audience by topic	Contact Lifeways Community Mental Health to make a plan about facilitator who would be willing to come in and speak about topic related to parenting i.e. (ADD, ADHD, Anger	Tammy Bosom (2nd Grade teacher) Doug Heard (Parent)	

Fitness Night(continuing)	February	All		Nathan Harbottle (Physical Education)	
Reading Night(continuing)	March				

Note if funds, supplies, and/or resources are needed for these activities?

Add pages to outline more activities that support THIS goal.

ONE-YEAR ACTION PLAN FOR PARTNERSHIPS
SCHEDULE OF ACTIVITIES FOR THE SIX TYPES OF INVOLVEMENT

TYPE 2 – COMMUNICATING: Communicate with families about school programs and student progress using school-to-home and home-to-school communications. Create two-way channels so that families can easily contact teachers and administrators.

Type 2 Chair or Co-Chairs: Tammy Bosom/Tracy Spring

Which major school goals will be addressed by improving Type 2 – Communicating activities?

All students at Frost Elementary will become proficient readers.

TYPE 2 ACTIVITIES <i>(2 or more continuing)</i>	DATE OF	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH	PERSONS IN CHARGE	EXPECTED RESULTS?
Open House (continuing)	Beginnin g of School year	ALL	Welcome letter needs to be sent by the principal, which includes open house information and time. Principal will eat lunch with the class that has the	Principal and all staff	90% attendance across grade levels Teachers will have a sign in list that will be turned into the principal to collect %

Student led conferences(new)	Fall/Spring	All	Grade level teachers will collaborate and decide on goals, data and pieces of work that will be collected in the students Leadership Notebooks. Students families will be choose conference time in the fall and spring to discuss their child's academic strengths and weaknesses. During the conference teachers will assist in communicating the	All Staff and Students	Parents and students will have more ownership in the learning process. Parents will have a better understanding of their child's strengths and weakness and how they can support them. Students and families will be given a short survey to get
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<p>Assist process/meetings (continuing)</p>	<p>As referred by classroom teacher or parent</p>	<p>All</p>	<p>Teachers must make a personal contact with parent to discuss concerns before initial meeting. Students will be signed up for an assist meeting with the secretary. The secretary will notify the parents in writing of the scheduled meeting to discuss the academic and social concerns. Substitutes will be provided for the classroom teacher on the day of the scheduled meeting. Teachers must provide academic achievement information</p>	<p>Principal, Teachers, Secretary, Social Worker, Parent, (Speech therapist, School Psychologist , and/or teacher consultant as deemed necessary)</p>	<p>Improved student achievement and/or improved social-emotional growth. This will be documented by data collected through the assist process and at further assist meetings to check for progress.</p>
<p>Positive Personal Contacts (phone call, personal text, personal email, note, or direct contact)</p>	<p>Monthly</p>	<p>All</p>	<p>Teachers will make monthly positive personal contacts for all students in their classroom.</p>	<p>Teachers</p>	<p>Positive relationship will be built between families and the school.</p>

<p>Student Agendas (continuing)</p>	<p>Daily</p>	<p>4th and 5th grade</p>	<p>On a daily basis students will record class activities in each subject area. Students will be taught to distinguish between completed work and homework i.e. crossing out completed work, circling</p>	<p>4th and 5th grade teachers and all 4th and 5th grade students</p>	<p>Agendas</p>
<p>Weekly Classroom and Team Newsletter (continuing)</p>	<p>Weekly</p>	<p>All</p>	<p>Teachers will create weekly newsletters for families. The letters will include upcoming events, tips for helping children with homework and homework. Each newsletter will be color coded by grade level. K- yellow 1st-pink 2nd- blue 3rd -purple 4th</p>	<p>Classroom Teachers</p>	<p>Teachers will develop a documentation system to assure that families have received the classroom newsletter.</p>

Progress Reports/ Paper Copies of Power School (continuing)	2 nd and 3 rd trimester	All	Teachers will send home progress reports every 4 weeks throughout the 2 nd and 3 rd trimester.	Classroom Teachers	Comment cards will be included with the progress card for parents and teachers to communicate their concerns or questions.
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<p>Calendar Reminders through technology (continuing)</p>	<p>As needed</p>	<p>All</p>	<p>Principal will send robo-calls as necessary to inform parents of upcoming events and important dates.</p> <p>Teachers can choose to use Remind101.com to text important reminders to parents.</p> <p>Teachers can also use group emails to alert parents of activities and events.</p> <p>Teachers can use sign up</p>	<p>Principal Teachers</p>	
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Monthly school newsletter and cafeteria menus for breakfast and lunch (continuing)	monthly	ongoing		Principal	
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Note if funds, supplies, and/or resources are needed for these activities?

Add pages to outline more activities that support THIS goal.

ONE-YEAR ACTION PLAN FOR PARTNERSHIPS
SCHEDULE OF ACTIVITIES FOR THE SIX TYPES OF INVOLVEMENT

TYPE 3 – VOLUNTEERING: Improve recruitment, training, activities, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and the school’s programs.

Type 3 - Volunteering Chair or Co-Chairs: Vicki Brooks/Gail Johnston

Which major school goals will be addressed by improving Type 3 - Volunteering activities?
 All students at Frost Elementary will apply the Leader in Me 7-habits in their everyday lives.

TYPE 3 ACTIVITIES <i>(2 or more continuing or</i>	DATE OF	GRADE LEVEL /	WHAT NEEDS TO BE DONE FOR EACH	PERSONS IN CHARGE	EXPECTED RESULTS?
Field Trip Volunteers (continuing)	As planned	All		Individual teachers	
Classroom Party Volunteers (continuing)	As planned	All		Individual teachers	

Leader of the Month (continuing)	Monthly	All	Teachers will select a student on a monthly basis that shows growth in the areas of social and academic leadership. The teacher will complete a nomination form and turn it into the office. Parents are sent a letter inviting them to a monthly award ceremony to honor their child's accomplishment.	Principal	Continuing to reinforce academic social and academic leadership with the school and classroom.
Grade-Level Music Performances (continuing)	Spring	All	Music teacher will work with students throughout the year planning a spring showcase of their talents in music. All students will participate with their grade level. Parent will be invited to	Angela Bruce	
Ice Cream Social (continuing)	April	All		Sue Paulis	

2 nd grade Read-a-thon(continuing)	October	2 nd grade students and		Gail Johnston	
A Night of Greatness (modified)		4 th and 5 th grade		Vicki Brooks	

Note if funds, supplies, and/or resources are needed for these activities?

Add pages to outline more activities that support THIS goal.

Parent Partnership Professional Development Plan

**ONE-YEAR ACTION PLAN FOR PARTNERSHIPS
SCHEDULE OF ACTIVITIES FOR THE SIX TYPES OF INVOLVEMENT**

TYPE 4 – LEARNING AT HOME: Involve families with their children in academic learning activities at home including homework, goal setting, course and program choices, postsecondary education plans, and other curriculum-related activities and decisions.

Type 4 Chair or Co-Chairs: Amy Smith/Tracy Spring

Which major school goals will be addressed by improving Type 4 – Learning at Home activities?

All students at Frost Elementary will become proficient readers.

TYPE 4 ACTIVITIES <i>(2 or more)</i>	DATE OF ACTIVITY	GRADE LEVEL /	WHAT NEEDS TO BE DONE FOR EACH	PERSONS IN CHARGE	EXPECTED RESULTS?
Website information including: progress reports through Power School; curriculum information through Pearson Reading, History Alive, Everyday Math web(continuing)	Ongoing	All		District Technology Department Tod McMillen-Oakley (technology teacher)	

Note if funds, supplies, and/or resources are needed for these activities?

Add pages to outline more activities that support THIS goal.

ONE-YEAR ACTION PLAN FOR PARTNERSHIPS
SCHEDULE OF ACTIVITIES FOR THE SIX TYPES OF INVOLVEMENT

TYPE 5 – DECISION MAKING: Include families as participants in school decisions and advocacy activities through PTA/PTO, committees, councils, and other parent organizations. Assist family representatives to obtain information from and give information to those they represent.

Type 5 Chair or Co-Chairs: Tammy Bosom Jeremy Patterson

Which major school goals will be addressed by improving Type 1- Parenting activities?

All students at Frost Elementary will apply the Leader in Me 7-habits in their everyday lives.

TYPE 5 ACTIVITIES	DATE OF ACTIVITY	GRADE LEVEL()	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING	EXPECTED RESULTS?
Parent Lighthouse Team (new)	Monthly	Parents of all grades	Parents will be having monthly meet and greets to increase parent input of what happens at Frost. A core group of parents have agreed to plan a meet and greet on a Saturday afternoon in January. At this meet and greet there will be further discussion of action teams that could be set up by parents with the support of teachers to encourage more family volunteering and support opportunities at Frost.	Tammy Bosom Tracy Spring (A parent will eventually take on the role as facilitator of the Parent Lighthouse Team.)	

Note if funds, supplies, and/or resources are needed for these activities?

Add pages to outline more activities that support THIS goal.

ONE-YEAR ACTION PLAN FOR PARTNERSHIPS
SCHEDULE OF ACTIVITIES FOR THE SIX TYPES OF INVOLVEMENT

TYPE 6 – Collaborating with the Community: Coordinate the resources of community businesses, agencies, cultural, civic, and other organizations to strengthen school programs, family practices, and student learning and development. Enable students, staff, and families to contribute service and projects to the community.

Type 6 Chair or Co-Chairs: Donna Thomas/Lisa Rando

Which major school goals will be addressed by improving Type 1- Parenting activities?

All students at Frost Elementary will apply the Leader in Me 7-habits in their everyday lives.

TYPE 6 ACTIVITIES	DATE OF ACTIVITY	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR	PERSONS IN CHARGE	EXPECTED RESULTS?
Back-to-Back Auction (continuing)	Thursday before Thanksgiving	Sponsored by 5 th grade Back to Back		Donna Thomas (5 th grade Back to back teacher) Betty Toll (parent) Lois Dunning (parent) Eric Scott (parent) Jessica Arkles (parent)	
Leadership Day (continuing)				Frost Lighthouse Team	
Food Back Pack Program (continuing)		Identified as a need across grade levels		Meg Kloekner School Social Worker Sue Paulis 4 th grade teacher	

Energizing Education Partnership (new)		K-2		Asa Fleming	
Kiwanis partnership(new)					
Junior Achievement(continuing)					
CP Federal Credit Union (continuing)		All students 5 th grade students run the credit union on a weekly basis		Kevin Bristol 5 th grade teacher	

Rose Parade(continuing)				Sue Paulis 4 th grade teacher	
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Note if funds, supplies, and/or resources are needed for these activities?

Add pages to outline more activities that support THIS goal.

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***This is a working document and more dates will be added. Dates and topics will be set yearly.**

Volunteer Training Schedule

Volunteer Training Schedule
November and December 2012

Month	Day	Time	Location
Nov. 5	Monday	8:00-10:00 AM	UW Center 536 N. Jackson Street CONFERENCE Room A&B
Nov. 6	Tuesday	4:00-6:00 PM	UW Center

			536 N. Jackson Street CONFERENCE Room A&B
Nov. 7	Wednesday	11:00- 1:00	JPS REYNOLDS HALL 522 WILDWOOD CONFERENCE ROOM
Nov. 14	Wednesday	6:00 – 8:00 PM	CAA 1214 Greenwood Ave Large Meeting Room
Nov. 15	Thursday	10:00 – 12:00	JPS REYNOLDS HALL 522 WILDWOOD CONFERENCE ROOM
Nov. 19	Monday	2:30 – 4:30	UW Center 536 N. Jackson Street CONFERENCE Room A&B

Nov. 20	Tuesday	11:00 – 1:00	UW Center 536 N. Jackson Street CONFERENCE Room A&B
Nov. 21	Wednesday	8:30 – 10:30	UW Center 536 N. Jackson Street CONFERENCE Room A&B
Nov. 26	Monday	11:00 – 1:00	UW Center 536 N. Jackson Street CONFERENCE Room A&B
Nov. 27	Tuesday	8:00 – 10:00 AM	JCISD 6700 Browns Lake Rd CONFERENCE ROOM
Nov. 29	Thursday	6:00 – 8:00 PM	UW Center 536 N. Jackson Street CONFERENCE Room A&B
Dec. 3	Monday	11:00 – 1:00	CAA

			1214 Greenwood Ave Large Meeting Room
Dec. 5	Wednesday	8:30 – 10:30 AM	JPS REYNOLDS HALL 522 WILDWOOD CONFERENCE ROOM
Dec. 6	Thursday Imagination Readers	4:00 – 6:00	CAA 1214 Greenwood Ave Large Meeting Room
Dec. 10	Monday	6:00 – 8:00	JCISD 6700 Browns Lake Rd CONFERENCE ROOM
Dec. 11	Tuesday Imagination Readers	11:00 – 1:00	JPS REYNOLDS HALL 522 WILDWOOD CONFERENCE ROOM

Dec. 13	Thursday	8:00 – 10:00 AM	UW Center 536 N. Jackson Street CONFERENCE Room A&B
Dec. 18	Tuesday Imagination Readers	9:30 – 11:30 AM	UW Center 536 N. Jackson Street CONFERENCE Room A&B
Dec. 19	Wednesday	4:00 – 6:00	UW Center 536 N. Jackson Street CONFERENCE Room A&B
Dec. 20	Thursday	2:30 – 4:30	UW Center 536 N. Jackson Street CONFERENCE Room A&B
			UW Center 536 N. Jackson Street CONFERENCE Room A&B

*More dates will be added as necessary

Early
Release
Tentative
Dates

Elementary Common Planning Time
Early/Late Release Wednesday Schedule
2013-14 DRAFT

September	25
October	2
November	6
December	4
January	8
February	5
March	5
April	9
May	7
June	4

Draft
Common
Planning
Schedule

Teacher -
Parent
Collaboration

We have set goals for Frost this year that we are calling Wildly Important Goals (WIGs). We would like to share these goals with you to let you know how you can help and give you an update of our progress.

1. Frost students will achieve 98% attendance per day at each grade level by June of 2013.

This goal is important to us because there is a direct correlation between student achievement and time spent learning.

Our progress:

- The following are the average attendance rates for the months of September and October:

K = 93.45%	1 st = 92.88%	2 nd = 89.50%
3 rd = 93.84%	4 th = 93.21%	5 th = 94.12%

How can you as parents help?

- Make sure your students come to school every day.
- Be on time.
- If you have to miss, call the school and let us know why.
- If you have a doctor appt. or are ill, bring in a doctor's note to have it excused.

2. Each month, 80% of Frost students will earn the monthly reward day as determined by the school wide discipline system.

This goal is important to us because increased positive and proactive behavior leads to more engaged and responsible learners, which in turn leads to increased achievement.

Our progress:

We strive to have our students stay on the top two color cards (green being the highest) as much as possible. Here is how students are doing, by grade, for the months of September and October. (K-2 and 3-5 vary slightly on their card colors. The top two colors are what we strive for, and they will earn the opportunity to attend a monthly rewards day.)

K = 229 green, 33 star, 12 blue, 71 yellow, and 76 red
1 st = 143 green, 48 star, 29 blue, 21 yellow, and 18 red
2 nd = 408 green, 0 star, 15 blue, 74 yellow, and 39 red
3 rd = 195 green, 28 blue, 24 yellow, 10 purple, and 14 red
4 th = 272 green, 68 blue, 36 yellow, 23 purple, and 27 red
5 th = 296 green, 58 blue, 24 yellow, 17 purple, and 13 red
SE = 31 green, 7 blue, 10 yellow, and 7 red

How can you as parents help?

- Reinforce positive behaviors at home.
- Keep in communication with your student's teacher and the school.

3. Frost students will collectively read 1 million minutes by April 1, 2013.

This goal is important to us because independent reading time increases reading levels.

Our progress:

- In September and October, Frost students have read almost 109,000 minutes. Here's how the grades break down:

K = 1,900	1 st = 13,340	2 nd = 17,920	3 rd = 34,950
4 th = 16,760	5 th = 22,453	SE = 1,295	

How can you as parents help?

- Read with your students every day.
- Log your minutes read.
- Let students help pick out books they enjoy reading.
- Visit the library with your students.

Teacher
Collaboration
Benchmark
Data

The purpose of this chart is to help you understand how NWEA's measurement scale (RIT scale) and how it can be used to measure academic growth over time. For more specific information to help support instruction, please see NWEA's *Measures: A Continuum of Learning*.

NWEA tests produce scores that make it possible to monitor student growth from year to year along developmental curriculum scales or continua. The chart inside shows examples of the kinds of work students can do at various points along the NWEA RIT scale, assuming they have been exposed to content. This type of information is helpful in supporting appropriate instruction.

Please note that each subject area has a unique alignment to the RIT scale. As a result, scores between subjects are not equivalent.

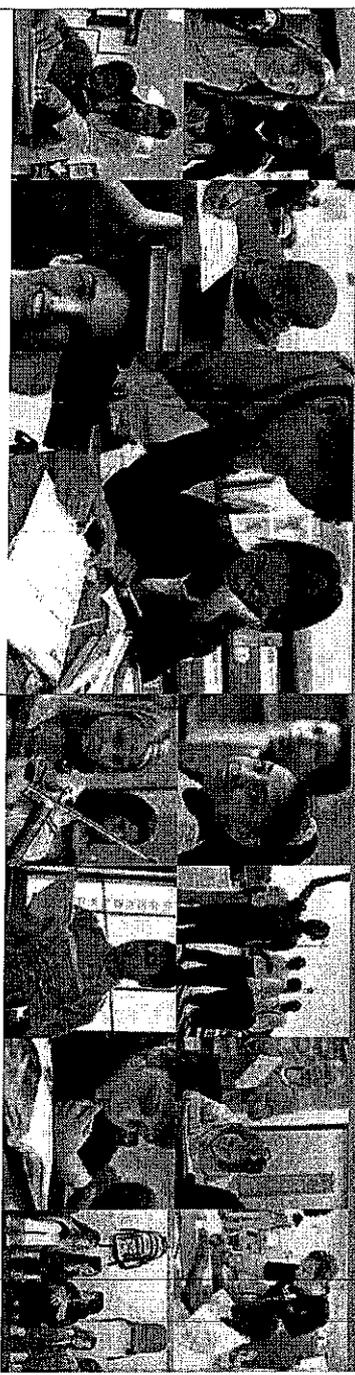
How to use the chart:

1. Find the column containing the student's score for a particular subject. For example, if the student's score in "Writing Process" is 188, refer to the column labeled 181-190.
2. Read down the column to locate a sample test question for a given reporting area, such as "Writing Process." A student's score suggests that, currently, they are likely to get about half of the questions of this difficulty correct.
3. Now look at the questions in the column(s) to the left. The student is likely to get most of these correct, assuming he or she has been instructed in these skills and concepts.
4. The questions in the column(s) to the right will probably require new learning on the student's part.

RIT Scale

We use the RIT scale to measure a student's academic growth over time. Like units on a ruler, the scale is divided into equal intervals – called *Reach Units (RU)* – and is independent of grade level.

RIT Reference Chart for Language Usage



The purpose of this chart is to help you understand the NWEA measurement scale (RIT scale) and how it can be used to measure academic growth over time. For more specific information to help support instruction please see NWEA's Descriptors: A Continuum of Learning.

NWEA tests produce scores that make it possible to monitor student growth from year to year along developmental curriculum scales or continua. The chart inside shows examples of the kinds of work students can do at various points along the NWEA RIT scale, assuming they have been exposed to content. This type of information is helpful in supporting appropriate instruction.

Please note that each subject area has a unique alignment to the RIT scale. As a result, scores between subjects are not equivalent.

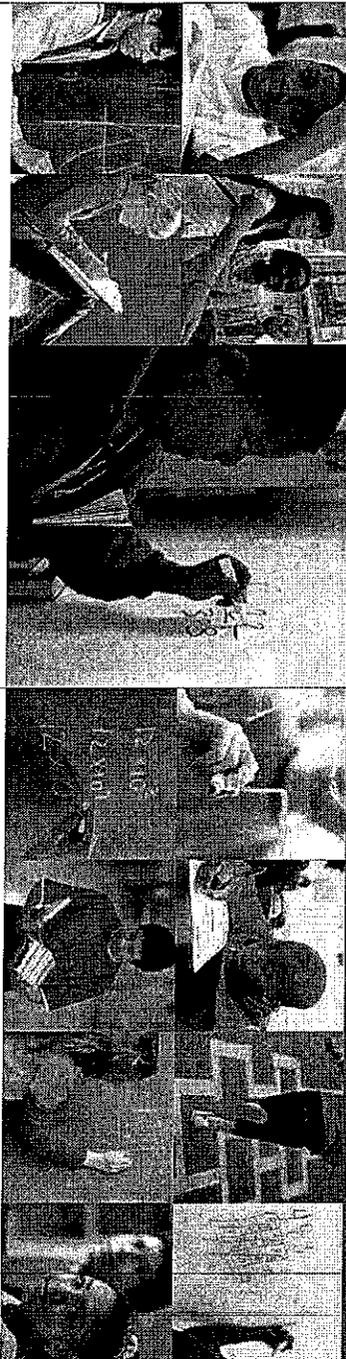
How to use the charts:

1. Find the column containing the student's score for a particular subject. For example, if the student's score in "Number Sense/Number Systems" is 189, refer to the column labeled 181-190.
2. Read down the column to locate a sample task question for a given reporting area, such as "Number Sense/Number Systems." A student's score suggests that, currently, they are likely to get about half of the questions of this difficulty correct.
3. Now look at the questions in the column(s) to the left. The student is likely to get most of these correct, assuming he or she has been instructed in these skills and concepts.
4. The questions in the column(s) to the right will probably require new learning on the student's part.

RIT Scale

We use the RIT scale to measure a student's academic growth over time. Like units on a ruler, the scale is divided into equal intervals – called Basch Units (BU) – and is independent of grade level.

RIT Reference Chart for Mathematics



Number Systems

1. Which number does not belong? A. 4 B. 8 C. 16 D. 32 E. 64

2. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

3. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

4. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

5. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

6. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

7. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

8. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

9. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

10. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

11. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

12. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

13. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

14. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

15. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

16. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

17. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

18. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

19. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

20. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

21. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

22. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

23. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

24. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

25. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

26. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

27. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

28. Which number does not belong? A. 1 B. 2 C. 4 D. 8 E. 16

The purpose of this chart is to help you understand the NWEA measurement scale (RT scale) and how it can be used to measure academic growth over time. For more specific information to help support instruction please see NWEA's *Desires: A Continuum of Learning*.

NWEA tests produce scores that make it possible to monitor student growth from year to year along developmental curriculum scales or continua. The chart inside shows examples of the kinds of work students can do at various points along the NWEA RT scale, assuming they have been exposed to content. This type of information is helpful in supporting appropriate instruction.

Please note that each subject-area has a unique alignment to the RT scale. As a result, scores between subjects are not equivalent.

How to use the chart:

1. Find the column containing the student's score for a particular subject. For example, if the student's score in "Problem Solving" is 189, refer to the column labeled 181-190.
2. Read down the column to locate a sample test question for a given reporting area, such as "Problem Solving." A student's score suggests that, currently, they are likely to get about half of the questions of this difficulty correct.
3. Now look at the questions in the column(s) to the left. The student is likely to get most of these correct, assuming he or she has been instructed in these skills and concepts.
4. The questions in the column(s) to the right will probably require new learning on the student's part.

RT Scale

We use the RT scale to measure a student's academic growth over time. Like units on a ruler, the scale is divided into equal intervals -- called *Reach Units (RU)* -- and is independent of grade level.

RT Reference Chart for MPC Mathematics



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NWEA
 Northwest Evaluation Association
 Empowering a Edge with Data™

The purpose of this chart is to help you compare growth from year to year along developmental curriculum scales or continua. The chart inside shows examples of the kinds of work students can do at various points along the NWEA RT scale, assuming they have been exposed to content. This type of information is helpful in supporting appropriate instruction.

Please note that each subject-area has a unique alignment to the RT scale. As a result, scores between subjects are not equivalent.

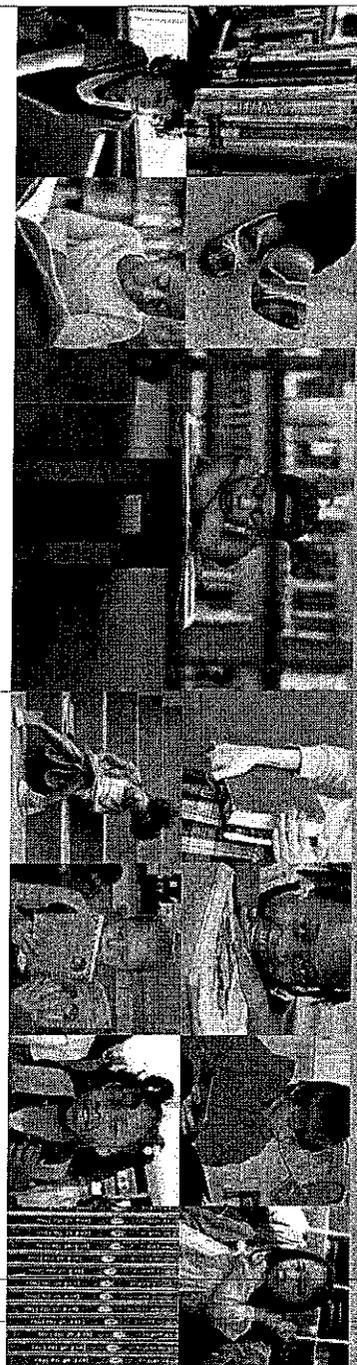
How to use the chart:

1. Find the column containing the student's score for a particular subject. For example, if the student's score in "Phonological Awareness" is 188, refer to the column labeled 181-190.
2. Read down the column to locate a sample test question for a given reporting area, such as "Phonological Awareness." A student's score suggests that, currently, they are likely to get about half of the questions of this difficulty correct.
3. Now look at the questions in the column(s) to the left. The student is likely to get most of these correct, assuming he or she has been instructed in these skills and concepts.
4. The questions in the column(s) to the right will probably require new learning on the student's part.

RT Scale

We use the RT scale to measure a student's academic growth over time. Like units on a ruler, the scale is divided into equal intervals – called Rasch Units (RTU) – and is independent of grade level.

**RT
Reference Chart for
MPG Reading**



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The purpose of this chart is to help you understand the NWEA measurement scale (RT scale) and how it can be used to measure academic growth over time, for more specific information to help support instruction, please see NWEA's lesson, *Advancing Learning*.

NWEA tests produce scores that make it possible to monitor student growth from year to year along developmental curriculum scales or continua. The chart inside shows examples of the kinds of work students can do at various points along the NWEA RT scale, assuming they have been exposed to content. This type of information is helpful in supporting appropriate instruction.

Please note that each subject area has a unique alignment to the RT scale. As a result, scores between subjects are not equivalent.

How to use the chart:

1. Find the column containing the student's score for a particular subject. For example, if the student's score in "Word Recognition, Structure, and Vocabulary" is 388, refer to the column labeled 18-900.
2. Read down the column to locate a sample test question for a given reporting area, such as "Word Recognition, Structure, and Vocabulary." A student's score suggests that, currently, they are likely to get about half of the questions of this difficulty correct.
3. Now look at the questions in the column(s) to the left. The student is likely to get most of these correct, assuming he or she has been instructed in these skills and concepts.
4. The questions in the column(s) to the right will probably require new learning on the student's part.

RT Scale

We use the RT scale to measure a student's academic growth over time. Like units on a ruler, the scale is divided into equal intervals – called Rasch Units (RTU) – and is independent of grade level.

RT Reference Chart for Reading



The purpose of this chart is to help you understand the NWEA RIT scale alignment. The RIT scale is not for use as a progress monitor. It is a growth over time to monitor student's performance. It is not a diagnostic tool. It is not a NWEA practice. A grade-level score is

NWEA tests produce scores that make it possible to monitor student growth from year to year along developmental curriculum scales or continua. The chart inside shows examples of the kinds of work students can do at various points along the NWEA RIT scale, assuming they have been exposed to content. This type of information is helpful in supporting appropriate instruction.

Please note that each subject area has a unique alignment to the RIT scale. As a result, scores between subjects are not equivalent. Additionally, within science, the two scales — General Science and Concepts and Processes — are not equivalent.

How to use the chart:

1. Find the column containing the General Science or Concepts and Processes score for a particular subject. For example, if the student's score in "Physical Sciences" is 189, refer to the column labeled "189-190."
2. Read down the column to locate a sample test question for a given reporting area, such as "Physical Sciences." A student's score suggests that, currently, they are likely to get about half of the questions of this difficulty correct.
3. Now look at the questions in the column(s) to the left. The student is likely to get most of these correct, assuming he or she has been instructed in these skills and concepts.
4. The questions in the column(s) to the right will probably require new learning on the student's part.

RIT Scale

We use the RIT scale to measure a student's academic growth over time. Like units on a ruler, the scale is divided into equal intervals — called Rasch Units (RIT) — and is independent of grade level.

RIT Reference Chart for Science



INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade K		C+	D+	E+
		B	C	D
		A	B	C
				Below C
Grade 1	E+	G+	I+	K+
	D/E	F	H	J
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J/K	K	L	M
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M/N	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q+	R+	S+	T+
	P/O	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S/T	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z
	V/W	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grade 7	Z	Z	Z+	Z+
	Y/Z	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
Grade 8	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

KEY

Exceeds Expectations

Meets Expectations

Approaches Expectations:
Needs Short-Term Intervention

Does Not Meet Expectations:
Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade level goals, which should be adjusted based on school/district requirements and professional teacher judgement.

GRADE LEVEL GOALS

TEXT LEVEL LADDER OF PROGRESS

FOUNTAS & PINNELL
LEVELS*

High School / Adult
Grades Seven, Eight+
Grade Six

Grade Five

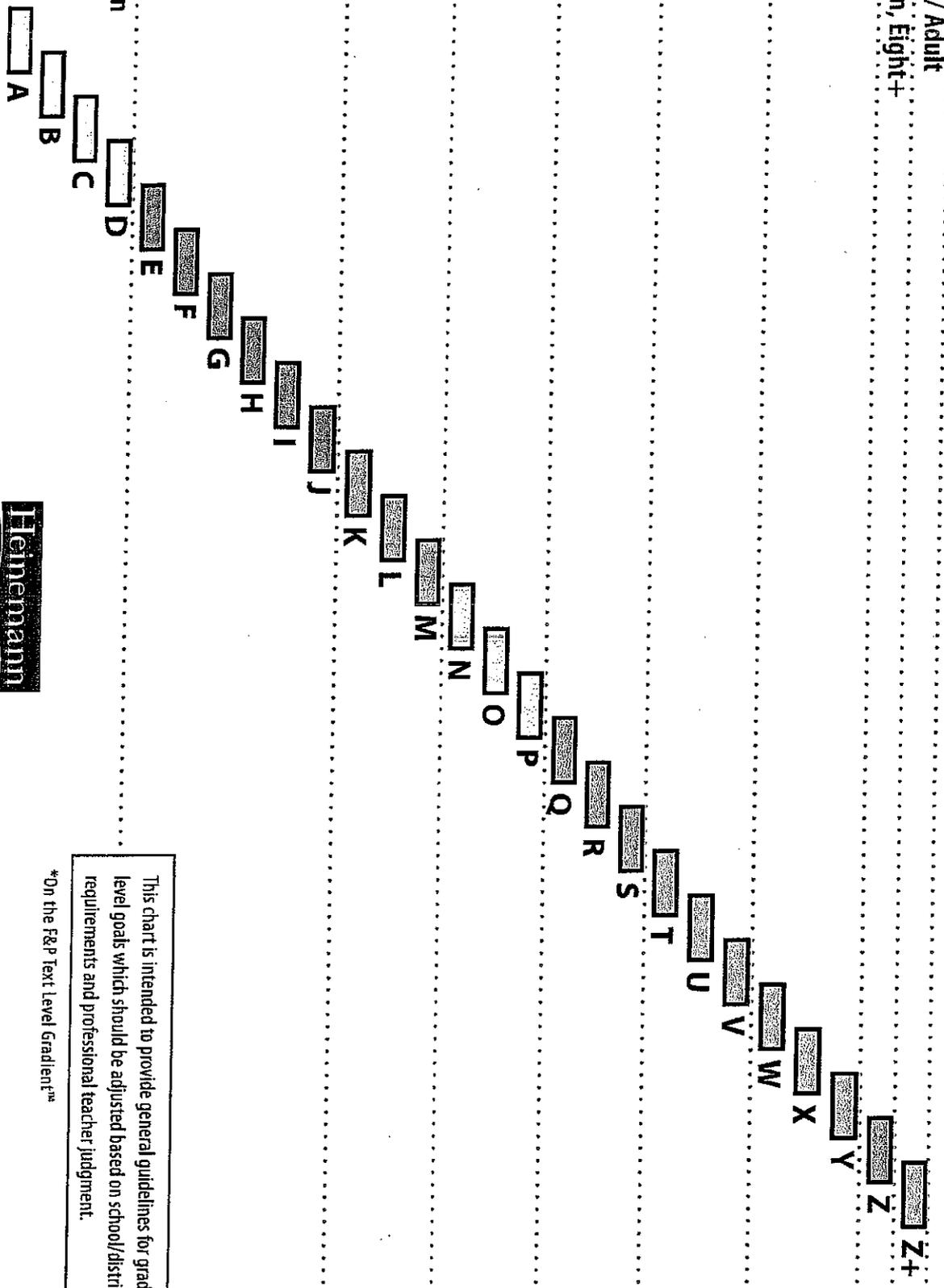
Grade Four

Grade Three

Grade Two

Grade One

Kindergarten



This chart is intended to provide general guidelines for grade level goals which should be adjusted based on school/district requirements and professional teacher judgment.

*On the F&P Text Level Gradient™



DEDICATED TO TEACHERS

Progress Monitoring by Instructional Text Reading Level

GRADE	MONTHS OF THE SCHOOL YEAR									
	1	2	3	4	5	6	7	8	9	10
K	-	-	A	B	B	C	C	C/D	D	D
1	D/E	E	F/G	G	H	H	I	I	J	J
2	J/K	K	K	K	L	L	L	M	M	M
3	M/N	N	N	N	O	O	O	P	P	P
4	P/Q	Q	Q	Q	R	R	R	S	S	S
5	S/T	T	T	T	U	U	U	V	V	V
6	V/W	W	W	W	X	X	X	X	Y	Y
7	Y	Y	Y	Y	Y/Z	Z	Z	Z	Z	Z
8	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z
9-12	Z	Z	Z	Z+	Z+	Z+	Z+	Z+	Z+	Z+

DETERMINING A STUDENT'S INSTRUCTIONAL, INDEPENDENT, OR HARD READING LEVELS

In order to identify the appropriate placement level for students in the Leveled Literacy Intervention system, you will need to use a text reading assessment. We recommend the *Fountas & Pinnell Benchmark Assessment System* as it directly correlates with *Leveled Literacy Intervention*, however you may also use other leveled books to conduct running/reading records. The criteria below, developed by Fountas and Pinnell can serve as a guideline in determining students' levels and ultimately their placement in LLI.

Fountas & Pinnell Criteria for Instructional Level Reading

At levels A-K:

90-94% accuracy with excellent or satisfactory comprehension or 95-100% accuracy with limited comprehension.

At levels L-Z:

95-97% accuracy with excellent or satisfactory comprehension or 98-100% accuracy with limited comprehension.

Fountas & Pinnell Criteria for Independent Level Reading

At levels A-K:

95-100% accuracy with excellent or satisfactory comprehension.

At levels L-Z:

98-100% accuracy with excellent or satisfactory comprehension.

Fountas & Pinnell Criteria for Hard Level Reading

At levels A-K:

Below 90% accuracy with any comprehension score.

At levels L-Z:

Below 95% accuracy with any comprehension score.

Teacher
Mentor
Schedule

Student Profile Sheet

Student _____

Team _____

Academic School Year _____

MEAP Data:
Academic Year:

Reading:

Writing:

Mathematics:

Science:

Social Studies:

NWEA Data:
Academic Year:

Reading:

Mathematics:

Fountas and Pinnell Scores:
Accuracy Rate %:
Reading Level:
Fluency:
Comprehension:

Beginning:

Middle:

End:

Title I Program: _____

Y
 N

Name of Program: _____

Comments:

Additional Comments:

Next Steps:

Special Education Services: Y
 N

Comments:

BLL Services: Y
 N

Comments:

Involved In ASSIST: Y
 N

Comments:

Items that May Affect Student Achievement:

Ongoing Parental Contacts: Y / N Team Meetings: Y / N Attended JPS Last School Year: Y / N
Receives Counseling Services: Y / N Student Retained: Y / N Medical Condition(s): Y / N
Attendance Problems: Y / N Excessive IST/OSS: Y / N Involved in Extra Curr. Activities: Y / N
Qualifies for Free/Red. Lunch: Y / N 21st Century Program: Y / N Academic Engagement: High Med. Low

Additional Comments:

Next Steps:

Intervention Checklist

School staff can use this checklist to guide them through the process of conducting a functional behavioral assessment and writing and implementing a positive behavioral intervention plan. This checklist should be completed before referring to the school counselor, social worker, or alternative education.

Student: _____

Date: _____

Team Leader: _____

Grade: _____

Behavior(s) of Concern:

- Please indicate how often the interventions are used (i.e. daily/weekly)

Pacing

- _____ Adjust time for completion of assignments
- _____ Allow frequent breaks, vary activities often

Environment

- _____ Leave class for assistance
- _____ Preferential seating
- _____ Define limits (physical/behavioral)
- _____ Cooling off period
- _____ Provide consistent structure
- _____ Strategic removal (errand for teacher)
- _____ Hallway restriction

Presentation of Subject Matter

- _____ Emphasize teaching (auditory, visual, tactile, multi)
- _____ Individual/small group instruction
- _____ Present demonstrations
- _____ Emphasize critical info/key concepts
- _____ Pre-teach vocabulary
- _____ Provide visual cues

Evaluations

- _____ Allow extended testing time
- _____ Reduce test items per page

Assignments

- _____ Modify homework/assignments
- _____ Give directions in small units
- _____ Change format of assignment
- _____ Break assignment into series of smaller assignments
- _____ Maintain assignment notebook

Reinforcement and Motivations

- Use positive reinforcement
- Use concrete reinforcers
- Check often for understanding
- Peer tutoring
- Request parent reinforcement
- Have student repeat directions
- Emphasize study/organizational skills
- Use behavior modification techniques
- Tutoring (before or after school)
- Implement behavior contract/reward system
- Mentoring

Parent/Guardian Involvement

- Parent phone call(s)
- Parent meeting(s)
- Letter(s) to parent
- Attendance at parent/teacher conferences
- Parent/student conference w/principal
- Parent shadowing student in class
- Daily/weekly progress reports

Other Interventions

- Schedule/team change
- Student contract
- Team meeting
- Probation officer contact
- Special Ed. Referral
- After school programs
- Summer school
- Detention
- In school suspension
- Out of school suspension

Interventions used (not listed above)

Legend

- *modification attempted and successful
- +modification attempted and unsuccessful

Letter of Understanding

Between

Jackson Public Schools Administrators Association

and the

Jackson Public Schools

RE: Priority schools at Middle School at Parkside and Frost Elementary

The Jackson Public Schools, hereafter referred to as the "JPS", and the Jackson Public Schools Administrators Association, hereafter referred to as the "Association", mutually agree to the following:

The purpose of this Addendum is to achieve compliance with the provisions of Section 1280c of the Revised School Code which requires the JPS Board of Education to submit a redesign plan to the State Department of Education after input from the Association and Superintendent.

1. JPS and the Association understand that contract modifications will be necessary as a result of the current designation of the Middle School at Parkside and Frost Elementary as Priority Schools by the State Department of Education.
2. Further, JPS and the Association understand that the Board has or will select the transformation intervention model for its redesign plan to be submitted to the State Department of Education.
3. As a result, the Board and the Association agree to the following while the Middle School at Parkside and Frost Elementary are subject to the transformation intervention model:
 - a. That any contractual or other seniority system that would otherwise be applicable shall not apply at the Middle School at Parkside or at Frost Elementary.
 - b. That any Articles and/or Sections found in the Master Agreement or other work rules that are identified as impediments to implementing the transformation model shall not apply at the Middle School at Parkside or at Frost Elementary. An example of these items may include, but are not to be limited to, extended learning time in core subjects, amount of student instruction minutes per day, or number of student instruction days per year. Compensation for any change in working conditions shall be bargained.

4. This Letter of Understanding does not allow for unilateral changes in pay scales or benefits. Upon approval of the redesign plans the parties shall reconvene to negotiate any compensation and benefit issues.
5. It is understood that this Letter of Understanding shall neither establish a practice nor set a precedent. Should the Middle School at Parkside or Frost Elementary be removed from the Priority school list published by the State, both parties shall reconvene to review this Letter of Understanding.
6. This Letter of Understanding is the executed addendum to the applicable collective bargaining agreement covering teachers at the Middle School at Parkside and Frost Elementary and will be included in the redesign plans for those Priority Schools as requiring Section 1280c. Such plans, including this Letter of Understanding are subject to approval by the JPS Board of Education.

Jackson Public Schools

By 

Daniel Evans, Superintendent

Dated: November ~~14~~, 2012

26

Jackson Public Schools Administrators Association

By 

Craig Frazier, President

Dated: November ~~20~~, 2012

26

Letter of Understanding

Between

Jackson Education Association/MEA/NEA

and the

Jackson Public Schools

RE: Priority schools at Middle School at Parkside and Frost Elementary

The Jackson Public Schools, hereafter referred to as the "JPS", and the Jackson Education Association/MEA/NEA, hereafter referred to as the "Association", mutually agree to the following:

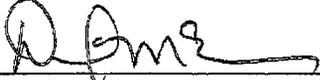
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1. JPS and the Association understand that contract modifications will be necessary as a result of the current designation of the Middle School at Parkside and Frost Elementary as Priority Schools by the State Department of Education.
2. Further, JPS and the Association understand that the Board has or will select the transformation intervention model for its redesign plan to be submitted to the State Department of Education.
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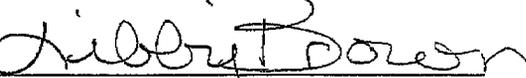
(The foregoing shall not apply to the 6th grade classrooms transferred to the Middle School at Parkside at the beginning of the 2013-2014 school year so long as they are filled with 6th grade teachers from the transferring building.)

4. This Letter of Understanding does not allow for unilateral changes in pay scales or benefits. Upon approval of the redesign plans the parties shall reconvene to negotiate any compensation and benefit issues.
5. It is understood that this Letter of Understanding shall neither establish a practice nor set a precedent. Should the Middle School at Parkside or Frost Elementary be removed from the Priority school list published by the State, both parties shall reconvene to review this Letter of Understanding.
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Jackson Public Schools

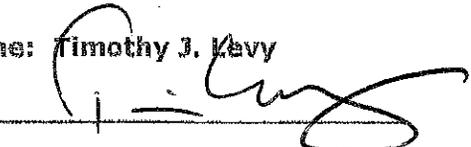
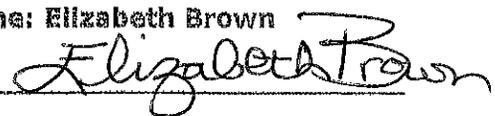
By 
Daniel Evans, Superintendent
Dated: November 14, 2012

Jackson Education Association

By 
Libby Brown, President
Dated: November 14, 2012

Redesign Plan Signature Page



SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Jackson Public Schools School Name: Frost Elementary School Address: 1226 S. Wisner St. School Code: 01334	Name: Mrs. Willye Pigott Position and Office: Assistant Superintendent Telephone: 517-841-2157 Fax: 517-990-0556 Email: wplgott@jpsmail.org
LEA SUPERINTENDENT/PSA ADMINISTRATOR Printed Name: Daniel M. Evans Signature:  Date: February 22, 2013	Telephone: 517-841-2202 Fax: 517-789-8056 Email: devans@jpsmail.org
SCHOOL PRINCIPAL Printed Name: Jeremy Patterson Signature:  Date: February 22, 2013	Telephone: 517-841-2600 Fax: 517-768-6045 Email: jpatters@jpsmail.org
LEA/PSA SCHOOL BOARD PRESIDENT Printed Name: Timothy J. Levy Signature:  Date: February 22, 2013	Telephone: 517-780-9031 Fax: 517-789-8056 Email: tilevy@indstl.com
PRESIDENT OF LOCAL TEACHER UNION Printed Name: Elizabeth Brown Signature:  Date: February 22, 2013	Telephone: 517-841-3700 Fax: 517-768-5910 Email: ebrown@jpsmail.org

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