



# **Single Building District Improvement Report - Priority**

**Nah Tah Wahsh Public School Academy  
Hannahville - Nah Tah Wahsh**

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## Introduction

Single building districts do not have the same central office structure as districts that support elementary and secondary schools. Priority and Focus Schools that are single building districts are required to complete the ERS Strategic School Diagnostic Tool as an alternative to the ERS ResourceCheck. This School Diagnostic School asks the school leadership to self-assess against Resource Principles that characterize high performing schools. The results of this diagnostic gives leadership focus areas for resource allocation.

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# Executive Summary

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## 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.

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## Description of the School

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

The Nah Tah Wahsh Public School Academy is on the Hannahville Potawatomi Indian Reservation with 174 students in kindergarten through grade 12. It is located in a rural area of the Upper Peninsula of Michigan in Menominee County and is chartered by Northern Michigan University. The community has about 700 residents.

Hannahville Indian School was established in 1976 to address the special academic needs of Potawatomi students while teaching them about their history and culture. It began as a K-8 single classroom and moved into a double-wide trailer after several years.

Today, Nah Tah Wahsh (Soaring Eagle) PSA is a charter school that serves students in K-12. The school originally had a cafeteria, library, and a gym, an elementary wing, a high school wing, and an industrial arts wing. Two additional wings were later added to enable the community to house all educational programs in one building, including adult education, preschool and a child care facility.

The child care/ Early Head Start/ Head Start center and FACE (Family and Child Education) Program have been valuable assets to the community, encouraging more participation in adult education and college programs by young parents. The child care center also provides much needed child care for employees of the community.

Our youth center was opened in 2005. It is attached to our cafeteria and houses a classroom, a recreation room, and a dance studio. Students also have access to the gymnasium and weight room. The youth center is open after school and summers and offers many different types of supervised activities.

In addition to the children of community members, the State of Michigan Charter Public School Academy status, which began in 1995, is drawing non-Native Americans who are dissatisfied with local public schools and/or have not had success in other settings.

Seventy-five percent of the students are American Indian, with most from the Hannahville community. Additional American Indian students come from a tribal housing project in Escanaba and the surrounding area. Non-native students from the surrounding area served by other public schools also attend, but there is high rate of mobility. Eighty three percent of the students qualify for free and reduced lunch.

There is a stable, supportive administration and instructional staff, although no instructional staff live in the community. The school also supports other programs such as Title I, a Gifted and Talented Program, school library, and technology; and the tribe supports Potawatomi language and culture classes for all students. Most staff have been employed at the school for over 15 years. Although there is generally little staff turnover, we did lose three high-performing staff in the fall of 2010, due to early retirement options in the neighboring communities. Our reading coach, guidance counselor, and third grade teacher, all who had been here for over 10 years, obtained positions in their home communities. As a result, a new reading coach started mid-year in 2010, and the high school English teacher moved into the Guidance Position. The resulting staff changes created a disruption of services and some challenges.

There is a public school two miles down the road that many Hannahville Community residents attend or have attended. It is not unusual for students to transfer back and forth between the schools.

## School's Purpose

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

### Vision Statement

Through the promotion of lifelong learning, our community will be composed of individuals who are respectful of themselves, their families and of others; are secure in their culture; have the ability to set life-long goals and achieve personal satisfaction and productivity; and proudly fulfill their roles within their family, community, state, nation, and world.

### Mission Statement

The educational mission of Nah Tah Wahsh Public School Academy is to promote lifelong learning which encourages the physical, mental, emotional, and spiritual development of each individual, family member, and the community as a whole.

### Beliefs Statement

The Board of Education believes that the purpose of education is to facilitate the development of the potential of each student. In a free society, every individual has both the right and responsibility to make choices and decisions for himself/herself and for society. A prerequisite for every member of such a society in meeting those responsibilities is competence in the use of the rational thought processes needed to make intelligent, ethical choices and decisions. If our society, as originally conceived, is to survive and function effectively, its young people need to be prepared to exercise their rights and their responsibilities in ways that benefit them and the society. Likewise, if individuals are to be able to achieve their life goals in a free society, they need to be competent to choose among the myriad alternatives that are and continue to be available to them. The enculturation process in our society focuses on preparing the young to meet certain expectations and to avail themselves of opportunities to attain personal goals within that society. The School's program should reflect the formal aspect of the enculturation process, and therefore, needs to focus on both the areas of societal expectations and personal opportunity available in our society.

Today there is ample evidence that many students are not learning how to make effective, rational, responsible, or ethical choices or decisions in regard to how they treat their minds and bodies, how they plan their futures, how they cope with frustrations, or how they solve personal, social, and economic problems. The Board and staff believe that the thought and action process involved in taking intelligent, ethical action can be learned just as any other set of procedures can be learned, provided students are given consistent, appropriate opportunities to see the procedures modeled, learn what the procedures are, practice using the procedures and correct ineffective use of them, and apply the procedures to a variety of relevant situations. The School is committed to ensuring adequate provision for such opportunities and to the applications of these processes to achieving the other educational goals associated with the School's mission.

## 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.**

### Achievements

The Nah Tah Wahsh PSA made Adequate Yearly Progress for several years in a row, up until 2010. Other achievements at the school have included the building of a house (provided to a community family) by the students of the building trades class; up-grade of technology, including Smart Boards in K-8 classrooms; and a FOCUS grant from the Bureau of Indian Education, providing a reading coach and math coach.

NTW students have participated in the National Native American Science Fair in the past, with NTW students taking first and second places. This fall, (2012), 3 high school seniors and their Science Teacher attended the American Indian Science and Engineering Society (AISES) Conference in Alaska, with one student attending on a full scholarship.

The FACE program was the first of 46 sites across the country to achieve NAEYC (National Association of the Education of Young Children) accreditation in 2006, with a 5-year re-accreditation status achieved in 2011.

Students who have regularly attended FACE begin kindergarten at higher levels than those with no preschool experience. Parental involvement is also higher in the K-12 system if the parents have been involved with FACE.

Over the last 4 years, the library has been major focus of improvement, with more services being offered to students and families. One of the School Improvement goals in 2011-12 was to provide daily library time to preschool classes in an attempt to increase kindergarten readiness as measured by the kindergarten screening. There was an increase in scores over the previous year, and this area remains a goal.

### Areas of Improvement

Many of the students come to the school, whether starting kindergarten or as a transfer, performing at a low level in the core areas of reading (readiness), mathematics (readiness), writing, science, and social studies. An area for improvement is to bring these students, and all students, to a proficient level in each subject area.

Attendance, tardiness, and mobility are also concerns which are being addressed by the school.

## **Additional Information**

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

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# Single Building District Resource Allocation Self-Assessment Diagnostic

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## Introduction

This school assessment tool is based on resource strategies and principles from “The Strategic School: Making the Most of People, Time, and Money” by Karen Hawley Miles and Stephen Frank (2008). The purpose of this tool is to help you do a healthy school check-up: thinking about your current structure, where are and aren't you strategic? Are there any areas that are high priority for updating?

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## Investing In Teaching Quality

Hiring and organizing staff to fit school needs in terms of expertise, philosophy, and schedule. Integrating significant resources for well-designed teacher professional development that provides expert support to implement the school's core instructional design. Creating systems that promote individual teacher growth through induction, leadership opportunities, professional development planning, evaluation, and compensation.

Overall Rating: 2.08

	Statement or Question	Response	Rating
<b>Execute Hiring Plan</b>	Before posting a position, school leaders assess student need, staff capacity, and scheduling priorities to determine long-term staffing priorities and needs.	Disagree	N/A

	Statement or Question	Response	Rating
<b>Create Job Description</b>	School leaders work ahead to define a clear set of desired traits, skills, and work schedules, keeping in minds of the teacher's collaborative team, the school design, and the school's student population.	Disagree	N/A

	Statement or Question	Response	Rating
<b>Ensure Quality Hiring Pool</b>	School actively encourages interns and finds opportunities for teachers needing part-time work.	Disagree	N/A

	Statement or Question	Response	Rating
<b>Assess Fit and Experience</b>	A well-designed protocol, combined with classroom lesson demonstrations, assesses candidate expertise, philosophy, and commitment.	Agree	N/A

	Statement or Question	Response	Rating
<b>Track New Teacher Progress</b>	School leaders carefully track whether new teachers are placed in supportive teams and make team changes as necessary to distribute expertise across grades and subjects, with the most expert teachers assigned to the highest priority areas.	Disagree	N/A

	Statement or Question	Response	Rating
<b>Analyze Student Performance and Teacher Needs</b>	Professional Development content is consistent with the language, instructional methods, priorities, and timing of the school's instructional design; school leaders and teacher teams use student performance data to determine areas of focus, set school improvement goals, and monitor progress.	Disagree	N/A

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Organize Collaborative Professional Development</b>	Teams of teachers in the same school whose members share subjects or students collaborate around assessment and instruction; rigorous structures are in place to use collaborative team planning effectively.	Disagree	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Provide Structured Professional Development Opportunities</b>	Time is structured to allow sufficient, regular time for right groups to collaborate, with the right support.	Disagree	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Facilitate Follow-up and Coaching</b>	Teachers practice new strategies and review impact with expert support throughout their careers.	Disagree	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Offer Induction Support</b>	Schools provide deep ongoing support; integrates the district-provided support with its own school needs; Assigns new teachers manageable challenges.	Disagree	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Specify Growth Opportunities</b>	Schools provide systematic provision of growth opportunities linked to school needs.	Disagree	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Schedule Personnel Reviews</b>	Schools perform regular reviews of professional development plans that inform opportunities	Disagree	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Evaluate Performance</b>	Schools perform regular evaluations that link to professional development, support, and opportunities provided	Disagree	N/A

## Creating Individual Attention and Personal Learning Environments

Assessing student learning to adjust instruction and support. Creating smaller group sizes and reducing teacher loads in high-need areas; foster personal relationships between students and teachers

Overall Rating: 2.86

	Statement or Question	Response	Rating
<b>Assess Students</b>	Schools conduct formative assessments throughout the year to ensure teachers know whether students are learning what they should be as the year progresses-not only after the year or unit is over.	Agree	N/A

	Statement or Question	Response	Rating
<b>Use Assessment Results</b>	Teachers examine results from ongoing assessments and use these data to improve lessons and tailor instruction to meet specific student needs.	Agree	N/A

	Statement or Question	Response	Rating
<b>Practice Collaborative Planning</b>	Schools provide blocks of common planning time during which teachers may collaborate with their colleagues to interpret and then use the data to improve schoolwide practice.	Agree	N/A

	Statement or Question	Response	Rating
<b>Align Student Evaluation Strategies</b>	Teachers align their student evaluation strategies across the schools. For example, all ES might perform reading assessments every six weeks and compare progress. A SS might use a schoolwide writing prompt to examine writing skills. Teachers are then able to use this common strategy to discuss findings and adjust instruction accordingly.	Agree	N/A

	Statement or Question	Response	Rating
<b>Manage Class Sizes</b>	Class size in core subjects varies by grade and subject purposefully to address student needs; reduced in high-priority areas such as early grades, reading, and math. Class size in electives is managed to maximize enrollment.	Agree	N/A

	Statement or Question	Response	Rating
<b>Consider Student Needs</b>	Small groups are created that are flexible and change based on subject and student progress. Use other adults from the school building to come into classrooms and provide support during flexible-group time.	Disagree	N/A

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	Statement or Question	Response	Rating
<b>Provide Tutoring</b>	Tutoring is integrated into homeroom's regular instruction and curriculum. Students may work with a tutor regularly until they no longer need the services. Tutoring is provided by regular classroom teachers, or by staff who coordinate closely with homeroom teachers.	Agree	N/A

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### Use Student Time Strategically

Maximizing time, including longer blocks of uninterrupted time, that students spend on academic subjects; Varying time and instructional programs to ensure all students meet rigorous academic standards

Overall Rating: 2.57

	Statement or Question	Response	Rating
<b>Maintain Schedules</b>	School leadership team recrafts the schedule, sometimes annually, to match time allocation with needs of students-subgroups and individuals.	Agree	N/A

	Statement or Question	Response	Rating
<b>Exercise Flexibility</b>	Schedule may differ from other schools to increase planning time or professional development opportunities, or meet other teacher priorities.	Agree	N/A

	Statement or Question	Response	Rating
<b>Balance Time</b>	Schedule is crafted to strategically balance time spent on core instruction, support, enrichment activities, and non-instructional time.	Agree	N/A

	Statement or Question	Response	Rating
<b>Set Clear Expectations</b>	Teachers have clear expectations for how to use instruction time and are held accountable for spending sufficient time in English and math (at elementary level) and making good use of time; administrators avoid interrupting instruction.	Disagree	N/A

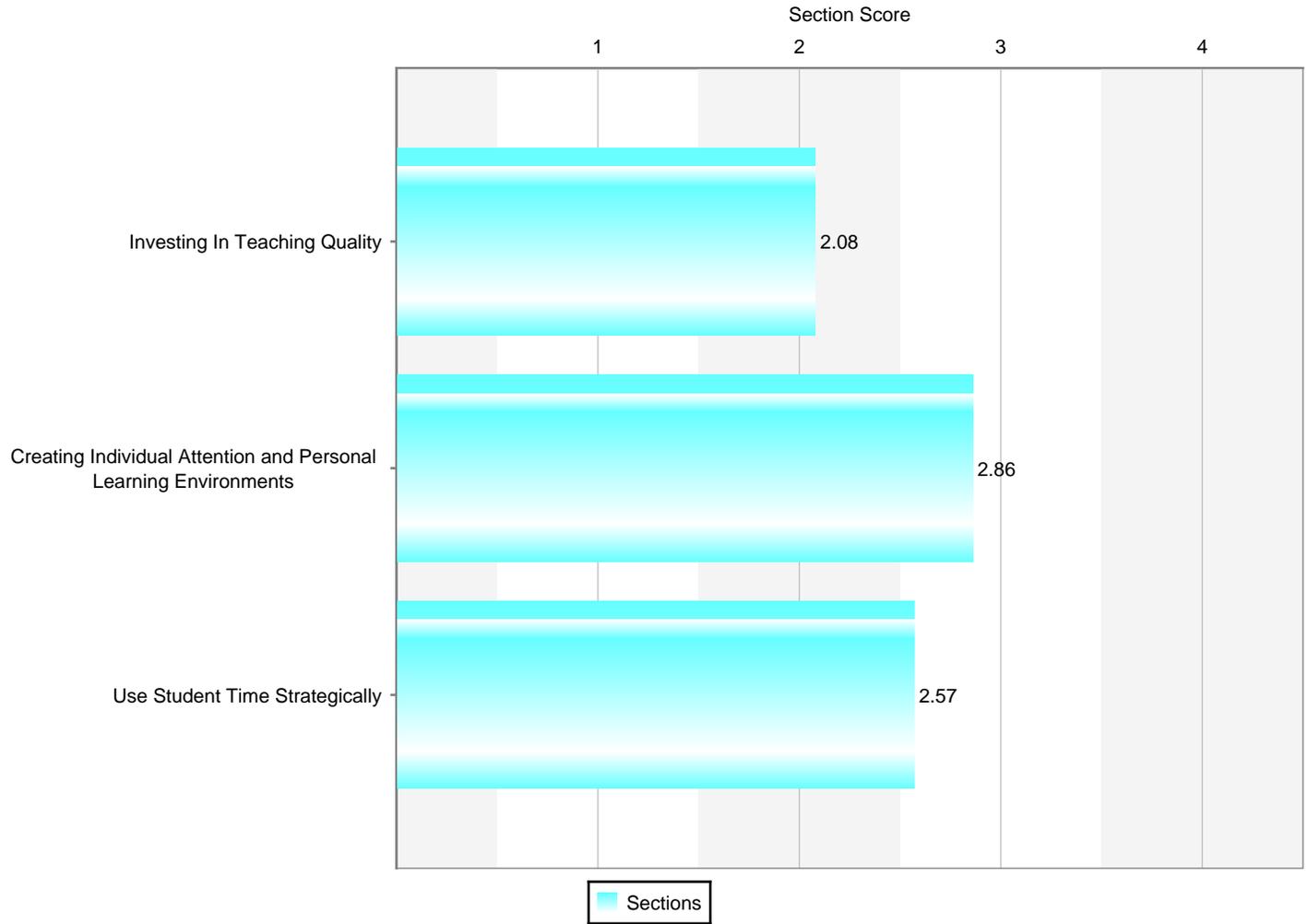
	Statement or Question	Response	Rating
<b>Provide Learning Opportunities</b>	Students who struggle are given sufficient opportunity to catch up with peers in core academic subjects, focusing on key areas such as ELA and Math.	Disagree	N/A

	Statement or Question	Response	Rating
<b>Support Student Learning</b>	Students who need more time on a unit get it, while students who are ready to move on are able to or receive enrichment.	Disagree	N/A

	Statement or Question	Response	Rating
<b>Expand Hours of Instruction</b>	Time is extended when deemed necessary for student learning (e.g., extended day, extended year, Sat school, summer school).	Agree	N/A

## Report Summary

### Scores By Section



# Transformation Redesign Diagnostic

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## **Introduction**

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

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## 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.

Carol Swingle	Intervention Specialist	cswingle@msu.edu
Tammy Hereau	School Improvement Facilitator	thereau@dsisd.k12.mi.us
Vic Bugni	ISD Representative	vbugni@dsisd.k12.mi.us
William Pistulka	NMU Charter Authorizer	wpistulk@nmu.edu
Sean O'Donnell	NMU Representative	sodonnell@nmu.edu
Betty LaPointe	NMU Representative	blapointe@chartermi.net
Tom Miller	Superintendent	tom.miller@hannahvilleschool.net
William Boda	Principal	bill.boda@hannahvilleschool.net
Scott Brant	Guidance Counselor	scott.brant@hannahvilleschool.net
Brendan Williams	Special Ed/Discipline Coor	brendan.williams@hannahvilleschool.net
Rose Potvin	State/Federal Programs Coor	rose.potvin@hannahvilleschool.net
Adrienne Soucy	Reading Coach	adrienne.soucy@hannahvilleschool.net
Rich Sgarlotti	Math Coach	rich.sgarlotti@hannahvilleschool.net
Deb Fudala	Title 1 Teacher	dfudala@chartermi.net
Gina Zanon	Health/PE/GT Teacher	gina.zanon@hannahvilleschool.net
Danica Pretto	Math Teacher	danica.pretto@hannahvilleschool.net
Michelle Palmgren	Special Ed Teacher	michelle.hall@hannahvilleschool.net
Connee Sagataw	School Board Chair	connees@hannahville.org
Jolene Shepard	Youth Worker	jolenes@hicservices.org

## 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.)**

The student achievement goal at Nah Tah Wahsh Public School Academy (NTW) is for all students to show a minimum of one year's growth annually. Students performing below grade level will have an expectation of at least 1.5 years accelerated growth. In order to increase student achievement and accelerate student growth, NTW will focus on two Big Ideas: implementing a Multi-Tiered System of Support (MTSS) and applying Differentiated Instruction for all learners.

In addition to MEAP testing, students at NTW are assessed three times annually using the NWEA Measure of Academic Progress (MAP). MAP assesses grades K-2 in Reading and Math; grades 3-11 in Reading, Math, and Science. The analysis of this data revealed a considerable range of student content knowledge and skill levels within each grade for reading, math, and science. According to fall 2012 MAP baseline testing kindergarten and first grade showed a minimal range of one grade level. In grade two, the range expanded to two grade levels. In grade four, it expanded to four or more grade levels and by sixth grade had grown in some cases to a maximum of ten grade levels within one instructional setting. This suggests a need for a systemic change from a focus on whole group instruction to one that highlights differentiated instruction and multi-tiered interventions targeting identified students according to their individual needs.

Although it is the committee's consensus that the depth of the performance ranges is attributable in part to the high economically disadvantaged population at NTW and the associated common risk factors of high absenteeism and high mobility, it is also their belief that NTW needs to focus on factors that are directly in the schools' control. While efforts to reduce student absenteeism and high family mobility will be undertaken through the hiring of a truancy liaison and through ongoing parent education, primary emphasis in this redesign plan will focus on intervening with students within the school day and instructional setting.

Implementation of MTSS will initiate a full systemic change. In addition to using MTSS for behavior and other non-academic areas, NTW will be focusing on the instructional learning cycle of gathering and studying data, planning and implementing strategies, and continued monitoring of system effectiveness. As part of this format, NTW will be implementing a three-tiered system of instruction for each classroom, grade level and content area. Our first tier will provide all students with Career and College Readiness Standards based instruction within the specified core instructional times. Within Tier 1, teachers will utilize differentiated instructional strategies, varied assessments, and interventions in order to promote student understanding, achievement, and success. Upon identification based on ongoing assessments, students will receive Tier 2 interventions in addition to the core instructional time for Tier 1. Tier 2 interventions will take on the form of smaller group instruction, re-teaching, or further differentiation based on individual student need. Students not showing adequate progress in Tier 2 will also be engaged in Tier 3 interventions with additional time allotted. Tier 3 interventions will focus on individual students and address intensive, specific needs for each learner.

In order to continually address student achievement, the second Big Idea on which NTW will concentrate is Differentiation of Instructional Practices. This will permit all teachers to be able to meet the needs of all learners. The average number of students per grade at NTW is 12. With these low class sizes, NTW staff has the advantage of being able to directly, and quickly, identify the learning styles of individual students in their classroom. In alignment with the Professional Development Plan, teachers will receive training on how to identify student learning styles and create differentiated lessons that will assist with building deeper understanding for all learners. Professional development will focus on increasing student engagement through technology, relating to the world beyond the classroom, building substantive conversation, and effective questioning. Teachers will work to make student thinking visible with each lesson, and then make adjustments in

assignments that are appropriate to ensure student understanding.

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

NTW has consistently made adequate yearly progress over the past 5 years (2007-08 - 2011-12). However, grades 3-8 student proficiency on the Fall 2011 MEAP was: an average of 35% of all students were proficient in reading; an average of 30% were proficient in writing; an average of 12% were proficient in math; an average of 4% were proficient in science; and an average of 12% were proficient in social studies. During the same time period grade 11 student proficiency on the MME has been: an average of 41% of all students were proficient in reading; an average of 19% were proficient in writing; an average of 0% were proficient in math; an average of 6% were proficient in science; and an average of 20% were proficient in social studies. The percentage of all students who took the MEAP and MME test that were identified as economically disadvantaged through their qualification for free and reduced lunch was 84%.

A number of studies (Coleman 1996, Jeneks 1972, Hanushek, 1989, 1996, Okpala 2002) have concluded there is a direct correlation between student achievement and Social Economic Status (economic disadvantage) with disadvantaged students performing lower. Furthermore according to research by Susan Trimble students who are categorized as SES or ED tend to exhibit the risk factors of poor attendance, high mobility, and show higher rates of altercations.

Data collected from NTW student information system (Power School), cross-referenced with teacher attendance books and student history files (CA60) provided documentation that many of NTW's non-proficient students exhibit one or more of these risk factors. For example, for the 2011-12 MEAP 67% of the tested Free and Reduced Lunch students were not proficient on any of the MEAP tests, 58% of the students not proficient on the MEAP had been absent 10% or more of the previous school year and 100% of NTW students who transferred in prior to fall testing were not proficient on the MEAP. Current discipline data reviewed through the SWIS information management system does not suggest the same correlation between student discipline referrals and low student achievement as was found with student absenteeism and mobility.

A review of MAP data from Fall 2012 shows the following ranges per grade level and content area. A copy of this data is included with the Professional Development Calendar in the Assurances.

## 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.**

Nah Tah Wahsh PSA is a Michigan Charter School, authorized under Northern Michigan University that operates in concert with the Hannahville Indian School. The Hannahville Indian School is a Tribally Controlled School within the Bureau of Indian Education. Each entity has different reporting requirements, applications, and annual evaluations. Prior to August 2012, the Nah Tah Wahsh PSA was under the direction of two principals. Mrs. Rose Potvin served as the schools' elementary principal, overseeing grades K-5, while also responsible for Title I and Title IIa, coordinating school improvement activities, as well as serving as Birth to Five Early Intervention Coordinator, and the Family and Child Education Coordinator (FACE). Mr. William Boda served as the 6-12 principal with primary oversight of the day-to-day operations of the school. His responsibilities included all personnel aspects of K-12 faculty and staff in addition to the supervision of operations for multiple departments (transportation, custodial, maintenance, support staff, food service). He also had responsibilities to tribal and community agencies (drug and alcohol policies, daycare services, and facility activities).

During a recent survey, we identified 61 separate initiatives that are currently running in the school district under the supervision of both principals. There are 17 initiatives that must be completed and submitted to the State of Michigan and 16 similar initiatives that are required by the Bureau of Indian Education. Unfortunately, neither agency accepts the others reports, resulting in duplication of effort into 33 reports being filed using different data systems. The remaining 28 initiatives may use multiple data collection systems (e.g. AOIS, Powerschool, Native Star, pupil accounting, FMIS, MAXIMO etc.) and are locally driven.

With the recognition of the scope of these many requirements, it became apparent to us that the duties and responsibilities of the two building administrators had become paperwork and report driven and did not allow for sufficient focus on instructional leadership. As a result, the role of the two administrators has been reconfigured and we implemented a shift in purpose of the principal's position. Mrs. Potvin was moved into a new position as the state and federal programs coordinator, which will allow her to concentrate more fully on district early childhood preparatory programs and Michigan and federal reporting requirements for education.

Mr. Boda was hired as the new K-12 principal focusing exclusively on the improvement of classroom instruction. Day to day duties that were formerly assigned to the principal have been assumed by other administrators, thus allowing him to more closely focus on instructional improvement and ultimately student achievement. The responsibilities of transportation, facilities, and all personnel will now be assumed by the superintendent. The discipline coordinator will directly handle student discipline and report to the superintendent.

The new K-12 principal position was created as a result of National Human Resources standards of 25% or more job position change. Mr. Boda, is a former teacher with 17 years classroom experience, 2 years as assistant principal, and 16 years as the 6-12 principal of the Hannahville Indian School. The criteria used to determine that Mr. Boda was the best fit for the position was as follows: 34 years of experience through the ranks at all levels; a long list of professional trainings such as (NMU) the Principalship; Institute for Ed Management workshops; Division of School Improvement Assessment and Accountability workshops; NMU Ed Leadership Institutes; LEA Administrators workshops; Professional Development workshop including McKinney-Vento Determining Rights and Services, BIE Safe and Secure Schools Training, and the Annual Homeless Ed Conference. In addition to the ongoing leadership seminars and academies, Mr. Boda has attended Racial sensitivity and understanding poverty workshops, and NWEA MAP training. Mr. Boda is scheduled to attend more professional trainings (i.e. BIE Principals Academy focusing on Rapid Turnaround, Power of Teaching, MTSS Leadership Team).

Another factor critical to Mr. Boda's selection to be the transformational principal is that he himself is Native American and he has a true understanding of the benefits and challenges unique to operating a school within a reservation community. He has been a consultant for Orbis Associates, a Washington DC based company with a mission of providing training and technical assistance in education, health, and social services to American Indian tribes, organizations, and agencies. Mr. Boda has built extensive relations within the reservation and surrounding communities. His educational familiarity with the students, families and community, team building skills, organizational skills, and

communications skills were key in the selection process and will aid greatly in the Nah Tah Wahsh PSA's "rapid turnaround" outlined in the redesign plan.

With the realignment of duties, Mr. Boda will concentrate more intently on instructional leadership in which he will spend more time in the classrooms (at least 10 classrooms a week) where he will closely monitor, evaluate and guide teachers to make sure new practices, as articulated in the redesign plan, are implemented properly. He will provide opportunities for teachers to receive professional development in effective instructional practices that will be supported with peer observations and feedback as articulated in the Power of Teaching model. He will make a point of being highly visible and accessible to all. The end result of this position change is to help shape the school staff into a teaching team that will help students achieve at the highest level possible.

### **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.**

#### Teacher Evaluation

Between 2007-2013, NTW teachers and administrators attended various training sessions regarding Danielson's Framework for Teacher Evaluation and the local ISD collaborative pilot Teacher Evaluation Template and combined the two frameworks to fit the needs of the NTW school.

Student growth for each teacher will be defined by 100% of all students showing growth, with a minimum of 75% of their students achieving their revised projected goal on the individual RIT scores for Math, Reading, or Science from Fall, 2013, to Spring, 2014. Subject area will be determined by teacher's goals set in the fall each year. MAP uses the RIT scale to measure student achievement and growth. The RIT score relates directly to the curriculum scale in each subject area. It is an equal-interval score, like feet and inches, so scores can be added together to calculate accurate class or school averages. RIT scores range from about 100 to 300. RIT scores make it possible to follow a student's educational growth from fall to winter to spring, and from year to year. The NWEA provided Projected growth is based on the Fall RIT score, for one school-year's growth. The NTW revised projected goal for students below grade level will be the growth needed to achieve 1.5 year's growth. Student's individual projected growth will be determined based on the Fall RIT score.

Using the state-mandated teacher effectiveness labels, the criteria for student growth will be as follows:

Highly Effective=95-100% of students meet the revised projected growth goal

Effective=75-94% of students meet the revised projected growth goal

Minimally Effective=61-74% of students meet the revised projected growth goal

Ineffective=0-61% of students meet the revised projected growth goal

#### Principal Evaluation

At the beginning of the 2012-13 school year the superintendent, district administrators, and the board of education sought to develop a principal evaluation tool that would be more instructionally focused and fully aligned with the new K-12 principal's role and responsibilities as outlined in our Redesign Plan. A tool and process was selected and modifications to make it more instructionally focused were made. This new evaluation tool is being piloted during the 2012-13 school year in preparation for full implementation during 2013-14.

The new evaluation tool will assess principal performance in four major categories: Student Growth and Achievement, Management, Instructional Leadership, and Personal Leadership. Each of the four categories will be equally weighted and count as 25% of the principal's annual summative performance assessment. The principal and superintendent will establish school-wide goals in each category in the beginning of each school year.

STUDENT GROWTH AND ACHIEVEMENT is being based on student achievement goals set for all students and underperforming

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subgroups, student achievement results and student attendance. Student achievement goals will be reviewed from both the perspective of overall improvement in student performance and teacher attainment of the goals they set for student achievement.

MANAGEMENT is measured based on budgeting, problem solving, professional development and communication. Criteria within the tool have been modified and will measure the principal's effectiveness relative to all areas as they relate to instructional leadership and improvement.

INSTRUCTIONAL LEADERSHIP will be measured in the context of mission and vision, classroom observation, evaluation of teachers, staff collaboration and maintaining high expectations.

PERSONAL LEADERSHIP will be based on ethics, organization, compliance, personality and attitude, soliciting feedback and persistence. Once again all aspects of criteria listed in this category have been revised to directly address each in the context of instructional improvement.

Principal performance in all four categories will be assessed primarily via observations by the superintendent and through the collection and review of artifacts such as MEAP and MME results, NWEA MAP data, teacher evaluation student growth goals and results, and student attendance data, leadership team meeting minutes, building instructional budgets, building schedules, professional development calendars and evaluations principal teacher observation and evaluation write ups and staff surveys.

Using the state-mandated effectiveness labels, the criteria for student growth will be as follows:

Highly Effective=teachers have 95-100% of students meet the revised projected growth goal

Effective=teachers have 75-94% of students meet the revised projected growth goal

Minimally Effective=teachers have 61-74% of students meet the revised projected growth goal

Ineffective=teachers have 0-61% of students meet the revised projected growth goal

The labels and percentages will be used to assess all four categories in the tool, student growth and achievement, management, instructional leadership, and personal leadership, with the percentages reflecting the level to which each annual goal was realized.

Copies of the teacher evaluation and administrator evaluation are included in the assurances.

**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.**

Beginning in the first month of the school year, the principal will closely monitor, evaluate, and guide teacher effectiveness through classroom observations and teacher evaluations at a minimum schedule of 10 classrooms per week.

### IDENTIFY AND REWARD/REMOVE SCHOOL STAFF

#### Assessing Support of Student Achievement

Nah Tah Wahsh has been working with several tools in order to measure and improve staff effectiveness. In addition to the teacher evaluation process described previously, evaluations of other staff will include criteria that assess their support of a positive learning environment for all students. Administration will be meeting with other staff groups (transportation, teaching, food service, maintenance, etc.) in order to identify appropriate measures of assessing their support of the positive learning environment.

#### Rewards

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Rewards are being considered for all employee groups. The Redesign Plan has been shared with staff at various stages of development, with input sought at each meeting. Surveys given to staff regarding reward/incentives and criteria for receiving those rewards indicated the following: concert tickets at the local Casino, Gas certificates, gift certificates for local merchants and dinner certificates. Criteria for receiving rewards was listed as student growth, teacher evaluation, participation in extra-curricular activities, student input, parent input, and taking on extra duties. (This criteria will include the student growth measures of Highly Effective=95-100% of students meet the revised projected growth goal, Effective=75-94% of students meet the revised projected growth goal, Minimally Effective=61-74% of students meet the revised projected growth goal and Ineffective=0-61% of students meet the revised projected growth goal as described in the teacher evaluation plan .)

### Removal Procedures

Staff who are found to be minimally effective and ineffective will be placed on an Individual Development Plan (IDP). Staff members with these plans will meet monthly with the principal in order to monitor progress toward their co-determined goals. Their progress on these goals will be formally evaluated mid-year and end-of-year. After documented monthly and mid-year attempts at fostering personal growth, staff found to be ineffective, minimally effective, or showing no progress toward achieving their goals within the year will be dismissed through application of Nah Tah Wahsh board policy and will not return the following year.

Since Nah Tah Wahsh School does not have a union and no collective bargaining unit, the reward/removal process was developed through staff survey and collaboration via monthly staff meetings, group meetings, and the school reform team meetings. All personnel decisions are controlled by the Nah Tah Wahsh Board of Education.

**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.**

Nah Tah Wahsh's professional development plan for high quality, job embedded professional development is aligned with the big ideas of the redesign plan: to differentiate and accelerate the academic achievement of all students especially those exhibiting the socioeconomic risk factors of high mobility, high absenteeism, and higher student altercations. The data supporting our focus on these risk factors is found in the big ideas section of this plan.

The majority of NTW teachers are long-term employees. Of 25 teachers, 4 teachers have been at NTW for 13-18 years and 11 have taught here for 19-28 years. Although longevity of staff is a positive, instructional strategies, have not changed to meet updated, rigorous expectations and the shifting needs of our student population. Current practices, such as whole group instruction, teaching only to the expected average achievement level in a classroom, and using little or no flexible groupings, have not allowed teachers to identify student needs to facilitate rapid growth of student achievement. In order for teachers to better meet the individual needs of students professional development will focus on differentiation, a multi-tiered system of support, evidence-based assessment and practices and acceleration of achievement.

Supporting the Joyce and Showers (2002) model for professional learning which describes the five components for staff professional development in the classroom, including the description of the new skill, demonstration or modeling of the new skill, initial practice or simulation, feedback, and coaching, NTW will focus on one of the reform plan's big ideas for an entire month-long in-depth study. Each month's focus will give staff members multiple opportunities to utilize these five components in order to successfully implement strategies for instructional differentiation and acceleration. These month-long focus topics for professional development will include multi-tiered systems of

support (MTSS), differentiation, acceleration, and evidenced-based assessments and practices.

The evaluation and monitoring of the implementation progress of the professional development ideas and strategies will be accomplished by looking at student achievement and growth data, teacher achievement data found through the teacher evaluation process, teacher lesson plans, and daily classroom walk-throughs by the principal and academic coaches. To encourage follow through with professional development concepts, NTW will also use the observation and feedback model Instructional Rounds to help promote the staff's use of peer-to-peer observations and discussion combined with self-reflection opportunities.

### Multi-Tiered System of Support

To ensure the successful implementation of MTSS, NTW will create a leadership team consisting of academic and behavior coaches led by the school's principal. The Delta-Schoolcraft ISD (DSISD) will provide guidance to the NTW leadership team and staff in developing MTSS and sustaining the implementation of data-driven, problem solving models. Support will be provided through MTSS external coaches from the DSISD, who will provide information, timelines, and technical support through ongoing professional development. MTSS will support staff members as they learn the appropriate use of grade level and individual student academic and behavior data (including mobility and attendance) to guide decisions for implementation of the multi-tiered system of student academic and behavioral supports to differentiate to meet the needs of all students.

### Evidence-Based Assessments and Practices

Instructional leaders and teachers will receive professional development on how to retrieve, interpret and utilize data from NWEA's Measures of Academic Progress (MAP). MAP assessments have the ability to give staff members formative, interim and summative data and information which can be used to inform instruction at the grade level, classroom level and at the student level. Each student score for MAP can be connected to NWEA's DesCartes which is a dynamic tool that provides specific skill information educators can use to differentiate and meet the academic needs of each students. Support will be provided by on-site consultation services by NWEA personnel and information and technical support from NTW's chartering agent, NMU and the BIE.

Staff will also receive professional development on the creation and utilization of appropriate standards-based local assessments with the ability to give these assessments in an online environment. Support will be provided through external coaches from the DSISD, who will provide information, timelines, and technical support through ongoing professional development.

### Differentiation

NTW will be working with DSISD and Northwoods Math, Science and Technology Center to provide grade level and content specific professional learning opportunities for all staff. The opportunities will focus upon instructional differentiation and increasing the instructional engagement of all learners. The opportunities will also speak to the various types of differentiation; whole group, small group, flexible group and individualized differentiation.

### Acceleration

To support teachers as they interpret data to set accelerated and challenging individual goals for each student, NTW will work in conjunction with on-site NWEA consultation services and external coaches from DSISD. Professional learning opportunities for staff will focus on using evidence-based practices and assessments to set classroom and individualized student goals along with purposeful interventions to increase and accelerate student performance beyond a typical year's growth.

A copy of the professional development calendar is included in the Assurances.

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**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.**

At Nah Tah Wahsh, retaining and recruiting staff has not been an area of challenge . Currently, of 25 teachers, 10 teachers have been at Nah Tah Wahsh for 1-7 years, 4 teachers have taught here for 13-18 years and 11 have taught here for 19-28 years.

### STRATEGIES TO RECRUIT AND RETAIN STAFF

Staff retention is determined through quarterly meetings between administration, professional staff, and support staff. Results of these meetings are provided to the NTW School Board at the end of the year. Topics discussed at these meetings include but are not limited to:

Monthly early release time for students to allow for staff professional development (4 hours monthly)

Two sessions weekly (45 minutes each) of Professional Development with targeted training provided as needed/identified

Tuition reimbursement for up to two credits per year

Opportunities to attend National Conferences at no personal expense

Stipends to attend professional development over the summer and other times that school is not in session

Teacher-mentor program

Formative feedback through the Power of Teaching to increase instructional effectiveness

Collaborative evaluation process to increase staff strengths and reduce weaknesses

Foster and mentor staff to become leaders in their areas of expertise

Foster and mentor teachers to become program coordinators

Keeping the teacher salaries and benefit packages competitive with similar size schools; in the past all staff were Hannahville Indian Community employees and not part of the Michigan Public School Employees Retirement System. To retain teachers, they are considered Charter School employees and receive MPSERS. (All other school staff continue to be Hannahville Indian Community employees.)

Keeping class size to a maximum of twenty students, especially in the primary grades, compared to 30 in surrounding schools.

All teachers having access to and are utilizing cutting edge technology in instruction such as SmartBoards and assessment clickers.

### WE ARE RECRUITING TEACHERS BY:

Participating in job fairs, contacting local college placement offices, and posting positions nationally with the Bureau of Indian Education, American Speech and Hearing Association (ASHA) and other similar organizations depending on need, to obtain the top 20% of college graduates or existing teachers in their area of expertise

Working directly with Northern Michigan University education department which requires education students in ED 231, Teaching and Learning in the Secondary Classroom, to observe and participate in NTW middle and/or high school classrooms.

We work with various area colleges in placing student teachers in our facility to complete their student teaching requirement. This has provided opportunity to train and add proven highly qualified and effective teachers to our existing staff.

Due to the lack of a collective bargaining unit, all personnel decisions are under the authority of the Nah Tah Wahsh Board of Education.

## 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.**

Due to the fact that NTW has one teacher per grade level and one teacher per core academic subject area at the high school level, aligning curriculum horizontally between grade-level classes is easily accomplished. In order to assure the instructional program remains aligned vertically and horizontally with the Common Core State Standards (CCSS) and the Career and College Readiness Standards (CCRS), NTW will use standards-based data to determine academic program quality, program fidelity, alignment with state standards, program strengths and areas of need for each core academic content area. The curriculum review sessions will begin the summer of 2013 and continue throughout each school year. Using data from MEAP, state, and local assessments including local online common assessments developed and aligned with the Common Core Standards in DataDirector for grades 1 through 8 in Reading and Math, the curriculum review sessions will work to identify areas of strength and need in the core instructional programs. Curriculum review sessions will analyze instructional standards, current materials, and areas of need. Protocols will be developed to align the core instructional programs to CCRS to decide what materials and expectations stay in practice, need to be replaced, or are still needed. Materials to supplement and/or replace the current core instructional programs will be ordered and training support will be planned.

The curriculum review sessions will occur by the following dates:

Meeting #1 - August 31 / Meeting #2 - September 30 / Meeting #3 - November 30 / Meeting #4 - February - 28 / Meeting #5 - April 30 / Meeting #6 - June 30

Formative and interim assessments will be used for monitoring and evaluating student growth and achievement to determine and identify student needs for differentiation and/or intervention. Teachers will be trained in the creation and utilization of formative assessments by quarter, semester, or unit. By analyzing these assessment results, teachers can adapt and adjust student learning to eliminate student misconception, error in understanding, or instructional gaps.

**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.**

NTW will integrate a Multi-Tiered System of Support (MTSS) to promote the continuous use of individual student data. MTSS consists of an ongoing instructional learning cycle of gathering, studying, planning, and doing and will be implemented at the grade-level (there is only one classroom per grade level at NTW) and individual student level. NTW will create a MTSS Leadership Team consisting of academic and behavior coaches led by the school's principal. The DSISD will provide guidance to NTW in developing MTSS and sustaining the implementation of data-driven, problem solving models.

Grade-Level/Tier 1-Tier 2:

NTW will establish three benchmark data review sessions:

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1. Mid-September Benchmark Meeting: The MTSS Leadership Team along with general education teachers will gather and analyze grade level data. Data that will be analyzed include: MAP, Dibels Next, classroom based assessments, behavior data (collected through School Wide Information System (SWIS), Incident Reports, and teacher records), and attendance records. At the mid-September benchmark meeting, an end of the year goal will be created for both reading and math. If 50% or more of the class is not at benchmark or the class median is below the criterion, a tier 1 class-wide intervention is warranted. Tier 1 class-wide interventions include strategic supplements to the core program/universal instruction and/or strategic use of the core curriculum. Students not performing at benchmark and are showing limited growth to tier 1 supports will need strategic interventions to supplement the universal or core instruction that they receive. Tier 2, strategic interventions consist of targeted, supplemental instruction, and specialized group systems for students with some risk. (Students showing intensive need will be considered for tier 3 interventions described further in this reading.) Action plans will be created which will consist of: explanation of the tier 1 and tier 2 interventions, materials needed, people responsible, and a progress monitoring plan and schedule. Between the benchmark sessions, coaches will consult at least every 4-6 weeks with general education staff for progress monitoring meetings. At progress monitoring meetings, coaches and general education staff will review action plans to monitor student progress and action plan fidelity.

2. Mid-January Benchmark Meeting: At the second benchmark meeting, the MTSS Leadership Team along with general education teachers will first decide if the class-wide interventions are being implemented as planned. The team will then review and analyze the data identified as the progress monitoring tool in the action plan (including attendance records). The grade level teacher will clearly identify students who are above, at and below goal rate necessary to achieve the grade-level goal. For each student whose progress is above the goal rate, the team will decide if the class-wide intervention should be decreased or discontinued, the intervention should be modified (time, frequency, or intensity), or the skill being targeted/monitored may need to be changed to a higher level skill. Considerations that should be made for each student whose progress is below the goal rate include increasing the fidelity of the intervention, increasing the time of the intervention, and reducing the size of the intervention group. The original action plan made at the first benchmark meeting may need to be revised and should include action items necessary to address each identified need (training, monitoring, feedback, supplies).

3. Mid-May Benchmark Meeting: At the spring benchmark meeting, the coaches and grade level team will analyze the current progress monitoring data and conclude if their grade level goal created in the fall was met. The grade level team in the mid-May benchmark meeting will also consist of the class's upcoming teacher. Together the team will go over the current year's intervention plans and summarize class-wide and individual student data. The upcoming grade level teacher will be more aware of the performance levels of their upcoming class, which will assist in planning for the start of the next school year. Kindergarten teachers will also be analyzing the screening data of their upcoming class and make plans accordingly for the fall.

### Individual Student Level/Tier 3:

If at any time throughout the school year the MTSS Leadership Team or general education teachers have concerns with an individual student's response to tier 1 and 2 interventions, or their baseline data shows the student is at very high risk, the student may be referred to the Student Intervention Team (SIT). The SIT will include the student's current teachers and any support service personnel, including academic and behavior coaches. The SIT will review/analyze the available formative, interim, and summative data for the student, including intervention strategies already in place. Based on the data, the decision will be made if additional classroom intervention strategies, student accommodations, modifications to the curriculum, or an intensive intervention plan are needed. Intensive, Tier 3 interventions are individualized, highly specialized, and intense systems of instruction for students with high risk. Intensive interventions will supplement the universal/core instruction and strategic interventions. An action plan will be created which will include the student's individualized goals, evidence-based strategies needed to reach the goal, a progress monitoring plan, and any resources needed for implementation. Individuals implementing the action plan, will keep instructional logs to document what interventions and/or accommodations are being used and how often. Progress monitoring meetings will occur every four to six weeks to determine the student's response to the intervention, and modifications will be made as needed.

A copy of the assessment detail is included in the PD Calendar section of the Assurances.

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## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year (specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers.**

As Nah Tah Wahsh continues to review and analyze timely student assessment data, and use research based strategies for intervention, the school is determined to increase learning time for all students and increase teacher collaboration time. The school currently has 45 minutes three weeks per month, with an additional 3.5 hours per month (the second Tuesday of every month) dedicated to professional development. Beginning the Fall of 2012, NTW will add one more 45-minute session every Thursday for teacher collaboration time, data review, and/or follow-up discussions to previous professional development. Staff will work closely with outside consultants, instructional leaders and coaches to improve content knowledge and the effectiveness of instruction.

It is the goal of Nah Tah Wahsh to offer innovative means of extending learning time for all students, while recognizing that adding minutes will not generate positive results unless the practices within the programs change. Nah Tah Wahsh PSA must be more effective during regular school hours and offer additional opportunities of benefit to the students. The following measures will be taken to increase learning time with the purpose of increasing student achievement in all core areas.

### INCREASED LEARNING TIME FOR ALL STUDENTS

The Redesign plan will include:

Increasing the number of student contact days by two days each year (12.84 hours), to a total of 6 days (38.52 hours) increased by year three.

Extending the academic time per day in grades K-8 by 10 minutes (29.2 hours in the first year), and in the high school by 17 minutes (49.6 hours in the first year).

Class interruptions such as PA announcements will be eliminated whenever possible, and teachers will be required to provide instruction bell to bell.

Additional extended learning time will be available after the regular school day for all students, from 3:20 to 5:00, Monday through Thursday, and will follow the school calendar. KidZone will use MAP data to differentiate instruction and tutoring, focusing on the core areas while including enrichment activities. Transportation will be provided at 5:00 for all students in extended learning. This will add 100 minutes per day, four days per week (400 minutes per week, 240 hours per year), required for students not proficient on the MEAP, and open to all students for enrichment.

An 8- week summer school session, Summer KidZone, will be provided for all K-6 students, under the same requirements and meeting 4 days per week, 9:45-4:00. Summer KidZone will also use MAP data to differentiate instruction and tutoring, focusing on the core areas while including enrichment activities. Transportation and meals will be provided. Extended summer learning opportunities for K-6 is 187.5 hours, equivalent to 29.2 school days.

Extended learning time for grades 7-12 is also provided all summer. The learning lab will be open 8:00 AM -10:00 PM with a focus on credit recovery classes (high school) and remediation based on MAP data for Tier 2 and Tier 3 students. The Hannahville Indian Community tribal council has agreed that summer youth employment opportunities will be tied to summer school attendance and work completion for those students who have failed classes. The flexible hours in the learning lab are to accommodate student work schedules and better meet the

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needs of our students.

Each of these extended learning times will have student remediation or advanced work provided based on data analysis and intervention plans as appropriate. As with the differentiated instruction and MTSS, every student will have goal sheets based on RIT scores from the NWEA MAP (Measures of Academic Progress), with a specific emphasis on identified areas of concern. Individual plans will be developed using NWEA DesCartes to focus on the areas of concern. DesCartes is a learning continuum resource aligned to common core standards. It is designed to translate the raw data from students' assessments into actionable plans for instruction, grouping and more.

### ENRICHMENT ACTIVITIES FOR STUDENTS

All students, K-8, have regularly scheduled daily enrichment activities in art, Potawatomi language and culture, health, physical education, computers, and library. High school students also have language, culture, and health; and can select enrichment classes of art, physical education, and shop. Through funding from the Bureau of Indian Education, Nah Tah Wahsh provides additional accelerated services for identified Gifted/Talented Students.

Two required intervention classes will be added at the high school; one for students reading below grade level, and another for students with math performance below grade level.

### COLLABORATION TIME FOR TEACHERS

The school currently has professional learning opportunities Tuesdays and Thursdays from 3:15-4:00, (45 minutes, twice a week). The second Tuesday of every month there is an early student release, with staff having 3.5 hours available for professional learning and collaboration. Staff work closely with outside consultants, instructional leaders and coaches to improve content knowledge and the effectiveness of instruction. Teachers also collaborate on a weekly basis with the reading coach and the mathematics coach. There are also 4 full days prior to the start of the school year. With the redesign plan, additional sessions will be held during the summer for specific topics, such as horizontal and vertical curriculum alignment.

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

NTW PSA is located on the Hannahville Indian Reservation with enrollment open to anyone within a 25-mile radius. The "school community" encompasses the reservation and the surrounding area, which includes several other school districts and another reservation area. Invitations to school events are extended to all families and to School Board members and Tribal Council members.

### FAMILY AND COMMUNITY ENGAGEMENT

August: An Open House will be held during the week before school starts for parents and children to meet staff and learn classroom expectations. Information will be given on the SchoolWide Title 1 program, the Priority Schools status, and opportunities for parents to be involved.

September: First day activities are held with all parents invited to attend the first day of school with their child(ren) for breakfast and an opening ceremony. Guest speaker at the opening ceremony will be the Tribal Chairperson.

Annual Meeting/Open House held with explanation/discussion of Priority School status, SchoolWide Title 1 program, and opportunities for parents to be involved.

Parent-Student-Teacher Compacts are reviewed and signed.

October: Parent training on NWEA MAP assessment; explanation of assessment and how results are used.

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November: Student led conferences are held 3 times a year to give parents the opportunity to hear first-hand from their child what grade has been earned and to see samples of work in the student portfolio. During conferences, the teacher is present, giving the parent the opportunity to discuss any concerns with both their child and the teacher, and to give time for the teacher to review the parent-student-teacher compact. Enrichment activities are planned for students to allow time for these conferences to take place.

An annual Family Literacy night is held in November, with additional family literacy/ family math/family science activities also being planned.

December: Soup, Stories, and Santa (focus on family literacy activities); Christmas Program

January: Student-led Conferences; Parents' night at basketball game

March: Student-Led Conferences; Parent Appreciation Night

May: Muffins with Mom, Donuts with Dad; FACE, Kindergarten, and 12th grade graduations (each held separately); Community Play Day

Monthly: Parent-Teacher-Student Association (PTSA); Family Circle (monthly parent/family activities with a literacy focus, primarily designed for Early Childhood parents);

A copy of the Nah Tah Wahsh Public School Academy Family and Community Events Calendar is included in the Increased Learning Time-School Calendar section of the Assurances.

### PARENT/COMMUNITY INVOLVEMENT IN PLANNING

Parents are invited to be part of the school improvement team and sent thank-you notes and gift cards when they attend. If they are unable to attend meetings, minutes of the meeting are sent to them. When parents are in attendance, their attendance is recognized, verbally, and their input is actively sought.

After reviewing the comprehensive needs assessment with the school board and the Tribal Chair, input was solicited from them regarding the design of the program and/or areas of improvement they felt necessary. Updates on implementation of the plan and student progress will be provided to the School Board and Tribal Council at their monthly meetings.

### COMMUNICATIONS/INVITATIONS

Invitations to these events are delivered by a variety of means, including personal invites sent in the mail, community newsletters, flyers posted around the community, flyers sent home with students, individual invitations made by students, and the school website. Whenever possible, students are involved in an activity to increase the chances that parents will become involved also. Transportation, meals, and childcare are offered whenever possible to increase the chances for parents to participate.

Student led conferences are held to involve the students with their parents in reviewing individual progress. Students make the invitations for their parents to participate in student led conferences.

### TRAININGS

Parent trainings and/or communication will be focused on the importance of consistent attendance. These trainings will include information for the parents on the effects of attendance and mobility on student achievement. Following implementation of the Redesign Plan, data conversations will include parents on the progress the school is making in meeting higher achievement goals and what parents can do to assist in their student's success.

Staff trainings will be held on cultural competence and on ways to work more effectively with families with a different socio-economic background.

In addition, trainings will be held for parents on the importance of their involvement and the different levels of involvement, utilizing Epstein's research on the 6 types of Involvement, i.e., parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community.

### MONITORING/EVALUATION

All activities will have sign-in sheets to determine parent involvement levels.

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FACE (Family and Child Education) Center Based parents, who are required to attend school daily with their preschoolers, are very involved in the school, including holding offices in the PTSA. Their input is valuable in the evaluation of the programs because they have a different perspective than parents who are not in the building regularly.

Evaluation of engagement activities will be based on the school climate surveys, feedback forms, and increasing numbers in attendance.

### EXPECTED OUTCOMES

Expected outcomes of the continuous engagement of families and the community as described above is stronger communication with parents leading to increased numbers of parents attending trainings and participating in school events, improved student attendance, decreased student mobility, and increased student achievement.

A copy of the Family and Community Events Calendar is included in the School Calendar section of the Assurances.

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## PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

**Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.**

The Nah Tah Wahsh PSA is housed in one building. The configuration aligns to K-5 elementary, 6-8 middle school, and 9-12 high school. The building houses a 0-5 program which includes Early Headstart, Head Start, Childcare, and FACE (Family and Child Education). FACE is a Bureau of Indian Education program focusing on fighting intergenerational illiteracy combining the Parents as Teachers home-based program and the National Center for Family Literacy center-based program into one program for children prenatal to age 8 and their families.

The administrator in charge of the school is the superintendent with 32 years of experience. Other administrative staff include the K-12 principal with 34 years of experience, the special education/discipline coordinator, the Guidance Counselor, and the former elementary principal, who, as of the 2012-13 school year, serves as the federal/state programs coordinator, including the Title programs, FACE, birth-to-5 Early Intervention, FOCUS, NWEA, and school improvement coordinator.

The chartering agency, Northern Michigan University, school board, and Tribal Council are in support of the educational plan for redesign of Nah Tah Wahsh PSA. In an effort to improve student learning, the school has provided the staff with training to improve effective instructional practice and timely student assessment tools. Included in the discussion has been a review of professional and administrative responsibilities, the decision to implement the Measures of Academic Progress/MAP, K-12 kickoff of Multi-Tiered Systems of Support (MTSS), and adding additional time to the teacher's week dedicated to data review and interventions.

### Differentiation/Acceleration

All strategies proposed in this section will address all students, however particular attention will be paid to those students with identified risk factors of high absenteeism, high mobility, and high economic disadvantage; all risk factors of dropping out.

### STAFFING

Beginning with the 2012-13 school year, and continuing as part of the Redesign Plan, school leadership has:

Reassigned one of its administrators and created a lone K-12 principal position

Renewed its support of two instructional coaching positions, one for reading and literacy, and one for mathematics

Reassigned Title support to include interventions in the middle school

Scheduled an academic intervention block in the middle school

Continued to support reading comprehension skills for incoming freshmen

Added additional academic interventions for gifted students

### CALENDARS /TIME

Beginning with the 2012-13 school year, and continuing as part of the Redesign Plan, school leadership has:

Increased the number of student contact days by two days each year for the next three years for a total of 6 days increase for all students to learn core academic content.

Added 45 minutes per week for the professional staff to review assessment data and progress monitor students.

Adopted a seven period day to facilitate more guided / intervention classes (i.e. Geometry, Academic college transition Prep, online credit recovery) for identified students.

## Single Building District Improvement Report - Priority

Nah Tah Wahsh Public School Academy

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### BUDGETING

In preparation for the start of the 2013-14 school year, Nah Tah Wahsh PSA intends to make the following allocations:

The school will use Title 1 set-asides to fund additional positions including truancy prevention and tutoring, with emphasis on particular students (of any age) whose truancy puts them at risk of not graduating.

NTW is investigating options to provide rewards/incentives to staff and students for increased achievement.

### GENERAL

The Nah Tah Wahsh PSA in support of a redesigned student positive behavior plan is undergoing a thorough review of its current attendance policy, as compared to neighboring districts and BIE schools in the Midwest Region. The attendance plan focuses attention on students that regularly miss exposure to the curriculum. An attendance plan that features students making up lost instructional time is being drafted. A review of the athletic policy is underway.

**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 Nah Tah Wahsh PSA School District has only one building which serves students in grades K-12. With only one school within the school district, the superintendent is in a unique position to be fully involved within the reform plan process as the school staff and administration put every effort into redesigning systems to support change needed to increase student achievement.

The superintendent, on the behalf of Nah Tah Wahsh PSA, will serve as the district representative for the school reform support team. He will work closely with the school redesign team, the NTW PSA School Board, and the Hannahville Indian Community Tribal Council. The superintendent will guarantee the complete cooperation of the NTW staff with the ongoing assistance efforts being provided by the Delta-Schoolcraft ISD, Michigan Department of Education, and Northern Michigan University, NTW's chartering agent. The superintendent will also ensure the collaboration between the school redesign team, the NTW staff and the appointed ISD school improvement facilitator, the MDE/MSU intervention specialist, the school support team and any other individuals assigned to help with redesign plan support and implementation. NTW will comply with all MDE Priority School mandates by attending all required meetings and webinars, submitting all necessary documents, collaborating with appointed school improvement and intervention specialists, and providing financial funding, as needed. NTW will involve NMU in the redesign plan process and will also guarantee to keep NMU informed of all redesign plan procedures and communicate implementation status.

# Assurances Report

DRAFT

## 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>Teacher Evaluation and Assessment Tool Instructional Administrator Evaluation <a href="#">Teacher and Leader Evaluation Processes.pdf</a></p>
<p>Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)</p>	<p>Yes</p>	<p>Professional Development Calendar Assessment Schedule NWEA MAP score results by RIT score and Grade level equivalency <a href="#">Professional Development Calendar.pdf</a></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>School calendar for 2012-2013 and 2013-2014 School bell schedules for 2012-13 and for 2013-14 (Showing extended day) are attached. School, family, and community events schedule <a href="#">Increased Learning Time - School Calendar.pdf</a></p>
<p>Our school provides additional time to improve student learning and engagement through enrichment activities for students.</p>	<p>Yes</p>	<p>K-3 and 4-8 Enrichment schedules are attached. Master Bell Schedules for 2012-2013 and 2013-2014 showing the increased enrichment times. <a href="#">Increased Enrichment Opportunities.pdf</a></p>

**Single Building District Improvement Report - Priority**

Nah Tah Wahsh Public School Academy

<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><b>COLLABORATION TIME FOR TEACHERS</b> Nah Tah Wahsh will provide multiple opportunities for collaboration to work on building formative assessments, analyzing data, professional development, and curriculum alignment. Professional staff will work closely with outside consultants, instructional leaders, and coaches, to improve content knowledge. The School Reform Team list, PD Calendar, and Assessment schedule showing collaboration time is attached. <a href="#">Teacher Collaboration.pdf</a></p>
<p>Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.</p>	<p>No</p>	<p>Nah Tah Wahsh does not have a union and has no collective bargaining unit. Due to the lack of a collective bargaining unit, all personnel decisions are under the authority of the Nah Tah Wahsh Board of Education.  Attached are the minutes from the December School Board meeting showing that Board members are being kept up-to-date on the School Reform Plan. <a href="#">MOU or Collective Bargaining Agreement.pdf</a></p>

Nah Tah Wahsh Public School Academy  
 Teacher Evaluation and Assessment Tool  
 2012-2013

Teacher	
Assignment	
Administrator	
Date of Evaluation	
Evaluation Tool	/100
Signature of Administrator	
Signature of Teacher	

**Rating Scale**  
 100-95 Highly Effective  
 94-75 Effective  
 74-61 Minimally Effective  
 60-0 Ineffective

## **Nah Tah Wahsh Public School Academy Teacher Evaluation Process**

### **Purpose**

Teaching assumes a caring for the one taught, a respect for the integrity of what is being taught, and its connection to the past, present, and future life of the community. The process of the teacher evaluation outlined in this document will be used to reinforce that assumption. It will be used for the purpose of improving the quality of instruction and maintaining high quality professional practice. As a secondary function it will be used as a fair means of determining areas in professional practices in need of improvement.

### **Definitions**

A *New Teacher* is defined as a person who is in his or her first one to three years of employment at the Nah Tah Wahsh Public School Academy, regardless of prior experience in another setting.

A *Continuing Teacher* is defined as a person who has been employed as a teacher at the Nah Tah Wahsh Public School Academy for 3 or more years.

The *Five Domains of Professional Practice* used in this document for assessing teacher performance are 1) planning and preparation, 2) classroom environment, 3) instruction, 4) professional responsibilities, and 5) student growth. They were adapted by the Nah Tah Wahsh teachers from the research of Charlotte Danielson as outlined in her book *Enhancing Professional Practice: A Framework for Teaching*, the 2011 edition of the Framework for Teaching and Evaluation Instrument, and the locally developed teacher evaluation process.

*Formal Observation* is a method of collecting evidence to add to the evaluation of professional practice. It consists of a pre-conference with the teacher prior to the observation, the classroom observation, and a post-conference with the teacher following the observation.

### **The Process**

Every teacher will be evaluated every year using the Teacher Evaluation Process. A formal observation will be completed for each new teacher on an annual basis. Continuing teachers will be formally observed every third year on a rotating basis established by the Nah Tah Wahsh PSA administration and added as evidence to the portfolio evidence.

The evaluation will consist of:

1. Classroom Observations as outlined above (Appendix A)
2. A Teacher Portfolio (Appendix B)
3. A Summary Assessment and/or Effectiveness Rating (Appendix C)

### ***Classroom Observations***

The appropriate administrator will complete two classroom observations during the year of assessment,

1. The first observation will take place no later than December 1 or no later than 90 days after the hire of a new teacher.
2. A second observation will take place no later than May 1.

### ***Teacher Portfolio***

Each teacher will develop a portfolio. The teacher is expected to maintain the portfolio on an ongoing basis with current materials. The portfolio will contain:

#### ***1. Self-Assessment***

Once each year all teachers will complete and submit to administration a Self-Assessment Form with a narrative describing how they believe they meet the competencies described in the Four Domains of Professional Practice. This will be due by the end of the first semester.

#### ***2. Peer Observation Record***

Each year, as a part of continuing professional development, each teacher will be asked to visit the classroom of two other teachers to observe their teaching strategies. This is designed to be an opportunity for teachers to learn from one another. Documentation of the classroom visits will be verified by submitting a completed Peer Observation Form to administration no later than December 1 and May 1.

#### ***3. Evidence supporting competency in the Four Domains of Professional Practice***

Providing evidence of or artifacts showing competency is an ongoing process. Throughout the year, teachers are expected to review and add items that best describe their professional practice and delete items that are not relevant.

#### ***4. Domain 5: Goal sheets and documentation***

### ***Summary Assessment and/or Effectiveness Rating***

No later than June 30 of each year, the appropriate administrator will complete and submit a *Summary Assessment and/or Effectiveness Rating* to the Superintendent based upon the observations and the teacher portfolio. Teachers may be recommended for continuing employment, probation for one-year with specific areas for improvement identified, or not recommended for continuing employment.

## **TIMELINE**

### ***No later than October 31***

#### **Teachers**

- Submit to Administrator
- Completed Goal sheets

#### **Administrators**

- Submit to Teacher
- Completed First Classroom Observation Forms
- (Based on pre-conference, observation; post conference)

~~No later than May 1~~  
~~Administrators~~

**Submit to Teacher**  
Completed Second Classroom Observation Forms  
(Based on pre-conference, observation, post-conference)

~~No later than May 15~~  
~~All Teachers~~

**Submit to Administration**  
Completed Portfolio

~~No later than June 15~~  
~~Administrators~~

**Meet with all teachers to review portfolio and complete**  
***Summary Assessment and/or Effectiveness Rating***

~~No later than June 30~~  
~~Administrators~~

**Submit to Teacher and Superintendent**  
***Summary Assessment and/or Effectiveness Rating***

**appendix a**

**Nah tah wahsh public school academy**

**classroom observation forms**

**nah tah wahsh public school academy  
pre-conference form**

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

**Observer:** \_\_\_\_\_

**Date for Observation:** \_\_\_\_\_

**Time for Observation:** \_\_\_\_\_

Background information on class:

Teaching strategies to be used:

Lesson plan information:

Objective:

Standard:

Focus of observation:

Domain 2

Domain 3

Other

Date and time for post-conference:

**nah tah wahsh public school academy  
- observation record form**

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

**Observer:** \_\_\_\_\_

**Date for Observation:** \_\_\_\_\_

**Time for Observation:** \_\_\_\_\_

**Notes:**

**Nah Tah Wahsh public school academy  
post-conference  
Classroom Observation Summary**

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

Observer: \_\_\_\_\_

Date for Observation: \_\_\_\_\_

Time for Observation: \_\_\_\_\_

*Lesson Plan*

*Objective* (Was the objective met? What evidence do you have?)

*Other Components* (Was the lesson plan followed? What evidence do you have?)

*Critique of Lesson*

**Strengths of the Lesson.** Focus on what teaching strategies positively influenced **student learning.**

1.

2.

**Refinement:** Focus on one teaching strategy that, if changed, would make the greatest difference to **student learning.**

1.

**nah tah wahsh public school academy  
professional practice improvement plan**

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

**Supervisor:** \_\_\_\_\_

**Teaching Assignment:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Specify the area of deficiency (use one sheet for each deficiency). Identify the specific deficiency using the Four Domains of Professional Practice.

Provide a description of the evidence for the deficiency.

Identify the improvement objectives for the area of deficiency.

Identify the criteria for determining satisfactory performance.

Describe the method of overcoming the noted deficiency, models of developing needed skills, and assistance to be provided to the teacher in overcoming the area of deficiency.

Provide an overview of the intervention process (include date, event, and individual's expected involvement).

Provide a timeline to correct the area of deficiency.

Describe the consequences of failure to correct the deficiency.

Teacher's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor's signature: \_\_\_\_\_

Date: \_\_\_\_\_

**appendix b**  
**nah tah wash public school academy**  
**professional practice portfolio**

**nah tah wahsh public school academy**

**Suggested Organization of the Portfolio with Sample Sources of Information**

**Section I Professional Growth and Self-Assessment**

Self-Assessment Worksheet and Narrative

**Section II Domain 1: Planning and Preparation**

Sample Lesson Plans  
Sample Unit Plans  
Teaching Artifacts or List of Artifacts\*

**Section III Domain 2: The Classroom Environment**

Classroom Management Plan  
Classroom Rules  
Student Surveys  
Record of Students Sent to Office  
Data from Classroom Observation

**Section IV Domain 3: Instruction**

Teaching Artifacts or List of Artifacts\*  
Samples of Student Work  
Data from Classroom Observation

**Section V Domain 4: Professional Responsibilities**

Peer Observation  
Family Contact Logs/Records  
School Contribution Log  
Professional Contribution Log  
Professional Development Log/Records  
Classroom and Field Trip Records

**Section VI Domain 5: Student Growth**

Goals and outcomes  
Teaching Artifacts and Scores\*

\*Teaching artifacts include instructional materials or directions used by teachers to facilitate student learning. They vary from commercially prepared textbooks and learning aids, such as maps, software packages, and science kits; to teacher-improvised demonstrations, tests, and worksheets; to the use of educational technology hardware and software. In considering educational quality, artifacts must be learner oriented and designed to meet a specific benchmark.

If you have a completed Classroom Observation Record and a Classroom Observation Summary, you may include them in section II, III, or IV. Place them where you think they best illustrate your strengths.

**Nah Tah Wahsh Public School Academy  
Self-Assessment Worksheet**

Carefully reflect on your teaching performance in all four domains. Complete the self-assessment by using the tables showing levels of performance. **Provide a narrative to describe how you meet the domain competencies.**

Key: I=Ineffective M= Minimally Effective E= Effective H= Highly Effective

	I	M	E	H
<b>Domain 1: Planning and Preparation</b>				
1a. Demonstrating Knowledge of Content and Pedagogy				
1b. Demonstrating Knowledge of Students				
1c. Selecting Instructional Goals				
1d. Demonstrating Knowledge of Resources				
1e. Designing Coherent Instruction				
<b>Domain 2: Classroom Environment</b>				
2a. Creating an Environment of Respect and Rapport				
2b. Establishing a Culture for Learning				
2c. Managing Classroom Procedures				
2d. Managing Student Behavior				
2e. Organizing Physical Space				
<b>Domain 3: Instruction</b>				
3a. Communicating with Students				
3b. Questioning and Discussion Techniques				

3c. Engaging Students in Learning				
3d. Using Assessment in Instruction				
3e. Demonstrating Flexibility and Responsiveness				

	I	M	E	H
<b>Domain 4: Professional Responsibilities</b>				
4a. Reflecting on Teaching				
4b. Maintaining Accurate Records				
4c. Communicating with Families				
4d. Participating in Professional Community				
4e. Growing and Developing Professionally				
4f. Showing Professionalism				
<b>Domain 5: Student Growth</b>				
5a: Grade level/discipline Appropriate Assessment				
5b: School Improvement Goal Support Evidence				
5c: Positive Behavior Support Evidence				

**Narrative:**

**Narrative:**

**Domain 1: PLANNING AND PREPARATION**  
**Component 1a: Demonstrating Knowledge of Content and Pedagogy**  
 Elements: Knowledge of Content and Pedagogy  
 Knowledge of content and the Structure of the Discipline  
 Knowledge Prerequisite Relationships  
 Knowledge of Content-Related Pedagogy

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Knowledge of Content</b>	Teacher makes content errors or does not correct content errors made but students.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline.	Teacher displays solid content knowledge of the important concepts and the ways they relate to one another.	Teacher displays extensive content knowledge and the ways they relate to other disciplines.
<b>Knowledge of Relationships</b>	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
<b>Knowledge of Content-Related Pedagogy</b>	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.

**Domain 1: PLANNING AND PREPARATION**

**Component 1b: Demonstrating Knowledge of Students**

Elements: Knowledge of Characteristics (intellectual, social, and emotional) of Age Group

Knowledge of Students' Varied Approaches to Learning

Knowledge of Students' Skills and Knowledge

Knowledge of Students' Interests and Cultural Heritage

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Knowledge of Characteristics of Age Group</b>	Teacher displays little or no understanding of how students' learn, background, cultures, skills, interest, and special needs. Teacher does not differentiate lessons.	Teacher displays limited understanding of how students' learn, background, cultures, skills, interest, and special needs. Teacher lesson has limited (three levels) of differentiation.	Teacher purposefully seeks knowledge from several sources of students' backgrounds, culture, interest, and special needs and applies to lessons. Teacher has multi levels of differentiation in lessons.	Teacher displays knowledge of students' background, culture, interest, and special needs and it is visible in lesson plans and activities. Multi levels of well-planned differentiation.
<b>Knowledge of Students' Varied Approaches to Learning</b>	Teacher displays no familiarity with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
<b>Knowledge of Students' Skills and Knowledge</b>	Teacher displays little knowledge of students' skills, backgrounds, interests, culture, and special needs and does not seek such understanding	Teacher indicates the value of understanding students' skills, backgrounds, interest, culture, and special needs. Attempts to seek understanding.	Teacher purposefully seeks knowledge from several sources of students' background, culture, interest, skills, and special needs.	Teacher actively seeks knowledge of students' levels of development, backgrounds, cultures, and special needs from several different sources.
<b>Knowledge of Students' Interests and Cultural Heritage</b>	Teacher displays little knowledge of students' interest or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge	Teacher uses knowledge of the interests or cultural heritage of each student to enhance lesson.

**Domain 1: PLANNING AND PREPARATION**

**Component 1c: Selecting Instructional Goals**

Elements: Value, Sequence, and Alignment; Clarity;  
Suitability for Diverse Student; Balance

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Value, Sequence, and Alignment</b>	Outcomes represent low expectations and lack rigor.	Outcomes represent moderately high expectations and rigor.	Most outcomes represent rigorous and important learning in the discipline.	All outcomes represent rigorous and important learning in the discipline.
<b>Clarity</b>	Goals are either not clear or are stated as student activities.	Goals are only moderately clear or include a combination of goals and activities.	Most of the goals are clear but may include a few activities.	All the goals are clear, written in the form of student learning.
<b>Suitability for Diverse Students</b>	Outcomes reflect only one type of learning and only one discipline.	Outcomes reflect several types of learning.	Outcomes reflect several different types of learning and opportunities for coordination.	Outcomes reflect several different types of learning and where appropriate represent opportunities for both coordination and integration.
<b>Balance</b>	Outcomes reflect only one type of learning and one discipline or stand. Suitable for only some students	Outcomes reflect several types of learning but are suitable for most of the class, not all.	Outcomes reflect several different types of learning and are suitable to groups of students in the class and are differentiated where necessary.	Outcomes are differentiated to encourage individual students to take education risk.

**Domain 1: PLANNING AND PREPARATION**  
**Component 1d: Demonstrating Knowledge of Resources**  
 Elements: Resources for Teaching  
 Resources for Students

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Resources for Teaching</b>	Teacher is unaware of resources available through the school, ISD, BIA, or community.	Teacher displays limited awareness of resources available through the school, ISD, BIA, or community.	Teacher is fully aware of all resources available through the school, ISD, BIA, or community.	Teacher has extensive knowledge of resources, not only through the school, ISD, BIA or Community but through Universities, Internet, and Teacher sharing.
<b>Resources for Students</b>	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school, ISD, BIA, or community.	Teacher is fully aware of all resources available through the school, ISD, BIA, or community and knows how to gain access for students.	Teacher is aware of resources available through the school, ISD, BIA or community and regularly utilizes them.

**Domain 1: PLANNING AND PREPARATION**

**Component 1c: Designing Coherent Instruction**

Elements: Learning Activities; Instructional Materials and Resources;  
Instructional Groups; Lesson and Unit Structure

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Learning Activities</b>	Learning The-series of learning experiences is poorly aligned with the instruction outcomes and does not represent a coherent structure	Only some of the learning activities are suitable to students or instructional outcomes. No differentiation for different students.	Teacher coordinates knowledge of content of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.	Plans represent the coordination of in-depth content knowledge. Understanding of different students' needs, and available resources, resulting in a series of learning activities designed to engage students in high-level cognitive activity.
<b>Instructional Materials and Resources</b>	Materials and resources do not support the learning outcomes or engage students in meaningful learning.	Learning resources are suitable, but there is limited variety.	Teacher provides a variety of appropriately challenging materials and resources.	Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
<b>Instructional Groups</b>	Instructional groups do not support learning.	Instructional groups are random or only partially support objectives.	Instructional groups are organized thoughtfully to maximize learning and build on student strengths.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
<b>Lesson and Unit Structure</b>	The lesson or unit has no clearly defined structure, or sequence and are unrealistic in their expectations.	Lesson structure is uneven or may be unrealistic in terms of time expectations.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The structure of the lesson or unit is clear and allows for differentiated individual student needs.

**Domain 1: PLANNING AND PREPARATION**

**Component 1f: Designing Student Assessments**

Elements: Congruence with Instructional Goals; Criteria and Standards;

Use for Planning; Design of Formative Assessments

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Congruence with Instructional Goals</b>	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
<b>Criteria and Standards</b>	The proposed approach contains non clear criteria or standards	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards
<b>Use for Planning</b>	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.
<b>Design of Formative Assessments</b>	Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.

**Domain 2: CLASSROOM ENVIRONMENT**

**Component 2a: Creating an Environment of Respect and Rapport**

Elements: Teacher Interaction with Students including Words/Actions;

Student Interaction with Other Students Including Words/Actions

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Teacher Interaction with Students Including Words/Actions</b>	Teacher interaction with students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
<b>Student Interaction with Other Students Including Words/Actions</b>	Student interactions are characterized by conflict, sarcasm, or put-downs and teacher does not deal with the disrespectful behavior.	Student interactions characterized by negative behavior toward one another. Teacher attempts to respond to disrespectful behavior, with uneven results.	Student interactions are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students.	Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals

**Domain 2: CLASSROOM ENVIRONMENT**  
**Component 2b: Establishing a Culture for Learning**  
 Elements: Importance of the Content and of Learning  
 - Student Pride in Work  
 - Expectations for Learning and Achievement

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Importance of the Content and of Learning</b>	Classroom culture is characterized by a lack of teacher or student commitment to learning and/or no investment of the student energy into the task at hand. Hard work is not expected or valued.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
<b>Student Pride in Work</b>	Students demonstrate little or no pride in their work. Class time is devoted more to socializing than to learning.	Students comply with the teacher's expectations for learning, but they don't indicate commitment on their own initiative for the work.	Students understand their role as learners and consistently expend effort to learn.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
<b>Expectations for Learning and Achievement</b>	Teacher conveys to at least some students that the work is too challenging for them. Medium or low expectations for student achievement are the norm	Teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have natural aptitude for subject.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

**Domain 2: CLASSROOM ENVIRONMENT**  
**Component 2c: Managing Classroom Procedures**

Elements: Management of Instructional Groups; Management of Transitions; Management of Materials and Supplies; Performance of Noninstructional Duties; Supervision of Volunteers and Paraprofessionals

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Management of Instructional Groups</b>	Students not working with the teacher are not productively engaged in learning or are disruptive to the class.	Small groups are only partially engaged while not working directly with the teacher.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
<b>Management of Transitions</b>	Little or no evidence that the teacher is managing transitions	Transitions are inconsistent, the result being disruption of learning.	Transitions occur smoothly, with little loss or disruption of instructional and learning time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
<b>Management of Materials and Supplies</b>	Little or no evidence that the teacher is managing and/or handling of materials and supplies effectively	Management of materials and supplies is inconsistent, the result being disruption of learning.	Routines for handling materials and supplies occur smoothly, with little loss of learning and instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation, little or no time loss from learning.
<b>Performance of Noninstructional Duties</b>	Much instruction time is lost through inefficient classroom routines and procedures. Little evidence that students know or follow established routines.	Systems for performing noninstructional duties are fairly inefficient, resulting in little loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming responsibility for efficient operation.
<b>Supervision of Volunteers and Paraprofessionals</b>	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make substantive contribution to the classroom environment.

**Domain 2: CLASSROOM ENVIRONMENT**

**Component 2d: Managing Student Behavior**

Elements: Expectations

Monitoring of Student Behavior

Response to Student Misbehavior

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Expectations</b>	No standards of conduct appear to have been established.	Standards of conduct appear to have been established for most situations, but their implementation is inconsistent.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<b>Monitoring Student Behavior</b>	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Teacher frequently monitors student behavior against established standards of conduct.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
<b>Response to Student Misbehavior</b>	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student behavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

**Domain 2: CLASSROOM ENVIRONMENT**

*Component 2e: Organizing Physical Space*

Elements: Safety and Accessibility

Arrangement of Furniture and use of Physical Resources

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Safety and Accessibility</b>	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
<b>Arrangement of Furniture and use of Physical Resources</b>	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

**Domain 3: INSTRUCTION**

*Component 3a: Communicating with Students*

Elements: Directions and Procedures; Oral and Written Language;  
Expectations for Learning; Explanations of Content

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Directions and Procedures</b>	Directions and procedures are confusing to students.	Directions and procedures need to be clarified after initial student confusion.	Directions and procedures are clearly communicated.	Directions and procedures are clear and anticipate possible student misunderstanding.
<b>Oral and Written Language</b>	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interest.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.
<b>Expectations for Learning</b>	Instructional purpose of lesson is unclear.	Attempt to explain instructional purpose has limited success.	Instructional purpose is clearly communicated including where it is situated within broader learning.	Teacher links instructional purpose to student interests and students contribute to extend the content and help explain to their classmates.
<b>Explanations of Content</b>	Explanation of content contains major errors.	Explanation contains minor errors. Some portions are clear, while other portions are difficult to follow.	Explanation of content is well scaffolded. It is clear, accurate and connects with students' knowledge and experience.	Explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connections to student interests.

**Domain 3: INSTRUCTION**

**Component 3b: Questioning and Discussion Techniques**

Elements: Quality of Questions/Prompts; Discussion Techniques; Student Participation

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Quality of Questions/Prompts</b>	Teacher's questions are of low cognitive challenge, require single correct responses and are asked in rapid succession.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.	Although the teacher uses some low-level questions, he or she asks the students questions designed to promote thinking and understanding.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.
<b>Discussion Techniques</b>	Interaction between teacher and students is predominately recitation style, with teacher mediating all questions and answers.	Teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.	Classroom interaction represents true discussion with the teacher providing adequate time and stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
<b>Student Participation</b>	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

**Domain 3: INSTRUCTION**

*Component 3c: Engaging Students in Learning*

Elements: Activities and Assignments; Grouping of Students;  
Instructional Materials and Resources; Structure and Pacing

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Activities and Assignments</b>	Activities and assignments are poorly aligned with instructional outcomes or require only rote responses.	Some activities and assignments are partially aligned to instructional outcomes, but require only minimal thinking by students, allowing most to be passive or merely compliant.	Activities and assignments are aligned with the instructional outcomes and are designed to challenge student thinking. The result being that most students display active intellectual engagement with teacher scaffolding, when appropriate.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.
<b>Grouping of Students</b>	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only appropriate to a portion of the students and/or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
<b>Instructional Materials and Resources</b>	Instructional materials and resources are poorly aligned to instructional outcomes.	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purpose.
<b>Structure and Pacing</b>	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, but it is not uniformly maintained throughout the lesson. Pacing may not provide students the time needed to be intellectually engaged.	The lesson has a clearly defined structure around which the activities are organized. Pacing is appropriate, providing most students the time needed to be intellectually engaged.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.

**Domain 3: INSTRUCTION**

**Component 3d: Using Assessment in Instruction**

Elements: Assessment Criteria; Monitoring of Student Learning;  
Feedback to Students; Student Self-Assessment and Monitoring of Progress

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Assessment Criteria</b>	Students are unaware of criteria.	Students are partially aware of criteria.	Students appear to be aware of the assessment criteria.	Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.
<b>Monitoring of Student Learning</b>	Teacher makes no effort to determine whether students understand the lesson.	Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Questions, prompts and assessments are used to diagnose evidence of learning.	Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.
<b>Feedback to Students</b>	Feedback is of poor quality or absent.	Feedback is general and lacks quality.	Feedback is specific and advances learning.	A variety of feedback, from both their teacher and their peers is accurate, specific, and advances learning.
<b>Student Self-Assessment and Monitoring of Progress</b>	Little or no assessment of learning by teacher and students do not engage assessment.	Assessment is used sporadically by teacher and/or students and teacher does some monitoring of progress in learning; few students assess their own work.	Assessment is used regularly by the teacher and/or students during the lesson and through monitoring of learning progress. Some students engage in self-assessment	Assessment is fully integrated into instruction through extensive use of formative assessment and students self-assess and monitor their progress.

**Domain 3: INSTRUCTION**

*Component 3c: Demonstrating Flexibility and Responsiveness*

Elements: Lesson Adjustment; Response to Students; Persistence

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Lesson Adjustment</b>	Teacher adheres rigidly to an instructional plan in spite of evidence of poor student understanding or interest.	Teacher attempts to modify lesson when needed.	Teacher promotes successful learning of all students, making minor adjustments as needed to instructional plans.	Teacher successfully adjusts and differentiates instruction to address individual student misunderstandings.
<b>Response to Students</b>	Teacher ignores students' questions or interests.	Teacher attempts to accommodate students' questions and interests with moderate success.	Teacher successfully accommodates students' questions, needs and interests.	Teacher seizes an opportunity to enhance learning, spontaneous event or student interests.
<b>Persistence</b>	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

**Component 4a: Reflecting on Teaching**

Elements: Accuracy  
Use in Future Teaching

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Accuracy</b>	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
<b>Use in Future Teaching</b>	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what s/he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

**Component 4b: Maintaining Accurate Records**

Elements: Student Completion of Assignments

Student Progress in Learning

Non-instructional Records

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Student Completion of Assignments</b>	Teacher's system for maintaining information on student completion of assignments is nonexistent or in disarray.	Teacher's system for maintaining information of student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information of student completion of assignments is fully effective.	Teacher's system for maintaining information of student completion of assignments is fully effective. Students participate in the maintenance of records.
<b>Student Progress in Learning</b>	Teacher has no system for maintaining information on student progress in learning; or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information of student progress is fully effective.	Teacher's system for maintaining information of student progress is fully effective. Students contribute information and interpretation of the records.
<b>Noninstructional Records</b>	Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.	Teacher's records for noninstructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on noninstructional activities is fully effective.	Teacher's system for maintaining information on noninstructional activities is fully effective, and students contribute to its maintenance.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

**Component 4c: Communicating with Families**

Elements: Information about the Instructional Program

Information about Individual Students

Engagement of Families in the Instructional Program

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Information about the Instructional Program</b>	Teacher communication with families is sporadic or culturally inappropriate.	Teacher communication is sporadic with families and is one-way and not always culturally appropriate.	Teacher communicates frequently with families about the instructional program and information is conveyed in a culturally appropriate manner.	Teacher's communication about the instructional program is frequent and successful.
<b>Information about Individual Students</b>	Teacher communication about individual students is sporadic or culturally inappropriate.	Teacher communication about individual students is sporadic and one-way and not always culturally appropriate.	Teacher communicates with families frequently and conveys information about individual students.	Teacher's response to family concerns is professional and culturally sensitive.
<b>Engagement of Families in the Instructional Program</b>	Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to engage families in the instructional program.	Teacher makes some attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**Component 4d: Participating in Professional Community**  
 Elements: Service to the School; Participation in School Projects  
 Relationships with Colleagues; Involvement in a Culture of Professional Inquiry

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Service to the School</b>	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events making a substantial contribution.	Teacher volunteers to participate in school events, makes a substantial contribution and assumes a leadership role in at least some aspect of school life.
<b>Participation in School Projects</b>	Teacher avoids becoming involved in school projects.	Teacher participates in school projects when specifically asked.	Teacher volunteers to participate in school projects making a substantial contribution.	Teacher volunteers to participate in school and district projects, makes a substantial contribution and assumes a leadership role in a major school or district project.
<b>Relationships with Colleagues</b>	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Teacher's relationships with colleagues are characterized by mutual support and cooperation.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among faculty.
<b>Involvement in a Culture of Professional Inquiry</b>	Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.	Teacher participates in a professional culture of inquiry when asked to do so.	Teacher actively participates in a professional culture of inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**Component 4e: Growing and Developing Professionally**  
 Elements: Enhancement of Content Knowledge and Pedagogical Skills  
 Service to the Profession; Receptivity to Feedback from Colleagues

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Enhancement of Content Knowledge and Pedagogical Skills</b>	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his/her classroom.
<b>Service to the Profession</b>	Teacher makes no effort to share knowledge with others or to assume professional responsibilities	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.
<b>Receptivity to Feedback from Colleagues</b>	Teacher resists feedback on teaching performance from either supervisors or colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.	Teacher welcomes feedback from colleagues-wither when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

**Component 4f: Showing Professionalism**

Elements: Integrity and Ethical Conduct; Service to Students; Advocacy;  
Decision Making; Compliance with School and District Regulations

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Integrity and Ethical Conduct	Teacher displays dishonesty in interactions with colleagues, students and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public.	Teacher takes leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.
Service to Students	Teacher is not alert to students needs	Teacher attempts, though inconsistently, to serve students.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
Advocacy	Teacher's contribution to school practices result in some student's being ill-served-by the school.	Teacher does not knowingly contribute to come students' being ill-served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally under-served, are honored in the school.
Decision Making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited but genuinely professional considerations.	Teacher maintains an open mind in team or departmental decision-making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with School and District Regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

**DOMAIN 5: Student Growth**  
**Component 5a: Grade Level/Discipline Appropriate Assessment**  
 Element: Grade Level/Discipline Growth

<i>Annual Objective: What is the teacher's objective as directly related to grade level/discipline?</i>
<i>Strategies/Activities: How will the teacher specifically ensure that students are successful?</i>
<i>Measurement tools/Evidence: How will the teacher measure success? i.e. pre/posttest, grade level common assessment, Unit/Chapter tests?</i>
<i>Administrator Assistance: How can the administrator assist the teacher in achieving these objectives?</i>

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Student Growth at grade level or specific discipline	The GL/D growth objective was not met, and some regression is noted.	The GL/D growth objective was partially met	The GL/D growth objective was met.	The GL/D growth objective was exceeded.

**DOMAIN 5: Student Growth**  
**Component 5b: School Improvement Goals Support Evidence**  
 Element: School Improvement Goals Growth

<i>Annual Objective: What is the teacher's objective as directly related to a School Improvement Goal?</i>
<i>Strategies/Activities: How will the teacher specifically ensure that students are successful?</i>
<i>Measurement tools: How will the teacher measure success? i.e. pre/posttest, grade level common assessment, Unit/Chapter tests?</i>
<i>Administrator Assistance: How can the administrator assist the teacher in achieving these objectives?</i>

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
<b>Student Growth in School Improvement Goal</b>	The SIG growth objective was not met, and some regression is noted.	The SIG growth objective was partially met	The SIG growth objective was met.	The SIG growth objective was exceeded.

**DOMAIN 5: Student Growth**  
**Component 5c: Positive Behavior Support Evidence**  
 Element: Positive Behavior Support Growth

<i>Annual Objective: What is the teacher's objective as directly related to positive behavior support?</i>
<i>Strategies/Activities: How will the teacher specifically ensure that students are successful?</i>
<i>Measurement tools: How will the teacher measure success?</i>
<i>Administrator Assistance: How can the administrator assist the teacher in achieving these objectives?</i>

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
<b>Student Growth in Positive Behavior Support</b>	The PBS growth objective was not met, and some regression is noted.	The PBS growth objective was partially met	The PBS growth objective was met.	The PBS growth objective was exceeded.

**Nah Tah Wahsh public school academy**  
**Peer Observation Summary Sheet**

**Name:**

**Teacher Observed:**

**Date of Pre-conference:**

**Date of Observation:**

**Length of Observation (Time):**

**Date of Post-Conference:**

**Objectives of Observation** (What was the purpose of the observation? What did you hope to learn from the observation?)

**Key Learning** (What did you learn from the observation? What successful teaching strategies did you learn from the observation that you might incorporate into your own teaching?)

**Planned Actions to Incorporate Ideas Learned from the Observation into Your Own Teaching.**

## **Appendix C**

**Nah Tah Wahsh Public School Academy**

**Summary Teacher Assessment  
and Effectiveness Rating**

**Nah Tah Wahsh Public School Academy  
Summary teacher Assessment**

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

Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Title: \_\_\_\_\_

**Part I  
Assessment**

*Assessment of Teaching*

Observation dates: 1) \_\_\_\_\_ 2) \_\_\_\_\_

Summary of the two classroom visits.

Strengths:

Area(s) for Refinement:

Additional Information:

*Assessment of Portfolio*

Professional Growth Plan:

Self-Assessment:

Peer Observation:

Domain 1: Planning and Preparation

Domain 2: Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Domain 5: Student Growth

### Effectiveness Rating

RUBRIC	WEIGHT	SCORE From Individual Rubrics
Domain 1: <i>Planning and Preparation</i>	<b>10%</b>	_____ x .10 =
Domain 2: <i>Classroom Environment</i>	<b>15%</b>	_____ x .15 =
Domain 3: <i>Instruction</i>	<b>25%</b>	_____ x .25 =
Domain 4: <i>Professional Responsibilities</i>	<b>10%</b>	_____ x .10 =
Domain 5: <i>Student Growth</i>	<b>40%</b>	_____ x .40 =
Comments:	<b>100%</b>	Total: _____/100%

**Rating Scale**  
 100-95 Highly Effective  
 94-75 Effective  
 74-61 Minimally Effective  
 60-0 Ineffective

**Part II**  
**Recommendation**

\_\_\_\_\_ The teacher meets or exceeds the standards of professional practice established by the Nah Tah Wahsh Public School Academy.

Recommendation \_\_\_\_\_ Second Year Employment

\_\_\_\_\_ Continuing Employment

\_\_\_\_\_ The teacher has failed to meet one or more of the standards of professional practice established by the Nah Tah Wahsh Public School Academy.

Recommendation \_\_\_\_\_ One-Year Probation

\_\_\_\_\_ The teacher has continually failed to meet the standards of professional practice established by the Nah Tah Wahsh Public School Academy and has failed to satisfactorily respond to suggestions for improvement.

Recommendation \_\_\_\_\_ Not recommended for  
Continuing Employment

Teacher's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Note to teachers: Your signature on this document simply indicates that you have received a copy of the document and that you have had the opportunity to discuss the contents with your supervisor. If you care to comment on any part of the evaluation, you may do so, in writing, within three working days of signing the evaluation.

## **Appendix D**

Nah Tah Wahsh Public School Academy

: Optional Forms

**Nah Tah Wahsh Public school Academy  
Family Contact Log**

Teacher: \_\_\_\_\_ School Year: \_\_\_\_\_

Date	Person Contacted	Type of Contact (person, phone)	Purpose	Outcome

**Nah Tah Wahsh Public School Academy**  
**School Contribution Log**

Teacher: \_\_\_\_\_ School Year: \_\_\_\_\_

Date	Event (e.g. committee meeting, open house)	Contribution

**Nah Tah Wahsh Public School Academy  
Professional Contribution Log**

Teacher: \_\_\_\_\_ School Year: \_\_\_\_\_

Date	Event (e.g. conference presentation, mentoring)	Time Hours/Minutes	Contribution

**Nah Tah Wahsh Public School Academy**  
**Professional Development Log**

Teacher: \_\_\_\_\_ School Year: \_\_\_\_\_

<b>Date</b>	<b>Event</b> <b>(e.g. workshop, conference, course)</b>	<b>Time</b> <b>Hrs/Min</b>	<b>Benefits Derived</b>

# INSTRUCTIONAL ADMINISTRATOR EVALUATION

Principals & State & Federal Programs Coordinator

## The evaluation system meets the following criteria, as prescribed by law:

- ✓ Student growth and assessment is a significant component of the overall rating.
- ✓ Student growth is measured using research-based measures.
- ✓ Professional competence is determined through multiple direct observations.
- ✓ Results are used to inform professional development for the succeeding year.
- ✓ Ensures that administrators are evaluated annually.
- ✓ Additional items required to be included are denoted with an \*

## The administrator evaluation system is based on the following criteria:

Student Growth and Achievement	25%
Management	25%
Instructional Leadership	25%
Personal Leadership	25%

*The law requires that student achievement & growth represent 25% of the overall rating in 2013-14 and then increase progressively to 40% in 2014-15, and 50% in 2015-16. For 2011-12 and 2012-13, this component will be measured primarily by the ability for the administrator to establish strategies and implement systems that are intended to increase student achievement and growth and evidence supporting the targets identified. Examples may include (1) establishing building-wide targets for achievement growth in core subjects, (2) identifying the measures that will be used to evaluate achievement/growth and (3) professional development and training needed to increase achievement/growth. In 2014 and beyond, the weight for each section will be adjusted in order to meet the 40 and 50% requirement.*

## Process:

1. The Superintendent will meet with each administrator in the fall. Administrators will review and complete the "Preliminary Goal-Setting" page prior to the conference. This page will be a point of discussion during the pre-conference.
2. The Superintendent will conduct series of informal visits throughout the year to assess each of the criteria on which the administrator will be evaluated.
3. The administrator will complete a self-assessment using the evaluation template. The self-assessment will include evidence that supports the administrator's rating for each category.
4. The Superintendent will meet with the administrator during the month of March to review the self-assessment and any data/evidence collected.
5. The Superintendent will complete the evaluation prior no later than March 15<sup>th</sup>.
6. If/when it is determined by the Board that salary increases are possible for employees, those administrators rated as effective or highly effective shall be provided said increases or adjustments based on the level of attainment.

## STUDENT ACHIEVEMENT GOALS

<p><b>GOALS &amp; OBJECTIVE(S)</b></p>	<p>What are the principal's objectives as related to the school improvement goals?</p>	
<p><b>STRATEGIES</b></p>	<p>What specific <u>research-based</u> strategies will the principal use to achieve these objectives?</p>	
<p><b>MEASUREMENT</b></p>	<p>How will the principal measure the successful attainment of these objectives?</p>	
<p><b>EVIDENCE &amp; TARGET GOALS</b></p>	<p>What evidence will the principal produce to illustrate the extent to which these target goals were met?</p>	
<p><b>SUPPORT</b></p>	<p>What support might be needed from the superintendent?</p>	
<p><b>DISCUSSION/ SUMMARY</b></p>	<p>To what extent were target goals met in order to further student achievement?</p>	
<p><b>PROFESSIONAL DEVELOPMENT</b></p>	<p>What professional development/training is required in order to maximize success in the coming year?</p>	

**STUDENT GROWTH & ACHIEVEMENT (25%)**

<b>STUDENT ACHIEVEMENT GOALS</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
Goals and objectives clearly aligned to research and best practice and evidence exists that reflect improvement.	Goals and objectives tied to previous performance and evidence reflects improvement.	Goals and objectives tied to previous performance however not all objectives can be measured.	Little or no evidence exists that supports the connection between goals and results.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

<b>STUDENT ACHIEVEMENT RESULTS - Including AYP Status</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
Consistent record of improved student achievement on multiple indicators of student success; results greatly exceed performance for comparable schools.	Meets performance goals for student achievement. Overall performance improves, as does the achievement of each subgroup of students. Does not confuse effort with results.	Some evidence of improvement, but insufficient evidence that current steps will create the improvements necessary to achieve student performance goals.	Little to no evidence of improvement; has not taken decisive action in order to improve student achievement.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

**STUDENT ATTENDANCE \***

<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
School has average attendance of 95% or greater.	School has average attendance between 93% and 94%.	School has average attendance between 90% and 92%.	School has average attendance of 89% or below.

Evidence:

Highly Effective     Effective     Minimally Effective     Ineffective

**MANAGEMENT (25%)**

<b>BUDGETING</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
Actively pursues alternative operational strategies and forecasts challenges in order to meet and exceed budget expectations.	Meets budget expectations consistently.	Attempts to work within the confines of the budget, however is not always successful.	Budgeting performance suggests this is a low priority.

Evidence:

Highly Effective     Effective     Minimally Effective     Ineffective

<b>PROBLEM-SOLVING</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
Evidence of proactive problem-solving relative to departmental priorities, policies and	Effectively responds to changing needs and policies as they arise.	Spends time managing changing needs and policies however is generally responsive rather than proactive.	Difficulty forecasting changing needs and policies.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

<b>FACILITIES &amp; OPERATIONS</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
Building and/or department is consistently clean, organized and all employees demonstrate pride in their work and execute responsibilities in an orderly fashion.	Building and/or department is consistently clean, organized and operates in an orderly fashion.	Building and/or department is generally clean and organized.	Building and/or department appears unorganized and/or disorderly at times.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

PROFESSIONAL DEVELOPMENT		
Highly Effective	Effective	Minimally Effective
Orchestrates aligned, high quality coaching, workshops, school visits, and other professional learning tuned to staff needs based on student performance. Evidence:	Orchestrates regular teacher team meetings as the prime focus for professional learning.	Suggests that teacher teams work together to address students' learning challenges.
[ ] Highly Effective [ ] Effective [ ] Minimally Effective [ ] Ineffective		Ineffective Does not emphasize teamwork and teachers work mostly in isolation from colleagues.

COMMUNICATION		
Highly Effective	Effective	Minimally Effective
Skillfully and clearly communicates goals to all stakeholders in a manner that elicits support and buy-in. Evidence:	Uses a variety of communication strategies (e.g. face-to-face, newsletters, websites) to communicate with stakeholders	Has a limited communication repertoire and some key stakeholders are not aware of school goals/expectations.
[ ] Highly Effective [ ] Effective [ ] Minimally Effective [ ] Ineffective		Ineffective Is not an effective communicator, and others are often left guessing about policies and direction

**INSTRUCTIONAL LEADERSHIP (25%)**

<b>MISSION &amp; VISION</b>		
<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>
<p><input type="checkbox"/> Highly Effective [ ] Effective [ ] Minimally Effective [ ] Ineffective</p> <p>Cultivates ownership of a compelling instructional vision, with specific goals that make plain what the vision looks like in the short-term and long-term. All key decisions are aligned to this vision. Evidence:</p>	<p>Inspires and gains the commitment of others towards the school's vision, mission, values, and organizational goals.</p>	<p style="text-align: center;"><b>Minimally Effective</b></p> <p>Promotes a vision of high standards and expectations for all students.</p> <p style="text-align: center;"><b>Ineffective</b></p> <p>Has a personal vision for the school and student success, but it is disconnected from the beliefs held by many stakeholders.</p>

<b>CLASSROOM OBSERVATIONS</b>		
<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>
<p><input type="checkbox"/> Highly Effective [ ] Effective [ ] Minimally Effective [ ] Ineffective</p> <p>All teachers are visited frequently and receive prompt and helpful feedback. Time spent observing teachers and providing quality feedback is considered sacred. Evidence:</p>	<p>Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.</p>	<p style="text-align: center;"><b>Minimally Effective</b></p> <p>Tries to get into classrooms but is often distracted by other events and rarely provides feedback.</p> <p style="text-align: center;"><b>Ineffective</b></p> <p>Only observes teachers during formal observation visits.</p>

**EVALUATION OF TEACHERS & STAFF \***

<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
<p>Prioritizes teacher/staff evaluation over competing commitments and understands the importance of dedicating the time and resources necessary to ensure the accurate evaluation of every teacher.</p> <p>Evidence:</p>	<p>Uses teacher/staff evaluations to credibly differentiate the performance of teachers in order to develop a clear picture of the strengths and learning needs of each teacher.</p>	<p>Many teachers/staff at the school are evaluated as effective or highly effective.</p>	<p>Most or all teachers/staff at the school are evaluated as effective or highly effective.</p>
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Minimally Effective	<input type="checkbox"/> Ineffective

**STAFF COLLABORATION**

<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
<p>Establishes a culture of collaboration where teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are widespread and aligned to instructional priorities.</p> <p>Evidence:</p>	<p>Supports ongoing teacher reflection, conversation, and collaboration by providing sufficient time, tools, and holding collaborative teams accountable for their work.</p>	<p>Promotes collaboration among team members that generally focuses on instruction.</p>	<p>Teacher collaboration is non-existent or not aligned to clear academic priorities.</p>
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Minimally Effective	<input type="checkbox"/> Ineffective

**MAINTAINING HIGH EXPECTATIONS**

<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
Empowers teachers and staff to set high and demanding academic and behavior expectations for every student. Students are consistently learning, respectful, and on task.	Sets clear expectations for student academics and behavior, establishing consistent practices across classrooms.	Urges staff to demand academic success and/or good student behavior, but allows different standards in different classrooms.	Accepts poor academic performance and/or student behavior.
Evidence:			
[ ] Highly Effective [ ] Effective [ ] Minimally Effective [ ] Ineffective			

**PERSONAL LEADERSHIP (25%)**

<b>ETHICS</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
Models professional, ethical behavior at all times and expects it from others.	Expresses and behaves in a way that is respectful of the norms, values, and culture of the organization.	Understand the norms, values, and culture of the organization, but is not always consistent in behaving that way.	Behaves and acts in a way that does not consider the norms, values, and culture of the organization.
Evidence:			
[ ] Highly Effective [ ] Effective [ ] Minimally Effective [ ] Ineffective			

ORGANIZATION AND COMPLIANCE		
<i>This includes meeting state/federal reporting requirements and other directives/tasks in a timely manner.</i>		
Highly Effective	Effective	Ineffective
Establishes yearly, monthly, weekly, and daily priorities and objectives, relentlessly getting the highest-leverage activities done. Evidence:	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of what needs to be accomplished that day, but often loses focus on them. Has a list in his or her head of tasks to be accomplished each day, but often loses track. Evidence:
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective		

PERSONALITY, ATTITUDE & RELATIONSHIPS		
Highly Effective	Effective	Ineffective
Projects a positive, team-oriented attitude, making all stakeholders (including students and parents) feel supported, respected and valued. Evidence:	Projects a positive attitude and is respectful of differing opinions and beliefs.	Is personally courteous and respectful. Has difficulty separating his/her attitude from interpersonal relationships. Evidence:
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective		

**SOLICITING FEEDBACK \***

<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
Actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement, personal development and the school improvement process. Evidence:	Seeks out feedback and acts upon it to shape strategic priorities aligned to student achievement.	Accepts feedback when approached and occasionally includes it in his/her priorities.	Avoids or does not value feedback and it is not evident in his/her priorities.
[ ] Highly Effective [ ] Effective [ ] Minimally Effective [ ] Ineffective			

**PERSISTENCE**

<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
Goes above and beyond typical expectations to achieve exceptional results. Not afraid to take risks to focus key stakeholders more closely on student achievement. Evidence:	Coupled with outstanding attendance, works extra hours to complete work even when not required; takes on voluntary responsibilities that contribute to both the school and the district.	Completes assigned responsibilities as required and without extra supervision.	Does not show up for work reliably or requires extra supervision to fulfill assigned responsibilities.
[ ] Highly Effective [ ] Effective [ ] Minimally Effective [ ] Ineffective			

# EVALUATION SUMMARY PAGE

<b>Administrator:</b>	<b>School Year:</b>
<b>Assignment:</b>	<b>Evaluator:</b>

Criteria	Rating			Score	
	HE (1)	E (.8)	ME (.7)	I (0)	Final
<b>Student Growth and Achievement (25%)</b>					
Student Achievement Goals					X
Student Achievement Results					X
Student Attendance*					X
<b>Management (25%)</b>					
Budgeting					
Problem-Solving					X
Facilities & Operations					X
Professional Development					
Communication					X
<b>Instructional Leadership (25%)</b>					
Mission and Vision					X
Classroom Observation					X
Evaluation of Teachers*					X
Staff Collaboration					X
Maintaining High Expectations					X
<b>Personal Leadership (25%)</b>					
Ethics					X
Organization & Compliance					X
Personality & Attitude					X
Soliciting Feedback*					X
Persistence					X
<b>Overall Rating:</b>	<input type="checkbox"/> Highly Effective 90-100 <input type="checkbox"/> Effective 80-89 <input type="checkbox"/> Minimally Effective 70-79 <input type="checkbox"/> Ineffective 0-69			<b>Total:</b>	

Comments by Superintendent & Opportunities for Growth:

Comments by Administrator:

<b>Superintendent's Signature:</b>	<b>Date:</b>
<b>Administrator's Signature:</b>	<b>Date:</b>

**Professional Development Calendar  
2012-2013**

August	27th	28th	29th	30th
	Bloodborne Pathogens Hazardous Materials Etc.	Active Shooter Training Grab & Go Bags Power of Teaching	MiBLSi Teacher Evaluation School Improvement	SmartBoard Training

Month	Tuesday (.75 Hours)	Thursday (.75 Hours)	Tuesday (3.5 Hours)	Thursday (.75 Hours)	Tuesday (.75 Hours)	Thursday (.75 Hours)	Tuesday (.75 Hours)	Thursday (.75 Hours)
September	Mandatory Reporting	Data Conversation	?	Data Conversation	K-5 Differentiation, 6-12 Behavior Plan	Data Conversation	Grade level meetings	Dibels Net
October	Data Conversation	Data Conversation	Cultural Competence	Data Conversation	Data Conversation	Data Conversation	Data Conversation	Health Fair Data
November	NO PD - Election day	Student-led conferences	MTSS, MAP, Teacher Eval Process	No School	No School	No School	Review Redesign Plan	Intervention Groups
December	Grade level data review	Gather/Distribute MAP Data	NWEA MAP Consultant	MAP Follow Up	DesCartes	No School	No School	No School
January	No School	Reform Plan Review	Grade level data review	Report card data	Semester data	Student led conferences	MAP Reports	MAP Reports
February	MTSS and School Climate	Data Conversation	Building local assessments	Data Conversation	Building local assessments - follow up	Data Conversation	Building local assessments - follow up	Data Conversation
March	Building local assessments - follow up	Data Conversation	Differentiation/Acceleration	Data Conversation	Differentiation/Acceleration - follow up	Data Conversation	Differentiation/Acceleration - follow up	Data Conversation
April	No School	No School	MTSS	Data Conversation	MTSS - follow up	Data Conversation	MTSS - follow up	Data Conversation
May	MTSS - follow up	Data Conversation	MAP	Data Conversation	MAP - follow up	Data Conversation	MAP - follow up	Data Conversation

**October 19th DSISD PD Day - Common Core**

**Feb. 19th DSISD PD Day - Instructional Alignment**

Fall MAP scores

RIT Score and Grade Level Equivalency

Grade	# of Students	Reading RIT		Reading Grade Level Equivalency		Math RIT		Math Grade Level Equivalency		Science RIT		Science Grade Level Equivalency	
		Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
K	27	133	152	Pre-K	K	125	153	Pre-K	K				
1	10	143	161	K	1	147	163	K	1				
2	12	154	194	1	3	157	192	K	3				
3	15	161	195	1	3	158	198	K	3				
4	11	181	213	2	6	180	219	2	7	170	194	Pre-3	3
5	13	181	219	2	7	186	229	2	7	179	211	Pre-3	5
6	13	161	226	1	11+	175	217	1	5	181	215	Pre-3	10
7	14	181	228	2	11+	177	239	1	11+	164	209	Pre-3	7
8	13	190	229	3	11+	199	238	3	11+	176	220	Pre-3	10+
9	11	199	254	3	11+	160	248	1	11+	182	222	Pre-3	10+
10	11	183	239	2	11+	181	245	2	11+	182	228	Pre-3	10+
11	7	206	239	4	11+	209	237	4	11+	190	228	3	10+
										200	227	3	10+

## Nah Tah Wahsh Assessment Schedule

### September

Week One and Two: Testing window for MAPS and DIBELS

Week Three: Benchmark meeting; End of the year goals setting for reading and math, Tier 1, 2, and 3 intervention groups will be determined based on MAPS/NWEA DesCartes, supplemental instruction and strategic interventions will be determined. (DesCarte is a learning continuum resource aligned to state standards. It is designed to help translate raw data from students' assessments into actionable plans for instruction and grouping)

Ongoing: Progress monitoring meetings MTSS Team. Review of actions plans to monitor students' progress and action plan fidelity.

### October

Week One and Two: State Testing (MEAP)

Week Three: Data Retreat; Review locally created assessments, visit Tier 1, 2 and 3 intervention groups, and monitor individual student progress

Ongoing: Progress monitoring meeting MTSS Team

### November

Week Three: Data Retreat; Review locally created assessments, visit Tier

1, 2 and 3 intervention groups, and monitor individual student progress based on year end goals

Ongoing: Progress monitoring meetings MTSS Team

### December

Week One and Two: Dibels and next MOY

Week Three: Data Retreat; Review locally created assessments, visit Tier

1, 2 and 3 intervention groups, and monitor individual student progress based on year end goals

Ongoing: Progress monitoring meetings MTSS Team

### January

Week Two and Three: Testing window for MAPS and DIBELS

Week Three: Benchmark Meeting; Revisit Tier 1, 2 and 3 intervention groups, evaluate progress from September MAPS/NWEA DesCartes, reassign Tier groups, evaluate success of instruction, and pre and post test.

Ongoing: Progress monitoring meetings MTSS Team

### February

Week Three: Data Retreat; Review locally created assessments, visit Tier

1, 2 and 3 intervention groups, and monitor individual student progress based on year end goals

Ongoing: Progress monitoring meeting MTSS TEAM

### March

Week Three: Data Retreat; Review locally created assessments, visit Tier

1, 2 and 3 intervention groups, and monitor individual student progress based on year end goals. Assess instruction and visit instructional materials needs.

Ongoing: Progress monitoring meetings MTSS Team

### April

Week Three: Data Retreat; Review locally created assessments, visit Tier

1, 2 and 3 intervention groups, and monitor individual student progress based on year end goals

### May

Week One and Two: Testing window for MAPS and DIBELS

Week Three: Benchmark Meeting; Review teacher pre and post test, visit Tier

1, 2 and 3 intervention groups, and monitor individual student progress based on year end goals. Set goals for summer programs and determine student needs. Evaluate yearly progress by individual students.

Ongoing: Progress monitoring meetings MTSS Team

**June** Weekly meeting will review individual student progress made in 2012/2013

**July** school year including: evaluate progress and instructional effectiveness, goal setting,

**August** instructional needs, professional development needs, and plan for the 2013/2014 school year.

**Nah Tah Wahsh Public School Academy  
Hannahville Indian School  
2012-2013 School Calendar**

A/O 9/26/2012  
Revised 9/26/2012 \*

Month	Week	Student Instruction	Professional Development	Days Off/Holidays/ Professional Development
Aug/Sept	27-30	0	4	8/27, 28, 29 & 30 PD 8/31 Pre-Labor Day
Sept	4-7	3.5	.5	9/3 Labor Day- No School, 9/4 1 <sup>st</sup> Day Students released at Noon PD
	10-14	.5		
	17-21	.5		
	24-28	.5		
Oct	1-5	.5		
	8-12	4.5	.5	10/9 Students released at Noon PD
	15 - 19	4	1	10/18 Pictures 10/19 No School PD
	22 - 26	.5		
Nov	31 - 2	.5 (43 days)	(6 PD)	11/2 End 1 <sup>st</sup> Quarter
	5 - 9	.5		
	12 - 16	3.5	.5	11/13 Noon Release 15 <sup>th</sup> Deer Day
	19 - 20	2		11/21 - 23 Thanksgiving Break
	26 - 30	.5		
	Dec	3 - 7	.5	
Dec	10 - 14	4.5	.5	12/11 Students released at Noon PD
	17-21	.5		
Dec	24 -28	0		12/24-12/30 Christmas Break
Jan	31 - 4	3		12/31 and 1/1 Christmas Break
	7 - 11	4.5	.5	1/8 Students released at Noon PD
<b>TOTALS</b>	14-18	.5 (44 days)	(1.5 PD)	1/18 End of 2 <sup>nd</sup> Quarter
	<b>87 Days of Instruction</b>		<b>7.5 PD total</b>	<b>End of 1<sup>st</sup> Semester</b>
Jan	21 - 25	.5		1/21 1 <sup>st</sup> Day 2nd Semester
	28-01	.5		
Feb	04 - 08	.5		
	11 -15	4.5	.5	2/12 Students release at Noon PD
	18 - 22	.3	1	2/18 Pres Day 2/22 No School PD
	25 - 01	.5		
Mar	04 - 08	.5		
	11 - 15	4.5	.5	3/12 Students released Noon PD
	18 -22	.5 (43 days)	(2 PD)	3/22 End of 3 <sup>rd</sup> Quarter
	25 -29	.4		3/29 Good Friday Begin 4 <sup>th</sup> Qrt
Apr	01 - 05	0		4/1 - 5 Spring Break
	08 - 12	4.5	.5	4/9 Students released Noon PD
	15 -19	.5		
	22 -26	.5		
	29 - 04	.5		
May	06 - 10	.5		
	13 -17	4.5	.5	5/14 Students released at Noon PD
	20 - 24	.5		5/24 GRADUATION
	27 -31	.4 (43 days)	(1 PD)	5/27 Memorial Day 5/31 Last Day Students & Staff
<b>Totals</b>		<b>173 Days of Instruction</b>	<b>10.5 PD Total</b>	
164 Full days Instruction 9 Half days Instruction				

Any days lost beyond those allowed by the revised school code, due to inclement weather or any "Act of God," will be added on to the second semester.

\* Changes from Revised date 8/30/2012: 10/18 Pictures, 10/19 Pro Dev at ISD (from 10/5), also 2/22 Pro Dev (from 3/1)

**Nali Tah Wahsh Public School Academy  
Hannahville Indian School  
2013-2014 School Calendar**

**DRAFT**

Month	Week	Student Instruction	Professional Development	Days Off/Holidays/Professional Development
Aug/Sept	26-29	0	4	8/26-29 PD; 8/30- Pre-Labor Day
Sept	3-6	3.5	.5	9/2 Labor Day- No School, 9/3 1 <sup>st</sup> Day
	9-13	5		Students released at Noon PD
	16-20	5		
	23-27	5		
Oct	30-Oct 4	4	1	10/4 No School-ISD PD day
	7-11	4.5	.5	10/8 Students released at Noon PD
	14-18	5		
	21-25	5		
Nov	28-1	5 (43 days)	(6 PD)	11/1 End 1 <sup>st</sup> Quarter
	4-8	5		
	11-15	3.5	.5	11/12-noon Release-PD; 11/15 Deer Day-no school
	18-22	5		
	25-26	2		11/27, 28, 29 Thanksgiving Break
Dec	2-6	5		
	9-13	4.5	.5	12/10 Students released at Noon PD
	16-20	5		
Dec	23-27	0		Christmas Break
Jan	30-3	0		Christmas Break
	6-10	5		
	13-16	4.5	.5	1/14 Students released at Noon PD
Jan	20-24	5 (46 days)	(1.5 PD)	1/24 End of 1 <sup>st</sup> Semester
<b>TOTALS</b>		<b>89 Days of Instruction</b>	<b>(7.5 PD)</b>	
	27-31	5		1/27 1 <sup>st</sup> Day 2nd Semester
Feb	3-7	5		
	10-14	3.5	1.5	2/11 Students release at Noon PD; 2/14-No school-ISD PD
	17-21	4		2/17 Pres Day-no school
	24-28	5		
Mar	3-7	5		
	10-14	4.5	.5	3/11 Students released Noon PD
	17-21	5		
	24-28	5 (43 days)	(2 PD)	3/28 End of 3 <sup>rd</sup> Quarter
Apr	31-4	0		March 31-April 4- Spring Break
	7-11	4.5	.5	Begin 4 <sup>th</sup> Qrt; 4/8 Noon release-PD
	14-18	4		4/18-No school-Good Friday
	21-25	5		
	28-2	5		
May	5-9	5		
	12-16	4.5	.5	5/13 Students released at Noon PD
	19-23	5		5/23 GRADUATION
	26-30	4		5/26 Memorial Day
June	2-6	4.5 (43 days)	.5 (1.5 PD)	6/6 Last day, students released at noon
<b>TOTALS</b>		<b>86 Days of Instruction</b>	<b>3.5 PD</b>	
166 Full days Instruction 9 Half days Instruction				
<b>Totals</b>		<b>175 Days of Instruction</b>	<b>11 PD</b>	

Any days lost beyond those allowed by the revised school code, due to inclement weather or any "Act of God," will be added on to the second semester.

# MASTER BELL 2012-2013

Rev. 4/2012

Changes in Yellow

ELEMENTARY

MIDDLE

SECONDARY

TIME	K-Three	TIME	Four-Five	TIME	Six-Seven-Eight	TIME	Nine-Twelve
8:12	Breakfast Ends	8:12	Breakfast Ends	8:12	Breakfast Ends	8:12	Breakfast Ends
8:15	Classes Begin	8:15	Classes Begin	8:15	Classes Begin PE 8	8:15	FIRST HR
				9:05	PE 8 Ends	9:06	FIRST HR END
				9:20	P.E. 6 - 7th	9:10	SECOND HR
				9:50	P.E. Ends		
				9:55	RTI Block	10:01	SECOND HR END
10:00	Recess Begins					10:05	THIRD HR
10:15	Recess Ends			10:25			
		10:30	P.E. 4 + 5th	10:25	Lang. 8 Begins	10:56	THIRD HR END
		11:00	P.E. Ends			11:00	Lunch Begins
		11:00	Lunch Begins	11:10	Lang. 8 Ends	11:25	Lunch Ends
				11:10	Lang. 6 Begins	11:29	FOURTH HR
11:25	Lunch Begins	11:25	Lunch Ends	11:40	Lang. 6 Ends		
11:50	Lunch Ends			11:45	Lunch Begins	12:20	FOURTH HR END
						12:24	FIFTH HR
				12:10	Lunch Ends		
				12:15	Lang. 7 Begins	1:15	FIFTH HR END
				12:45	Lang. 7 Ends	1:19	SIXTH HR
1:15	Enrichment						
2:00	Enrichment Ends					2:10	SIXTH HR ENDS
2:00	Recess Begins					2:14	SEVENTH BGNS
2:15	Recess Ends	2:25	Enrichment	2:25	Enrichment		
		3:05	Enrichment Ends	3:05	Enrichment Ends	3:05	SEVENTH ENDS
3:00	Student Release		Student Release		Student Release		

**\*Early Release Lunch Schedule**

- HS 10:50 - 11:15
- 4-5th 10:50 - 11:15
- K-3 11:10 - 11:35
- 6-8th 11:35-12:00

# MASTER BELL 2013-2014

rvsd 1313

ELEMENTARY				MIDDLE		SECONDARY	
TIME	K-Three	TIME	Four-Five	TIME	Six-Seven-Eight	TIME	Nine-Twelve
8:12	Breakfast Ends	8:12	Breakfast Ends	8:12	Breakfast Ends	8:12	Breakfast Ends
8:15	Classes Begin	8:15	Classes Begin	8:15	Classes Begin	8:15	FIRST HR
					PE 8		
					9:05 PE 8 Ends	9:07	FIRST HR END
						9:11	SECOND HR
					9:20 P.E. 6 - 7th		
					9:50 P.E. Ends		
					9:55 RTI Block	10:03	SECOND HR END
10:00	Recess Begins					10:07	THIRD HR
10:15	Recess Ends			10:25			
				10:25	Lang. 8 Begins		
		10:30	P.E. 4 - 5th			11:00	THIRD HR END
		11:00	P.E. Ends			11:00	Lunch Begins
		11:00	Lunch Begins	11:10	Lang. 8 Ends		
				11:10	Lang. 6 Begins	11:22	Lunch Ends
11:25	Lunch Begins	11:25	Lunch Ends			11:26	FOURTH HR
11:50	Lunch Ends			11:40	Lang. 6 Ends		
				11:45	Lunch Begins	12:20	FOURTH HR END
						12:24	FIFTH HR
				12:10	Lunch Ends		
				12:15	Lang. 7 Begins		
				12:45	Lang. 7 Ends	1:18	FIFTH HR END
1:15	Enrichment					1:22	SIXTH HR
2:00	Enrichment Ends						
2:00	Recess Begins					2:16	SIXTH HR ENDS
2:15	Recess Ends					2:20	SEVENTH BGNS
		2:35	Enrichment	2:35	Enrichment		
		3:15	Enrichment Ends	3:15	Enrichment Ends	3:15	SEVENTH ENDS
3:10	Student Release		Student Release		Student Release		
3:15	Extended	3:20	Extended	3:20	Extended	3:20	Extended
5:00	Learning Time	5:00	Learning Time	5:00	Learning Time	5:00	Learning Time

## \*Early Release Lunch Schedule

- HS 10:50 - 11:15
- 4-5th 10:50 - 11:15
- K-3 11:10 - 11:35
- 6-8th 11:35-12:00

## Nah Tah Wahsh Public School Academy Events Calendar

### August:

- Meet and Greet Open House
- Teacher Professional Development Week
- High School Class Scheduling
- Soccer Season Begins
- Tribal Council Meeting 1<sup>st</sup> Monday of every month
- Second Thursday NTW School Board Meeting

### September:

- First Day of School Events
- Native American Day
- Constitution Day
- Volleyball Season Begins
- Second Thursday NTW School Board Meeting
- Graduate Meeting (Senior Meeting)
- NTW PTSA Meeting

### October:

- Student Led Conferences
- NTW PTSA Meeting
- Homecoming Dance
- Soccer Banquet
- Second Thursday NTW School Board Meeting
- NTW Student Council Elections

### November:

- Family Literacy Night
- Thanksgiving Feast Meal
- Basketball Season Begins
- Cheerleading Season Begins
- Second Thursday NTW School Board Meeting
- NTW PTSA Meeting
- NTW Student Council Meeting

### December:

- PTSA Secret Holiday Workshop
- Soup and Stories with Santa
- NTW PTSA Meeting
- Second Thursday NTW School Board Meeting
- Holiday Concert

### January:

- Family Literacy Night
- Muffins with Mom

Parent Recognition Sports Night  
NTW Senior Meeting  
NTW Student Council Meeting  
NTW PTSA Meeting

February:

Student Led Conferences  
Donuts with Dad  
Family Math and Science Night  
Homecoming Week and Dance  
Second Thursday NTW School Board Meeting  
Student Council Meeting  
NTW PTSA Meeting

March:

NTW PTSA Meeting  
NTW Senior Meeting  
Second Thursday NTW School Board Meeting  
Student Council Meeting

April:

Prom  
Student Led Conferences  
Student Council Meeting  
NTW Senior Meeting  
Second Thursday NTW School Board Meeting  
NTW PTSA Meeting

May:

Kindergarten Graduation  
NTW PTSA Meeting  
NTW Student Council Meeting  
Student/Parent/Staff Awards Night  
Elementary Student Awards Program  
High School/Community Graduation  
Second Thursday NTW School Board Meeting

June:

School/Community Play Day (School administration barbecues for community)  
NTW PTSA Meeting  
Second Thursday NTW School Board Meeting

## 2012-13 K-3 Enrichment Schedule

	MON	TUE	WED	THU	FRI
K-Boda	Culture	Health	Phys Ed	Computers	Library
K-Parlato	Health	Phys Ed	Computers	Library	Culture
1st-Pare	Library	Culture	Health	Phys Ed	Computers
2nd-Kliekamp	Phys Ed	Computers	Library	Culture	Health
3rd-Albanez	Computers	Library	Culture	Health	Phys Ed

*The 6th enrichment class is Art. This rotation is one week long. The class that is assigned Art for the week determines what prep day each of the other five enrichment teachers have. Below is the schedule for Art Enrichment:*

Enrichment 1	Week of:	Class assigned to Art:	Enrichment 3	Week of:	Class assigned to Art:
Week 1	09/04/12	3rd-Albanez	Week 19	01/21/13	K-Boda
Week 2	09/10/12	2nd-Kliekamp	Week 20	01/28/13	K-Parlato
Week 3	09/17/12	1st-Pare	Week 21	02/04/13	3rd-Albanez
Week 4	09/24/12	K-Boda	Week 22	02/11/13	2nd-Kliekamp
Week 5	10/01/12	K-Parlato	Week 23	02/18/13	1st-Pare
Week 6	10/08/12	3rd-Albanez	Week 24	02/25/13	K-Boda
Week 7	10/15/12	2nd-Kliekamp	Week 25	03/04/13	K-Parlato
Week 8	10/22/12	1st-Pare	Week 26	03/11/13	3rd-Albanez
Week 9	10/29/12	K-Boda	Week 27	03/18/13	2nd-Kliekamp
Enrichment 2	Week of:	Class assigned to Art:	Enrichment 4	Week of:	Class assigned to Art:
Week 10	11/05/12	K-Parlato	Week 28	03/25/13	1st-Pare
Week 11	11/12/2012- 11/20/2012	3rd-Albanez	Week 29	04/08/13	K-Boda
Week 12	11/26/12	2nd-Kliekamp	Week 30	04/15/13	K-Parlato
Week 13	12/03/12	1st-Pare	Week 31	04/22/13	3rd-Albanez
Week 14	12/10/12	K-Boda	Week 32	04/29/13	2nd-Kliekamp
Week 15	12/17/12	K-Parlato	Week 33	05/06/13	1st-Pare
Week 16	01/02/13	3rd-Albanez	Week 34	05/13/13	K-Boda
Week 17	01/07/13	2nd-Kliekamp	Week 35	05/20/13	K-Parlato
Week 18	01/14/13	1st-Pare	Week 36	05/28/13	3rd-Albanez

## 2012-13 4th-8th Grade Enrichment Schedule

### Quarter 1

		Art	Culture	Health	PCs	Shop
E1	09/04 - 09/21	4th	8th	6th	7th	5th
E2	09/24 - 10/12	5th	4th	7th	8th	6th
E3	10/15 - 11/02	6th	5th	8th	4th	7th

### Quarter 2

		Art	Culture	Health	PCs	Shop
E4	11/05 - 11/30	7th	6th	4th	5th	8th
E5	12/03 - 12/21	8th	7th	5th	6th	4th
E6	01/02 - 01/18	4th	8th	6th	7th	5th

### Quarter 3

		Art	Culture	Health	PCs	Shop
E7	01/21 - 02/08	5th	4th	7th	8th	6th
E8	02/11 - 03/01	6th	5th	8th	4th	7th
E9	03/04 - 03/22	7th	6th	4th	5th	8th

### Quarter 4

		Art	Culture	Health	PCs	Shop
E10	03/25 - 04/19	8th	7th	5th	6th	4th
E11	04/22 - 05/10	4th	8th	6th	7th	5th
E12	05/13 - 05/31	5th	4th	7th	6th	6th

\* 4th and 5th grade Computer Enrichment will be in the Elementary Lab.

\* 6th - 8th grade Computer Enrichment will be in the High School Lab.

# MASTER BELL 2012-2013



Changes in Yellow

ELEMENTARY

MIDDLE

SECONDARY

TIME	K-Three	TIME	Four-Five	TIME	Six-Seven-Eight	TIME	Nine-Twelve
8:12	Breakfast Ends	8:12	Breakfast Ends	8:12	Breakfast Ends	8:12	Breakfast Ends
8:15	Classes Begin	8:15	Classes Begin	8:15	Classes Begin PE 8	8:15	FIRST HR
				9:05	PE 8 Ends	9:06	FIRST HR END
				9:20	P.E. 6 - 7th	9:10	SECOND HR
				9:50	P.E. Ends		
				9:55	RTI Block	10:01	SECOND HR END
10:00	Recess Begins					10:05	THIRD HR
10:15	Recess Ends			10:25			
		10:30	P.E. 4 - 5th	10:25	Lang. 8 Begins		
		11:00	P.E. Ends			10:56	THIRD HR END
		11:00	Lunch Begins	11:10	Lang. 8 Ends	11:00	Lunch Begins
				11:10	Lang. 6 Begins	11:25	Lunch Ends
11:25	Lunch Begins	11:25	Lunch Ends			11:29	FOURTH HR
				11:40	Lang. 6 Ends		
11:50	Lunch Ends			11:45	Lunch Begins	12:20	FOURTH HR END
						12:24	FIFTH HR
				12:10	Lunch Ends		
				12:15	Lang. 7 Begins		
				12:45	Lang. 7 Ends		
1:15	Enrichment					1:15	FIFTH HR END
2:00	Enrichment Ends					1:19	SIXTH HR
2:00	Recess Begins						
						2:10	SIXTH HR ENDS
2:15	Recess Ends					2:14	SEVENTH BGNS
		2:25	Enrichment	2:25	Enrichment		
		3:05	Enrichment Ends	3:05	Enrichment Ends		
3:00	Student Release		Student Release		Student Release	3:05	SEVENTH ENDS

\*Early Release Lunch Schedule

- HS 10:50 - 11:15
- 4-5th 10:50 - 11:15
- K-3 11:10 - 11:35
- 6-8th 11:35-12:00

# MASTER BELL 2013-2014

rvsd 1313

ELEMENTARY				MIDDLE		SECONDARY	
TIME	K-Three	TIME	Four-Five	TIME	Six-Seven-Eight	TIME	Nine-Twelve
8:12	Breakfast Ends	8:12	Breakfast Ends	8:12	Breakfast Ends	8:12	Breakfast Ends
8:15	Classes Begin	8:15	Classes Begin	8:15	Classes Begin	8:15	FIRST HR
					PE 8		
					9:05 PE 8 Ends	9:07	FIRST HR END
						9:11	SECOND HR
					9:20 P.E. 6 - 7th		
					9:50 P.E. Ends		
					9:55 RTI Block	10:03	SECOND HR END
10:00	Recess Begins					10:07	THIRD HR
10:15	Recess Ends						
					10:25		
					10:25 Lang. 8 Begins		
		10:30	P.E. 4 - 5th			11:00	THIRD HR END
		11:00	P.E. Ends			11:00	Lunch Begins
		11:00	Lunch Begins				
					11:10 Lang. 8 Ends	11:22	Lunch Ends
					11:10 Lang. 6 Begins	11:26	FOURTH HR
11:25	Lunch Begins	11:25	Lunch Ends				
					11:40 Lang. 6 Ends		
					11:45 Lunch Begins	12:20	FOURTH HR END
11:50	Lunch Ends					12:24	FIFTH HR
					12:10 Lunch Ends		
					12:15 Lang. 7 Begins		
					12:45 Lang. 7 Ends		
						1:18	FIFTH HR END
1:15	Enrichment					1:22	SIXTH HR
2:00	Enrichment Ends						
2:00	Recess Begins						
						2:16	SIXTH HR ENDS
						2:20	SEVENTH BGNS
2:15	Recess Ends						
		2:35	Enrichment	2:35	Enrichment		
		3:15	Enrichment Ends	3:15	Enrichment Ends	3:15	SEVENTH ENDS
3:10	Student Release		Student Release		Student Release		
3:15	Extended	3:20	Extended	3:20	Extended	3:20	Extended
5:00	Learning Time	5:00	Learning Time	5:00	Learning Time	5:00	Learning Time

## \*Early Release Lunch Schedule

HS 10:50 - 11:15

4-5th 10:50 - 11:15

K-3 11:10 - 11:35

6-8th 11:35-12:00

## NTW School Reform Team

Carol Swingle	Intervention Specialist	cswingle@msu.edu
Tammy Hereau	School Improvement Facilitator	thereau@dsisd.k12.mi.us
Vic Bugni	ISD Representative	vbugni@dsisd.k12.mi.us
William Pistulka	NMU Charter Authorizer	wpistulk@nmu.edu
Sean O'Donnell	NMU Representative	sodonnell@nmu.edu
Betty LaPointe	NMU Representative	blapointe@chartermi.net
Tom Miller	Superintendent	tom.miller@hannahvilleschool.net
William Boda	Principal	bill.boda@hannahvilleschool.net
Scott Brant	Guidance Counselor	scott.brant@hannahvilleschool.net
Brendan Williams	Special Ed/Discipline Coor	brendan.williams@hannahvilleschool.net
Rose Potvin	State/Federal Programs Coor	rose.potvin@hannahvilleschool.net
Adrienne Soucy	Reading Coach	adrienne.soucy@hannahvilleschool.net
Rich Sgarlotti	Math Coach	rich.sgarlotti@hannahvilleschool.net
Deb Fudala	Title 1 Teacher	dfudala@chartermi.net
Gina Zanon	Health/PE/GT Teacher	gina.zanon@hannahvilleschool.net
Danica Pretto	Math Teacher	danica.pretto@hannahvilleschool.net
Michelle Palmgren	Special Ed Teacher	michelle.hall@hannahvilleschool.net
Connee Sagataw	School Board Chair	connees@hannahville.org
Jolene Shepard	Youth Worker	jolenes@hicservices.org

**Professional Development Calendar  
2012-2013**

<b>August</b>	<b>27th</b>	<b>28th</b>	<b>29th</b>	<b>30th</b>
	Bloodborne Pathogens Hazardous Materials Etc.	Active Shooter Training Grab & Go Bags Power of Teaching	MiBLSi Teacher Evaluation School Improvement	SmartBoard Training

Month	Tuesday (.75 Hours)	Thursday (.75 Hours)	Tuesday (3.5 Hours)	Thursday (.75 Hours)	Tuesday (.75 Hours)	Thursday (.75 Hours)	Tuesday (.75 Hours)	Thursday (.75 Hours)
<b>September</b>	Mandatory Reporting	Data Conversation	?	Data Conversation	K-5 Differentiation, 6-12 Behavior Plan	Data Conversation	Grade level meetings	Dibels Net
<b>October</b>	Data Conversation	Data Conversation	Cultural Competence	Data Conversation	Data Conversation	Data Conversation	Data Conversation	Health Fair Data
<b>November</b>	NO PD - Election day	Student-led conferences	MTSS, MAP, Teacher Eval Process	No School	No School	No School	Review Redesign Plan	Intervention Groups
<b>December</b>	Grade level data review	Gather/Distribute MAP Data	NWEA MAP Consultant	MAP Follow Up	DesCartes	No School	No School	No School
<b>January</b>	No School	Reform Plan Review	Grade level data review	Report card data	Semester data	Student led conferences	MAP Reports	MAP Reports
<b>February</b>	MTSS and School Climate	Data Conversation	Building local assessments	Data Conversation	Building local assessments - follow up	Data Conversation	Building local assessments - follow up	Data Conversation
<b>March</b>	Building local assessments - follow up	Data Conversation	Differentiation/Acceleration	Data Conversation	Differentiation/Acceleration - follow up	Data Conversation	Differentiation/Acceleration - follow up	Data Conversation
<b>April</b>	No School	No School	MTSS	Data Conversation	MTSS - follow up	Data Conversation	MTSS - follow up	Data Conversation
<b>May</b>	MTSS - follow up	Data Conversation	MAP	Data Conversation	MAP - follow up	Data Conversation	MAP - follow up	Data Conversation

**October 19th DSISD PD Day - Common Core**

**Feb. 19th DSISD PD Day - Instructional Alignment**

## Nah Tah Wahsh Assessment Schedule

### September

Week One and Two: Testing window for MAPS and DIBELS

Week Three: Benchmark meeting; End of the year goals setting for reading and math, Tier 1, 2, and 3 intervention groups will be determined based on MAPS/NWEA DesCartes, supplemental instruction and strategic interventions will be determined. (DesCarte is a learning continuum resource aligned to state standards. It is designed to help translate raw data from students' assessments into actionable plans for instruction and grouping)

Ongoing: Progress monitoring meetings MTSS Team. Review of actions plans to monitor students' progress and action plan fidelity.

### October

Week One and Two: State Testing (MEAP)

Week Three: Data Retreat; Review locally created assessments, visit Tier 1, 2 and 3 intervention groups, and monitor individual student progress

Ongoing: Progress monitoring meeting MTSS Team

### November

Week Three: Data Retreat; Review locally created assessments, visit Tier

1, 2 and 3 intervention groups, and monitor individual student progress based on year end goals

Ongoing: Progress monitoring meetings MTSS Team

### December

Week One and Two: Dibels and next MOY

Week Three: Data Retreat; Review locally created assessments, visit Tier

1, 2 and 3 intervention groups, and monitor individual student progress based on year end goals

Ongoing: Progress monitoring meetings MTSS Team

### January

Week Two and Three: Testing window for MAPS and DIBELS

Week Three: Benchmark Meeting; Revisit Tier 1, 2 and 3 intervention groups, evaluate progress from September MAPS/NWEA DesCartes, reassign Tier groups, evaluate success of instruction, and pre and post test.

Ongoing: Progress monitoring meetings MTSS Team

### February

Week Three: Data Retreat; Review locally created assessments, visit Tier

1, 2 and 3 intervention groups, and monitor individual student progress based on year end goals

Ongoing: Progress monitoring meeting MTSS TEAM

### March

Week Three: Data Retreat; Review locally created assessments, visit Tier

1, 2 and 3 intervention groups, and monitor individual student progress based on year end goals. Assess instruction and visit instructional materials needs.

Ongoing: Progress monitoring meetings MTSS Team

### April

Week Three: Data Retreat; Review locally created assessments, visit Tier

1, 2 and 3 intervention groups, and monitor individual student progress based on year end goals

### May

Week One and Two: Testing window for MAPS and DIBELS

Week Three: Benchmark Meeting; Review teacher pre and post test, visit Tier

1, 2 and 3 intervention groups, and monitor individual student progress based on year end goals. Set goals for summer programs and determine student needs. Evaluate yearly progress by individual students.

Ongoing: Progress monitoring meetings MTSS Team

**June** Weekly meeting will review individual student progress made in 2012/2013

**July** school year including: evaluate progress and instructional effectiveness, goal setting,

**August** instructional needs, professional development needs, and plan for the 2013/2014 school year.

**NAH TAH WAHSH PSA  
SCHOOL BOARD MEETING  
12/13/12**

**PRESENT:** Connee Sagataw, Charles Wandahsega, Charlotte Harris, Jackie Kang,

**ABSENT:** Marilyn Shawano, Geneva Wandahsega, Crystal Lea – all excused medical

**GUESTS:** Gloria Wandahsega, Stephanie Philemon, Sean O'Donnell, Bill Boda, Mary Sievert, Rose Potvin

Meeting called to order at 3:45 PM

Agenda for the meeting presented. Jackie Kang made a motion to approve the agenda as written. Seconded by Charles Wandahsega.

Ayes 4      Nays 0      Abstaining 0      Motion Carried

Minutes from the 11/8/12 meeting were presented. Charles made a motion to approve the minutes. Seconded by Jackie Kang.

Ayes 4      Nays 0      Abstaining 0      Motion Carried

No public comments were made.

The Budget Audit was presented at a separate meeting. Jackie Kang made a motion to approve the audit as presented. Seconded by Charles Wandahsega.

Ayes 4      Nays 0      Abstaining 0      Motion Carried

MAP update – The first series in September evaluates each student as to where they are at that time. Each test is compared with the previous one. A discussion was made to have students and teachers inform the board on how they are doing so the students have an investment in their own education.

The Re-design plan was presented and discussed at length by Rose Potvin. Jackie Kang made a motion to approve the plan. Seconded by Charlotte Harris.

Ayes 4      Nays 0      Abstaining 0      Motion Carried

Attendance and Discipline reports were presented. The board was informed the the staff is working on updating the Discipline Policy.

Senior Updates were presented and discussed. Rose Potvin discussed how behavior affects other students when there is disruption in the class room.