



Reform Redesign Report

Holland Woods Middle School

Port Huron Area School District

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Hollands Woods Middle School is one of three middle schools in the Port Huron Area School District. The school population consists of 650 students, 77.9% Caucasian, 13.6 % African American, 1.4% American Indian, 0.6 % Asian, 4.5% Hispanic, and 4.4% multiracial. The demographics of the staff do not reflect the student population; staff ethnicity is largely Caucasian with one African American and one Hispanic teacher. The staff population is predominantly female with 35 women and 7 men. There are 42 staff members of which 6 have less than five years in the district. There are four members with 5-10 years experience in the district. The majority of the staff, 22, have taught between 10-20 years in the district. There are 9 staff members that have taught for 20 or more years.

Starting in 2007, middle school students from the alternative school were moved to Holland Woods. This program, called Middle School Alternative School (MSAE), consisted of 7th and 8th grade students from all four middle schools. These students struggled with academic, behavior, and/or truancy and were sent to Holland Woods because they were not successful at their home school. Holland Woods was successful with a percentage of the MSAE students returning them to their home school after passing their classes and or improving their behaviors. Students who were not successful in improving behaviors or grades stayed at Middle School Alternative Education, adding their test scores Holland Woods results.

In conjunction with ethnicity factors, socioeconomic status plays a huge role in the district. Port Huron is located about forty-five minutes north of Detroit. Therefore, the manufacturing jobs that were lost due to the financial crisis involving the Big 3 auto companies had a huge impact on our community. While the state hovered at 12.5% unemployment for 2010 (NCSL, 2011), Port Huron sustained an average of 22.3% (Economic Time, 2011). Families living in poverty or below the poverty rate are no longer seen as a minority. 56.9% of the population is considered Economically Disadvantaged. The culture in our schools has now turned to assuming that each child needs support in that area. Our teaching staff has developed a food pantry. As in most schools in low-income areas, breakfast is offered as part of the free or reduced lunch plan. Our staff has also collected clothes to be on hand for any students that come in without appropriate clothing for the inclement weather.

In the year 2009-10, another middle school was closed in the district. Holland Woods accepted 200 new students that year due to redrawing of school boundaries. This addition of students brought our free and reduced lunch count to 65% of the school population (Prof. Dev. ICLE, 2012). With that being said, this subgroup fell behind the majority in terms of MEAP scores. For the testing years 2009-2011, economically disadvantaged students saw a slight increase for Mathematics, Grades 6-8 (2012). However, when compared to the student body as a whole, they scored seven mean points lower. In 2009-2011, economically disadvantaged students saw a slight decrease (717 to 716) in the area of Reading, Grades 6-8 (2012). The entire student body had a mean score of 724.

While these disparities are definite between economically disadvantaged compared to the rest of the students, the gap between white and black, the largest minority population is greater. Again, data from the scores compiled from the 2009-11 MEAP, African American students increased their reading scores from 712 to 715. However, the majority population, Caucasian, scored 726. In terms of the Math MEAP scores 2009-2011, African American students increased scores from 705-706. Comparatively, the Caucasian group increased scores 717 to 719.

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.

School's Purpose Statement

The mission statement of our school community is "to provide an atmosphere for learning, a curriculum that meets the needs for all students, and an educational environment that develops our students intellectually, socially, and emotionally."

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.

AYP

In the 2010-11 and 2011-12 school year, Holland Woods made Annual Yearly Progress. This year we have developed a student recognition program for effort and academic performance where students are recognized daily over the PA system.

Instruction

Starting in 2011-12, all teachers have been trained and are required to use formative assessment and learning targets on a daily basis.

Grants

Teachers have been able to gather funding for 21st century projects through grants, in particular, class sets of iPads for two teams of 6th and 7th grade teachers. A grant from MSTA, Michigan Science Teachers Association, is currently underway to integrate science in technology.

Assessment

This year we began utilizing MAP testing for increased data collection and focused enrichment.

Areas for Improvement

In following a cohort of students from 2009-2012, MEAP DATA reflects scores have significantly fallen below the state average. In the reading comprehension strand, GLCE R. CM 02, which deals retelling and summarization, this cohort dropped 3.7 points over the three year period. At the end of the 2011-2012 school year the scores were 11.5 % below the state average.

However, in the comprehension strand, GLCE R. CM 03, dealing with analyzing and interpreting themes and universal truths, this cohort showed improvement in 2011-2012 by increasing their score from 7.8% below the state average to a 4.1 % below. While continuing to track the cohort, another area of profound weakness in MEAP scores is the Word Study strand. Scores fell to an alarming 8.8% below state average in 2011-2012 from a 0.4% in 2009-2010. This strand, R.WS.07, will become a major focus within the content literacy goals.

The next area analyzed in the reading data was the strand of Narrative text, R.NT.02, analyzing the structure and purpose of the text, remained relatively steady at percentages of 8.3, 8.6, 8.4 below the state average. This strand has been identified as needing immediate improvement across all content areas to show significant growth.

When addressing math deficiencies, the data from both MEAP and MAP testing were used to determine areas of focus. In the Numbers and Operations Strand for the Fall 2012 Measures of Academic Progress (MAP) academic screener, 76% of our incoming 6th graders, 69% of Holland Woods 7th graders and 72% of Holland Woods 8th graders are in the Low to Low/Average range.

2011-12 Understanding integer subtraction as the inverse of integer addition. Understand integer division as the inverse of integer multiplication -17.1% GLCE N. FL.08

2011-12 add subtract multiply and divide positive and negative rational numbers -17.2%

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2010-11 Multiply and divide and two fractions including mixed numbers, fluently -20%

GLCE N. FL. 04

2010-11 Represent rational numbers as fractions or terminating decimals when possible, and translate between these representations -
16.8%

2009-2010 Solve applied problems involving multiplication and division of whole numbers -10.6% GLCE N. FL.05

Additional Information

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

There are additional areas of focus to improve that have a contributing factor to the academic success of the students, in particular behavior and suspensions. We currently cater to 7% of the district's population and produce 17% of the district's suspensions. This is part of the climate change that needs to be addressed.

PBIS:

Our goal is to improve culture and behavior through implementing PBIS, Positive Behavior Intervention Systems. Professional development has been integrated into the three year plan to support staff training. In addition to PBIS, the staff will be trained and expected to implement a consistent behavior management program like the CHAMPs program (Communication, Help, Activity, Material, Participation).

Presently Mark Hanton, the Assistant Principal, has set a goal to drop suspension rates by 30% in the 2012-13 school year. The alternative school has also been disbanded to provide focus on the improvement of Holland Woods academics and behavior. Implementation of PBIS began in November with the goal of Tier One being in place by the end of the 2012-13 school year, Tier Two in 2013-14, and Tier Three in 2014-15.

Transformation Redesign Diagnostic

Introduction

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

PART A: REFORM TEAM PERSONNEL

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

H. R. Wollen, Superintendent of Schools hrwollen@phasd.us
Eddie Kindle, Assistant Superintendent of Schools ekindle@phasd.us
Jennifer Allen, Director of State and Federal Programs jallen@phasd.us
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Erin Eastman, Director of Secondary Instruction eeastman@phasd.us
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Christine Reinke, HW Teacher creinke@phasd.us

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.)

Ideas for Holland Woods reform plan that are intended to change teaching and learning in the school will be focused on three specific areas: 1) systematizing our Response to Intervention framework, 2) developing content literacy across the building and 3) improving the culture and climate. These three ideas will be integrated into the professional learning for the building next year.

Response to intervention is a method of intervention that will support students academically and behaviorally. Using a multi-tiered system of support, the staff will systematize the way they are meeting the needs of their students in the three tiers of instruction and behavior. In RtI, data drives the decision-making; a deficiency in current practice at Holland Woods. Utilizing the core assumptions of RtI, the belief system of the staff will amass around the ideas that all students within the system can learn, early intervention is critical, problem solving should be used to make decisions around the data, and research based interventions, not homework help, should be implemented. These core beliefs will also positively impact the culture of expectations the staff currently holds.

Content literacy is a broad term that encompasses two of Holland Woods's deficit areas, reading comprehension and writing. A strategy that will be employed by staff as part of their daily instructional format is called "The Big Five." In every classroom, every day, during every class period, teachers will implement five components: 1) rigorous reading, 2) rigorous writing, 3) rigorous student dialogue 4) student reflection on their learning and 5) a formative assessment check. The professional learning in the building will center on these five components. In the reading component, the focus will be on building academic vocabulary and using graphic organizers and note takers to support comprehension. For writing, the staff will focus on using quick writes and short constructed responses to build primacy-recency into student's learning. Focusing on student dialogue in the classroom, teachers will build collaboration among peers and student questioning formation and skills. When students reflect on their learning, this not only builds metacognition, but also an opportunity for students to write and think about their learning and is a check for understanding built into the lesson.

Improving the culture and climate at Holland Woods is an integral part to the plan. Holland Woods does not currently have a proactive plan for behavioral expectations for staff and students. Staff will revisit/rewrite the mission, vision and belief statements as the foundation for their building

PBIS (Positive Behavior Intervention and Supports) will be implemented school-wide to improve school culture. Staff and students will be trained in this support system. The building will also utilize SWIS (School-Wide Information System) to gather behavior data and use it to monitor and support the implementation in the building. The St. Clair County Regional Education Service Agency will provide the necessary training and continued support. As a part of PBIS, Holland Woods staff will also implement the CHAMPS strategies for classroom management. Research indicates that when CHAMPS strategies are implemented with fidelity there is a reduction in classroom disruptions and office referrals, an improvement in classroom culture, an increase in student on-task behavior, and establishment of respectful and civil interactions. CHAMPS training will support teachers in their efforts to: establish logical and fair responses to student misbehavior, teach students responsible behavior and increase instructional time by managing student behavior and preventing problems in the classroom.

It is important to note that numeracy is an area of low achievement for Holland Woods students and will be a focus for instructional staff next year. However, it is not one of the "big ideas" that will transform the entire building's teaching and learning practices.

State what data were used to identify these ideas.

When looking at Holland Woods achievement data on the top to bottom list, we are below the state average in all areas, especially in reading (-1.5241), science (-2.0789), social studies (-1.7717) and writing (-1.3782). Data collected since the 2008-09 school year indicates that the performance level change in reading, with this cohort of students, decreased in performance, especially from 6th to 7th grade (an increase of students declining in their performance level change from 37%-56% and 42%-53%), indicating a problem with 6th grade reading instruction. Mathematics performance level change scores indicate decreases across all grade levels for all cohorts.

Looking specifically at math MEAP trends over the last three years, students with disabilities have significant gaps of 17-20% in the areas of rational number operations (integers, decimals and fractions), this is the largest gap across the school's data.

The school's math MAP data for fall 2012, indicates that in 6th grade, 60% of all students are scoring "low", 47% of 7th graders are low and 50% of 8th graders are low.

In following a cohort of students from 2009-2012, MEAP data reflects scores have significantly fallen below the state average. In the reading comprehension strand, GLCE R. CM 02, which deals with retelling and summarization, this cohort dropped 3.7 points over the three year period. At the end of the 2011-2012 school year the scores were 11.5 % below the state average. However, in the comprehension strand, GLCE R. CM 03, dealing with analyzing and interpreting themes and universal truths, this cohort showed improvement in 2011-2012 by increasing their score from 7.8% below the state average to 4.1 % below. Reading comprehension is still low, but is improving.

While continuing to track the cohort, another area of profound weakness in MEAP scores is the Word Study strand. Scores fell to an alarming 8.8% below state average in 2011-2012 from a .4% in 2009-2010.

The next area analyzed in the reading data was the strand of narrative text, R.NT.02, analyzing the structure and purpose of the text, remained relatively steady at percentages of 8.3, 8.6, 8.4 below the state average. This strand has been identified as needing immediate improvement across all content areas to show significant growth.

Last year, Holland Woods had about 650 students, which is 7% of the total district population (9600 students). Suspensions at the end-of-the-year exceeded 600, or over 21% of total district suspensions. Ninety-five percent of the suspensions were out-of-school suspensions, resulting in lost instructional time for students. Thirty-three percent of the suspensions are for fighting and harassment and bullying.

Looking at the suite of WE surveys (We Teach, We Learn) as part of our perception data, Holland Woods students indicate bullying is an increasing problem, up 21% from 2010 (42% to 63%). Also, "doing well in extra-curricular activities such as performing arts is rewarded at this school" saw a significant decline from 66% to 47% (-19%) and "doing well in sports is rewarded at this school" saw a decline from 66% to 55% (-11%). Only 54% of students know the goals the school is working on (down 10%). The teacher's perception reflect that of the students, 75% of staff indicate bullying is a problem at this school (up from 26% in 2010). "Teachers have adequate opportunity to contribute to school-wide decisions," down 6% to 54%, and the "school administration effectively creates a climate of trust" is down 3% to 83%. It is also important to note of the 41 staff members, only 24 responded to the survey.

The above data will guide the turnaround process for the school as indicators of progress/non-progress as the next school year begins. Leading indicators would be improved culture/climate responses from the next set of perception surveys. The achievement data will be closely monitored to look for improvements in test results and achievement.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal.

The current principal at Holland Woods does not meet the "two-year rule". Therefore, a timeline and process has been established for the replacement of the principal.

Job Posting Released April 2, 2013

Deadline for Application May 10, 2013

Screening Process May 13 - 17, 2013

Target Dates for Interviews May 29 & 30, 2013

Tentative Decision & Offer June 7, 2013

Board Approval June 17, 2013

Tentative Start Date August 14 (or earlier if agreed upon)

As part of the screening process an applicant who does not possess the required qualifications will be eliminated as a candidate. Those selected as potential candidates for interviews will be provided with a preliminary questionnaire to further narrow the field.

The interview committee will consist of: assistant superintendent, principals, curriculum directors, teachers, students and parents. A rubric will be used to assure that the same standards are being used for all candidates. The rubric aligns to the competencies and qualification requirements established by the District. Interview questions are based on the turnaround leader core competencies. Candidates will be required to complete a written component. The written component will assess the candidate's problem solving skills and their analytic and conceptual thinking abilities. The candidate will need to demonstrate their capability to make clear logical plans and to analyze data to inform decisions. Based on information from the resume, cover letter, questionnaire, interview, and written component, a recommendation will be made by the committee to the Superintendent. The Superintendent will make the final recommendation to the Board of Education for approval.

The goal of the screening process is to find a principal with the skill set and experience that will ensure a successful turnaround for Holland Woods Middle School. By employing a broad base of stakeholders on the interview committee, we will be able to compile a more comprehensive view of the candidates and ensure the "best fit" for the position.

We will be looking for a candidate whose patterns of thinking, feeling, acting and speaking align with core competencies outlined in the School Turnaround Leaders: Competencies for Success research. As noted in the research, the primary critical competencies for a turnaround leader are Achievement and Impact & Influence. Specifically this includes the following qualities: 1) belief that all in the system must implement the reform plan, 2) achievement orientated individual who is driven by results, 3) monitoring and planning skills, 4) past work history that demonstrates initiative and persistence, 5) a team leader with the ability to impact, influence and inspire others, 6) problem solving skills, 7) background and confidence needed to implement change and turnaround the school

The principal will employ several actions in order to ensure success and effective leadership. 1) Personally analyze data about the school's performance to identify high-priority problems that can be fixed quickly. 2) Develop an action plan so that all stakeholders know specifically what they need to do differently. Change is mandatory, not optional. 3) Focus the limited resources where they will best improve results. 4) Communicate a clear picture of success and its benefits to the school community. 5) Set up systems to measure and report interim results on a regular basis to all stakeholder groups. 6) Shift focus from blaming and excuses to problem solving.

Holland Woods has a Leadership team and Instructional Teams (teachers who share the same students) in place to guide the reform efforts. The Leadership team includes the principal and representatives from each grade level and core content area. The Leadership team allows for distributive leadership, shared planning, monitoring, and decision making. The Leadership team also functions as the School

Improvement Team. Parent members attend meetings that are focused on reviewing and amending the School Improvement Plan. The Leadership team meets twice a month after school for 1 hour. The Leadership team has group norms and meeting mechanics which include agendas, minutes, and follow-up action plans.

In order to facilitate communication with the entire staff, the minutes are shared electronically and Leadership team members facilitate communication within their respective Instructional Teams during the weekly teacher collaboration time.

To connect the school's efforts to the non-certified support staff in the school the principal has monthly staff meetings to share action plans and to gather feedback. To help ensure the school's efforts are supported by Central Office staff, the principal attends the Superintendent's Cabinet meeting once a month to provide updates and to problem solve any implementation barriers the Leadership team is experiencing.

To connect the school's efforts to the community, Holland Woods has a Parent Advisory Council which meets monthly with the principal. All parents are invited to attend. During this meeting the parents advise, plan and assist with matters related to school-home communication and parent education related to the parents' role in supporting their child's learning at home.

The principal participates in the weekly Data Review meetings and reviews minutes from the meetings to monitor the use of data. The principal reviews both formative and summative assessment results on an ongoing basis and publically communicates performance against standards. The principal also conducts classrooms walk-throughs to monitor and evaluate curriculum and instruction.

In order for the staff to view the principal as change leader, the principal will model a "can do" attitude, establish agreements about supporting initiatives, lead structured dialogues using protocols to gather peoples underlying assumptions, values and beliefs, and provide data that create tension between what is and what could be.

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.

The Port Huron Area School District was chosen to participate in the Michigan Council for Educator Effectiveness (MCEE) pilot to identify a state wide educator evaluation tool. The district used the "Charlotte Danielson's Framework for Teaching" to develop its Teacher Evaluation Plan. Principals, assistant superintendent, curriculum directors, student service director and the director of human resources with school board approval were responsible for the development of the Evaluation Plan. All documents were created by this team in collaboration with union leadership. The current Administrative Evaluation will be updated for the 2013/2014 school year to include student growth based on the required legislative levels. The progress and results of these evaluation plans will be reviewed at the end of the school year when all evaluations have been completed. The MCEE will provide a recommendation to the state that we hope through our efforts will include the "Charlotte Danielson's Framework for Teaching" evaluation plan. Short and long term goals will be used to improve instructional effectiveness and thus increase student growth. All documents will be monitored and collected by the Director of Human Resources who will ensure completion.

The Port Huron Area School District with school board approval has implemented the Danielson's Framework for Teaching Evaluation Model in 2012/2013. The Danielson model is a researched based model that is shown to increase instructional effectiveness. By increasing instructional effectiveness, research indicates that student growth also increases.

The Framework for Teaching identifies aspects of a teacher's responsibilities divided into 22 components, each having its own rubric, clustered into 4 domains: 1) Planning and Preparation (instruction and curriculum planning that focus on standards) 2) The Classroom Environment (student engagement) 3) Instruction (research based instructional practices) 4) Professional Responsibilities. Each component has an applicable rubric which describes what represents "highly effective", "effective", "minimally effective" and "ineffective" instruction. This comprehensive evaluation system will provide a fair and consistent method of teacher evaluation.

The model emphasizes a teacher/administrator collaborative process for classroom observations, review of student work, and curriculum review which provides continuous feedback. A minimum of four observations for each teacher will occur throughout the school year. The goal of these observations is to gather factual evidence that will be used to prepare objective year-end evaluations. The current collective

bargaining agreement allows for any teacher rating below "effective" to appeal their evaluation to a committee comprised of the teacher, union president, assistant superintendent and the principal who prepared the teacher evaluation.

The Danielson model of evaluation has been supported by administrators, curriculum directors, teachers as well as union leadership. Each teacher received a comprehensive communication package to ensure transparency and fairness. The evaluation plan is aligned to school wide instructional practices. The principal will use information from the evaluations to determine the applicable professional staff development required to improve instruction. The use of differentiated professional development during the third staff meeting of the month will be targeted at revisiting skills and topics over time. In addition the choices for the professional development incentive funds will be developed based on the individual needs identified in the evaluations.

For the annual year-end evaluation for the 2013/2014 school year, 25% will be based on Student Growth and Assessment data. The principal will evaluate teachers for the 2013/2014 school year. The principal will be able to displace teachers at the building level that do not perform at an "effective" level after providing ample opportunities for improvement. Staffing preference will be given to the principal at the district level when possible.

After given multiple opportunities to improve, staff members who do not improve professional practice and have not increased student achievement will be removed from their positions. The IDP process as outlined in requirement number three details specific supports for improvement of instruction to address unsound teaching practices.

As indicated above, the current Administrative Evaluation Plan will be updated for the 2013/2014 school year to include student growth based on the required legislative levels. The plan includes a detailed process developed by administrators and other stakeholders which is outlined in the Building Administrators Association Agreement.

A leadership team including teachers, staff, district administrators and assistant superintendent will evaluate principal leadership efforts regularly through site visits. This review process will include supports for improvement of leadership to address decision making, communication and instructional improvement methods, including professional staff development. The review will provide leadership feedback to make changes that positively affect the school growth indicators and provide information for the leaders' professional learning plans.

The evaluation plan will be aligned to the reform plan, instructional models and other improvement initiatives to improve student achievement. Beginning with the 2013/2014 school year, the School Board shall ensure that 25% of the annual performance evaluation system for administration will be based on student growth and assessment data.

After given multiple opportunities to improve, leaders who do not improve professional practice and have not increased student achievement will be removed from their positions.

Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.

The principal and building leadership team (teachers, administrators & support staff) will be responsible for setting student growth goals and rewarding staff. The curriculum department will assist them with identifying the student growth measurements. Three reward programs are identified; gift cards for Non-Certified Support Staff, ability to transfer a sick day into a personal day and a choice of professional development opportunities for Teachers. The Human Resource Department will convert sick days into personal days and the curriculum departments will track the selection of professional development for Teachers. The PTA will collect gift cards from local businesses to be used as rewards for Non-Certified Support Staff and the building principal will administer them upon reaching the predetermined goals. The staff will be eligible for rewards at the mid-year and end of the 2013/2014 school. These dates will also be used to identify the progress shown in student growth. Professional development funds will be earned and allocated among teachers. Long term outcomes will consist of staff feeling appreciated for achieving the goals. All staff will receive communication of this reward plan as evident of its implementation.

Incentives will be non-wage based due to budget constraints. Non-wage based rewards will ensure the long-term sustainability of the plan, as financial concerns will impact school districts for the immediate future.

The district is participating with the Michigan Council for Educator Effectiveness pilot in evaluating the Charlotte Danielson's Framework for Teaching. All administrators have been given 21 hours of thorough professional training to ensure fidelity of the evaluation process.

The teacher evaluation tool will be instrumental in identifying student growth. Student growth goals will be developed at the start of the 2013/2014 school year by the new principal in collaboration with the school's leadership team to ensure transparency and fairness of the reward plan.

In order to inspire the staff to work towards the predetermined growth goals, all Teachers and Non-certified Staff will be included in the reward programs. For Teachers, a memo of understanding is attached between the Port Huron Area School District (PHASD) and the Port Huron Education Association (PHEA). A memo of understanding is not required for Non-Certified Staff.

Non-Certified Support Staff

(Secretaries, Paraprofessionals, Custodians and Food Service Workers)

If the predetermined growth goals for the entire building are met at the end of the 2013/2014 school year, support staff will be eligible for gift cards. (i.e. Restaurant, Apple, etc.) As indicated above, the PTA will solicit these from corporate and community vested partnerships and the principal will handle the distribution.

Teachers

(Includes all teaching staff identified in the recognition clause of the association agreement)

If the predetermined growth goals for the entire building are met at the midyear point of the 2013/2014 school year, all teachers may exchange one sick day for a personal day to be used at their discretion.

All teachers who have a growth component in their annual evaluation and are rated "effective" or "highly effective" in the student growth portion of the teacher evaluation tool on their final evaluation for the 2013/2014 school year will receive a professional development allocation of \$500 to be used during the 2014/2015 school year. All teachers who do not have a student growth component in their annual evaluation and that are rated "effective" or "highly effective" in their overall score on their final evaluation for the 2013/2014 school year will receive the same professional development allocation.

The professional development will be selected from an approved list of professional development that is determined by the principal in consultation with the directors of curriculum, exceptional children, state and federal grants.

The schools plan for removing personnel that have been given multiple chances to improve practice and delivery and did not.

The principal will work in collaboration with the Assistant Superintendent and Director of Human Resources to recommend to the school board for removing personnel after they have had ample opportunities to improve. Individual Development Plans (IDPs) will be developed at the beginning of the school year along with midyear progress reports for teachers that rate below "effective" on their previous year final year-end evaluation. Individual Development Plans will also be provided to probationary teachers. Probationary teachers that rate less than effective on their annual evaluation may not be granted a contract for the following year. All teachers will receive a year-end evaluation annually. The principal will allocate time to properly conduct the Individual Development Plans and Annual Evaluations.

Teachers that are probationary or who rate "minimally effective" or "ineffective" on their previous year-end evaluation will be provided

Individual Development Plans and Mid-Year Reports that will set clear goals for improving performance. Ample opportunities will be provided for teachers to improve performance. Specifically, these opportunities will include goal setting, coaching, instructional support, observing highly effective teachers and professional development. The district through the School Board will remove "ineffective" tenured and untenured teachers and school administrators after they have had ample opportunities and have not improved. The decisions will be made using rigorous standards and streamlined, transparent and fair procedures as described in The Revised School Code 1249.

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.

The attached professional development plan identifies persons responsible for the training; the principal and leadership team will ensure the training is embedded into the appropriate teacher's instruction. The PD timeline allows for the incoming principal to select from a menu of required options that will meet the immediate needs of the staff. Based on the building's MEAP, MAP and We Teach/We Learn surveys, the leadership team, in conjunction with the department of instruction, wrote the professional development plan. The resources to be allocated for implementation of the plan are Building and District School improvement general fund dollars as well as Title II part A grant funds. Appropriate indicators that guide progress would be evidence collected during formative walk-throughs conducted by the principal, of implementation in practice by all staff. Leading indicators would be student work in the hallways and classrooms and long-term outcomes for the school in the area of professional development would be to strengthen teacher collaboration, instill a building-wide focus on adult learning and implementation of research-based strategies to improve the literacy and engagement of all students in the building. Data collected from formative walk-throughs, teacher evaluations, teacher lesson plans, agendas from professional development and teacher collaboration meetings will be evidence to document implementation of the professional learning.

The professional learning at Holland Woods will commence in the fall of 2013. A three-day back-to-school professional development will kick-off the reform plan with a focus on the school's mission, vision, beliefs and non-negotiables the staff will create to move themselves forward. Embedded in the training will be team-building activities for new and veteran staff to construct the new vision for Holland Woods. The PD will also include how to conduct data meetings and the data to make decisions regarding the tiers of instruction.

The framework for professional learning in the building throughout the school year will be: The fourth Friday of the month will be a half-day professional development training when staff have an opportunity to study a topic/idea/concept deeply (i.e. academic vocabulary). The next four Tuesdays, in lieu of staff meetings, will be time for teacher collaboration embedded into the workday. The first Tuesday of the month will be an opportunity for staff to share how they have employed the training into their practice immediately. The second Tuesday will be for purposeful reflection of the skills and collaboratively working with other grade level/content teams to embed in their classroom. The third Tuesday will be an opportunity to revisit skills and topics over time to purposefully scaffold and spiral the adult learning into the year. The fourth Tuesday will be focused on data review sessions for content area and grade level instructional teams. Teachers will have the opportunity to complete evaluations of professional learning in order to provide input on their individual needs for continued training as well as next steps.

Protocols from the National School Reform Faculty will be used to frame and structure the learning and dialogue during staff collaboration time. Some of the protocols the staff will use to address change in teacher practice are: A Change in Practice, Critical Friends Groups Purpose and Work, Cycle of Inquiry and Goal Setting.

The district currently has a partnership with The International Center for Leadership in Education (ICLE) and is completing year two of

content literacy training with literacy expert, Lin Kuzmich. The training this year is focusing on creating formative assessments and how to scaffold text (six hours of training). Next year will focus on employing academic vocabulary appropriately in the content areas and writing to learn which includes quick writes and short constructed responses (at least six hours of training).

The district will also be adding a 1.0 FTE position of "Technology Literacy and Data Coach" at Holland Woods. The coach will provide in-building job-embedded training and will work with teachers (in teams or individually) to refine their knowledge and skills. The coach will serve as the point person for data disaggregation for Holland Woods and train teachers in how to analyze both formal and informal student assessment data.

The content of the professional development will be based on the results of student academic achievement on the MEAP and MAP tests, as well as areas identified on staff evaluations and formative walk-throughs by central office staff. All professional development will be intentionally planned to support literacy throughout the building.

The plan differentiates for the needs of personnel. All teachers will receive the core training in RtI, content literacy and PBIS. Different content areas/groups of teachers will receive training pertinent to their deficit areas. Based on information gathered during classroom observations, through teacher's self-evaluation, and MAP scores, targeted support will be provided in the form of coaching, modeling, and additional training sessions for those most struggling teachers. This support will be provided by RESA consultants, ICLE staff, Central Office staff, and peer mentors. The administrators will also receive executive coaching from ICLE to support their leadership efforts in the building. John Harrison is a middle-school leadership expert that will support the reform work with twice monthly visitations to the building for coaching in teacher evaluations and building operations.

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.

The principal, members of the leadership team with final approval of the director of human resources will make all staffing decisions and identify potential candidates for promotion and growth. In order to retain teachers that rate "ineffective" or "minimally effective" on their last annual evaluation, individual development plans and mid-year reports will be given that set clear goals to improve. Identified resources will be the individuals involved, documents such as the IDPs and other related training materials. Progress will be monitored at mid-year and year end. A review of staffing will be conducted by the principal and Director of Human Resources in spring and fall. Long term outcomes will be a dynamic staff of motivated, well trained, engaged teachers, support staff and parents, ultimately increasing student growth. The implementation evidence that the school provides is interwoven throughout the plan.

The school has a plan to recruit staff based on student needs

Vacancies will be identified at the end of the school year and throughout the summer. Growth data will be used to determine staffing needs in the building. The principal will use this data to identify specialized positions such as interventionists, assessment coordinators and instructional coaches as well as general teaching positions. Teachers will be recruited that possess skills directly related to increasing student growth, literacy development and working with students that fall below grade level. Additionally, the student population has a significant number of at-risk students and therefore an emphasis will be placed on recruiting teachers that have experience in working with students that have the same at-risk characteristics and that have demonstrated the ability to achieve "catch up growth" for students that are performing significantly below grade level.

Members of the leadership team including teachers will be involved in the interview process for newly hired teachers. The team will identify questions that focus on needs of the reform plan. They will also be part of panel interviews. Standardized questions based on educator best practices will be used to either identify specific traits that are needed relative to the reform plan or the specialized positions. An emphasize

will be placed on selecting candidates that have the ability to use data based decisions to change instruction and the ability to become dynamic change leaders.

The school has a plan to retain staff and promote their professional growth

Teachers that have been rated "highly effective" on their year-end evaluation including the student growth section will be identified for the Administration Leadership Intern Program. Team teaching and allowing for collaboration across grade level will be ways to provide flexible working conditions and maximize instructional strategies.

All new teachers and those tenured teachers who rate "minimally effective" or "ineffective" on their previous year-end evaluation will be given an Individual Development Plan (IDP). These will be developed in collaboration between the principal and the teacher. The principal will monitor the progress of the IDP throughout the school year. The new teachers will also be assigned a mentor that is identified by the principal and rated "highly effective" in their last annual evaluation. All IDP will be developed in collaboration with the teacher and principal.

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.

The Department of Instruction will be working closely with the building administration and teachers to create/modify the curriculum maps to accurately reflect the CCSS and needs of the building. Math and ELA teachers currently have updated maps to reflect the CCSS, work on the Science and Social Studies maps and infusing the literacy standards will begin in the fall of 2013. Updating the elective courses to reflect the literacy standards and best practices will commence in the fall of 2013. Resources to be allocated for implementation include school improvement general fund dollars for teacher training in the CCSS and Title II part A grant funds to support the implementation of the strategies into the classroom. Indicators to guide progress of this effort will be apparent in the shifts of instruction teachers are expected to make as a result of the implementation of the CCSS. Data will be collected from walk-throughs and evaluations from teaching staff. Evidence that the school can provide to document the implementation would be teacher evaluations, formative walk-through data and student test scores.

The PHASD conducted a curriculum study for the CCSS in reading and math last school year. The curriculum is aligned to the common core and curriculum maps address the necessary shifts of instruction. The curriculum will highlight learning gaps specific to HW students based on MEAP and MAP data. Specific academic vocabulary terms and opportunities to use quick writes and short constructed responses along with student questioning strategies will be made explicit in these documents.

The core instructional researched based math program for the middle schools in Port Huron is Holt Mathematics. This program has been shown to significantly increase students' math skills and understandings more than the average expected by comparison to a national norm population. This text series is normed for a wide-range of socio-economic levels and ethnic groups, fitting Holland Woods population.

Tier I training included an emphasis on the shifts of instruction and a new universal screener for all students. The focus this year is using the MAP data to guide small flexible grouping in the classroom and training in differentiation to meet the needs of all students.

The Department of Instruction has been working closely with Tier II and Tier III instructors to support our most struggling students. The interventionists push-in to provide small group intervention based on MAP data, in the ELA and math classrooms. These interventions are aligned to core instruction. Holland Woods also has co-teaching for all LD special education students. Training in co-teaching and creating parity in classroom started in the fall of 2012 and will continue as the co-teaching pairs evolve to better meet the needs of their students.

As part of the teacher collaboration for next year, content area teams will review MEAP and MAP data to identify standard-specific needs and issues for student learning.

ELA/math representatives from all PHASD middle schools meet with the Dept. of Instruction monthly to continually update and review the curricula and continually search for resources to support student and staff learning. The new ELA and Math curriculum are inspected periodically using a district-created walk-through form that evaluates the implementation of the programs as well as informs Department of Instruction and building staff where to focus professional development efforts. The district will be utilizing the MDE program evaluation tool to determine the effectiveness of the ELA and math program and fix the barriers that prevent students from being successful.

ELA and math teachers are in the process of creating common assessments. The other subject areas will begin creating assessments as their courses are written. The assessments will be written using the CCSS and Smarter Balanced released items to reflect the performance tasks students will be expected to perform in 2014. The results from the common assessments will be analyzed during staff/team

collaboration time and prep time. If adjustments to teacher instruction need to be made, this will be done swiftly based on the achievement of the students and collaboration with peers to pinpoint specific instructional gaps.

Teachers will be explicit with their students regarding the daily/weekly/unit learning targets. All learning targets will be posted in the classroom and written in student-friendly language and highlight the rigorous thinking the CCSS requires.

Teachers will use the CCSS content-literacy standards embedded in the "Big Five" lesson design. Teachers of all subject areas will ensure they are using research-based strategies to address the appropriate reading and writing students should be producing at their grade level. The formative assessment checks for understanding and student dialogue and reflection will support the learning targets/objectives for the day's learning.

Instructional practices and student tasks for all core content courses will be aligned to the appropriate CCSS to ensure appropriate depth of knowledge. The goal is to move students from recall and recognition of content to application and synthesis of information into new learning.

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.

The building administration is responsible for training, coaching and implementation support of all data and assessment. The Department of Instruction will support all facets of the system with the building administration. The screening and diagnostic assessments are fully implemented. The common assessments are in progress and will be completed no later than the spring of 2014. District and building school improvement general fund dollars as well as Title II part A grant funds will support the training in the system of data that accurately measures what students know and are able to do. Indicators to guide progress would be data being used to inform daily teacher instruction and to populate small groups for instruction. The conversation will change from grades given to students based on the work they turn in, to what students know and can do. Long-term outcomes for the school and district would be that we are purposeful in our assessments and balance formative with summative to enhance the instruction happening in the classroom. We would also expect to see that small group instruction is the norm in all classrooms, regardless of the content. Evidence that the school will provide to document implementation would be an assessment calendar with screening and summative testing as well as a schedule of common assessments within each content area.

The Department of Instruction has provided initial training on the proctoring/use of the MAP screener as well as how this connects to our RtI system of support for all students. As part of district-level content meetings, the Department of Instruction also provides ongoing training on how to analyze data reports generated from MAP and how the data can support more effective instruction. The technology literacy and data coach will be the building's liaison to support the disaggregation of data and instructional implications. The building will support this during teacher collaboration and data team meetings. The Department of Instruction will also provide coaching and training on the use of data to populate small, flexible grouping in all teachers classrooms. All staff will be expected to use small flexible grouping for instruction.

In all core classes, teachers will use the MAP data (aligned to the CCSS) to populate their small, flexible groups in order to teach specific skill gaps in the context of the core content instruction. For example, in ELA, teachers use the MAP data to extract lexile scores to determine the novels students will read according to their instructional and independent level (they will be reading at least one of each). One would see a teacher instructing on a particular theme (adversity), but with different texts to support the varying reader abilities in the classroom. Based on the student MAP data, an interventionist would push-in and support with direct skill-gap instruction during small-group time. For those most at-risk students, a co-teacher might also be in the room providing small group instruction.

The assessments being created are changing focus from recall and comprehension to application and synthesis. The data from these assessments will be used to immediately impact and redirect instruction. The data from the assessments will be used to populate small groups to target gaps. The teachers, in conjunction with the department of Instruction will create these assessments that are aligned to the CCSS.

Teaming will be prevalent throughout the building next year and will include frequent communication home about the learning in the classroom. Teachers will use the parent portion of our online grading system to alert parents of missing assignments and grades. After MAP testing, a letter will go home to parents sharing their student's results as well as the tiers of support available to their student as a result of this testing. As part of the parent and family engagement, the school will also be hosting data review nights to share with parents where their students are instructionally as well as what can be done at home to support.

The building administration and Department of Instruction will be working with teachers to support and build classroom management practices to support differentiation and grouping activities to get and keep students engaged.

Preliminary behavior data indicates that the majority of office discipline referrals come from the classroom. Teachers will employ effective classroom management that aligns to the school-wide positive behavior support initiative by attending CHAMPS training. CHAMPS assists teachers in creating a proactive and positive classroom management plan that overtly teaches students how to behave responsibly.

A group of six instructors from Holland Woods is part of a grant through our RESA on incorporating iPads in the classroom. Teachers are receiving training in Universal Design for Learning to make the learning accessible to all and more project based.

The school data team will be looking closely at their building data to inform and differentiate instruction, curriculum as well as the policies that guide and support the organizational structure of the school. A special emphasis will be placed on the behavior data and number of students who are suspended or in retention, thus losing valuable instructional time and adversely impacting their learning.

The data team will be made up of teachers that are on the leadership team. They will meet monthly to look at perception, behavioral and academic data to guide the leadership team and make appropriate decisions to support student learning. The Building Procedures Council (BPC) meets monthly to review all school procedures. A member of the data team will sit on this committee to support and guide decision making on school procedures.

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.

The school's reform team worked collaboratively to build a structure will that will allow for increased learning time for all students. The requirements will be implemented in the fall of 2013. No additional funds are necessary for implementation. Indicators to guide progress would be increased benchmark scores three times/year on the MAP assessment and more effective and strategic use of professional development and teacher collaboration time. Long-term outcomes for the school/district in this area would be increased student test scores across the board as well as systemically supporting students through increased teacher collaboration, data analysis and small group instruction.

The student schedule for the 2012-13 school year is as follows: Student day runs from 7:35-2:05 with six-periods. There are 346 instructional minutes, with a minimum of 285 instructional core minutes (NCLB definition of core).

¢ Students in 6th grade have five core classes (ELA double block, Math, Science, SS) and one elective (6th Grade Band, PE).

¢ Students in 7th and 8th grade have five core classes (ELA, Math, Science, SS, and World Language) and one elective (Art, PE, Band).

During the MS ELA study during the 2011-12 school year and based on Holland Woods reading data, it was determined 6th grade students would have a double ELA block. This would support transition from the 120 minutes of reading instruction they were receiving in elementary school, to a reading and literature-based program. Starting in the fall of 2012, 6th grade students increased their reading instructional time by 57 minutes.

For the 2013-14 school year, the student schedule is as follows: The student day will run from 7:25-2:09 (increase of 14 minutes/day) with six-periods and a focused instructional time (30 min/day). There are 356 instructional minutes, with a minimum of 356 instructional core minutes (NCLB definition of core).

¢ Students in 6th grade have five core classes (ELA double block, Math, Science, SS) and one elective (Art, 6th grade Band)

¢ Students in 7th and 8th grade have five core classes (ELA, Math, Science, SS and Health/PE) and one elective (Art, World Language, Band).

As part of the purposeful integration of the core classes into the elective courses, all elective classes will use the building's MEAP and MAP data to target content-specific strategies/content into the elective. Ex.: Data shows analyzing charts/graphs in science/ss weak for 8th grade students, so those skills will be infused into all 8th grade electives. The intent is to be explicit and purposeful with all electives and students. Learning time is added to all classes, as well as time for intervention and stretch learning. A focus for the staff will be to increase the use of the class time already provided; many do not effectively utilize bell to bell instruction. The district will be giving the Surveys of Enacted Curriculum to better pinpoint exactly where instructional time is being lost and how teachers can maximize instruction. Learner engagement will be a topic/focus for school improvement and will be a focus of principal walk-throughs to gather data on professional development needs.

Teams will have the flexibility to loosen the times for course periods as appropriate for research investigations, field trips, etc., to maximize student engagement and learning of a particular concept.

Students will have daily opportunities for intervention and stretch learning during the Focus time. Formative data will be collected in the form of pre and post tests to determine if the focus time provided the necessary instruction for closing the skill gaps. Those students who have extremely low MAP reading and mathematics scores will go to intervention, where they can receive additional support in skill gaps.

As part of the Danielson Framework for Teaching, Domain 3: Instruction, subsection 3c, specifically addresses engaging students in learning and effectively using instructional time for whole classroom and individual/small groups. Data will be collected on this requirement to guide professional development efforts for teachers who need further assistance in implementing a variety of techniques to meet the needs of all

students.

Students will have the opportunity (at least one 6-week course) for enrichment. Students will be surveyed at the end of this year for possible enrichment activities they would like to see in the building. These courses will be built to go above and beyond the core and also receive the intervention they need to be successful. Formative assessment data will be collected to determine the growth students make while in these classes and if the school is reaching their desired outcomes. Students will evaluate the courses the offered and determine what courses shall be offered in the future.

The principal will work with various community groups (Community foundation, Rotary, Kiwanis) and invite them to teach enrichment courses and offer support for Holland Woods students.

The Academic Supervisor for the 21st Century After School Program is now housed at Holland Woods; this collaboration will closely connect the after-school program currently offered to the students to the Focus time during-school.

Next fall, the amount of time for teacher collaboration will increase by 73 hours. Teachers will have seven monthly half-day professional development trainings for a total of 21 hours of professional development. The follow-up will occur during teacher collaboration time during the 1st, 2nd and 3rd Tuesdays after school. Staff will also be using prep time to collaborate and analyze MAP and instructional data to better meet the needs of students as well as to meet with their instructional team to specifically target and support shared students at least twice a month.

The department of Instruction will be working to provide specialized support in curriculum, instruction and assessment professional development offerings at HW.

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

The success of any community is dependent on the impact the schools have on students and families. At the same time, the success of schools and families is dependent on the support and involvement of the community. It is vitally important that schools, families, and communities unite around the common goal of ensuring the success of all students. Developing an increased level of parent and community involvement at Holland Woods will be key for a successful turnaround in the education of our students. The new principal will be responsible for ensuring the implementation of family and community engagement in the fall of 2013. The long-term outcomes for the school in this requirement would be increasing the engagement of all Holland Woods families and making them a part of the learning community to increase student achievement.

The school will develop and utilize Facebook, a school question and answer blog, and a paper and pencil "Ask the Principal" drop box in the main office. These aforementioned mechanisms will be developed and used as a means of gathering as much school-family input as possible concerning student goals and outcomes, as well as a means of communicating back with the same families.

The school communications that will vary in media and feedback are technological mediums, as well as face-to-face opportunities and traditional written communications as seen in the following list: OneCallNow automated calling system for home phones, cell phones, email, and text message communications; Facebook; a school question and answer blog; school and teacher website (i.e. Weebly); a paper and pencil "Ask the Principal" drop box in the main office; Warrior Welcome Back in August, Parent-Teacher Conferences in November; and Principal Office Hours on Monday and Friday mornings for 1.5 hours. School conference times will be reviewed and changed to accommodate a wider range of parent schedules.

Some of the technologies that teachers will use to communicate with and engage families on issues related to student learning, are email, Moodle, Celly, Weebly, Facebook, Twitter, Survey Monkey, Parent Connect, etc. All teachers will be required to use a current web-based form of communication for assignments and communication. Moodle, Weebly, Protopage or Edmodo sites will be recommended and staff

will be given time to learn these web-based forms of communication.

The school and teachers will communicate in a positive manner with parents and families to support student learning expectations, standards, and typical classroom practice by promoting and supporting school-wide positive behavioral supports, as well as hosting and participating in quarterly Warrior Winner Celebrations with free food and activities, as well as transportation for all students who qualify. Presently, all students pay for reward trips.

The school will develop an effective process to recruit, accept, organize, and support volunteer participation in school activities or related efforts to support learning and engagement by using one parent volunteer to act as the school's Volunteer Liaison.

The school will provide opportunities for parent and community input to support efforts specifically related to the school's reform plan by seeking input from the PTSA, Parent-Teacher Conferences, Warrior Welcome Back, letters home, as well as our communications with the Blue Water Young Professionals, Port Huron Chamber of Commerce, the Economic Development Authority, the Community Foundation, the United Way, Rotary, Kiwanis, Lions, Boy Scouts of America, and Operation Transformation.

An Adult Drop-In soccer program is in place November - March to raise money for PBIS materials and to provide fitness opportunities to the public. This is implemented by the assistant principal. The indicators to guide progress will be the income created. The long-term outcome would be fundraising and community engagement in our school.

The local community college will now hold our last regular season game to introduce basketball players and their families to their campus and provide a nice venue for the final game of the season. Holland Woods will also take steps to improve personal vision and college awareness by visiting a large college campus during the year.

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.

In order to assure the successful rapid turnaround of Holland Woods Middle School, the principal will be granted flexibility in the areas outlined in this section. This is intended to remove barriers that may interfere with needed quick, site-based decisions in order to facilitate rapid change within the building.

The principal will have the ability to utilize his/her staff and building budget in the most effective manner to increase student achievement. The principal will involve the building leadership team in these decisions. The principal will be given all available information for site-based decisions by the end of August and as changes occur during the year. Identified resources will be staffing allocations, enrollment projections by grade and a detailed building budget. The Director for Finance and the Assistant Superintendent will be responsible for communicating the site-based information and providing consultation, education and support as needed. Progress will be monitored by a review of building budgets with the Director of Finance and Assistant Superintendent throughout the year. Up-to-date budget reports are available on-line for review by the principal and administrative staff. The principal may adjust the budget throughout the school year and as enrollment and district budget data are finalized. Long term outcomes will be a sense of ownership of the outcomes in the building leading to increasing student growth. The implementation evidence will be documented throughout the year through the budget review process.

The principal will be allowed flexibility for site-based staffing decisions within the constraints of the buildings allocations. The current principal will have the ability to displace teachers at the building level that are rated below effective in the year end evaluation. This displaced list will be forwarded to the Human Resources Director by April 30, 2013. The new principal and Director of Human Resources will work together in staffing the building for the 2013/2014 school year. Consideration will be given to the needs of the building and the recommendations of the new principal.

The principal will be allowed to staff up to six noon-hour supervisors (50% more than other buildings) to assist with lunch hour supervision so administration can focus on more instructional activities. The principal will be able to develop the work schedules and duties of the noon-hour supervisors and provide training as needed with consult from the Food Service Director.

The principal will be able to revise the standard cleaning schedule and custodial staff schedules as he/she sees fit for the building as long as the building is kept up to the standards set by the district as determined by the Assistant Superintendent.

The principal will be allowed flexibility with building hours and support staff schedules within the parameters of any collective bargaining agreements in order to accommodate varied schedules for teachers and students.

The plan will include removing the split-class lunch period and scaling down the length of the class period to provide more effective bell-to-bell instruction, as referenced in Part E..

The principal will approve all general fund expenditures for the building and be allowed the flexibility to move budgeted amounts between accounts as he/she sees fit to support student achievement. Site-based decision making will be allowed in accounts such as: other pay, overtime, substitutes, repairs and maintenance, teaching supplies, textbooks, technology supplies, office supplies, and miscellaneous. The building will utilize the district's financial accounting software for budget reviews and recording expenditures.

The Director of State and Federal Programs and the Secondary Curriculum Director will provide site-specific budgets for the following areas

and consult with the principal on the best use of these resources for student achievement within grant guidelines as applicable: school improvement funds, professional staff development and at-risk funds.

The principal has control over internal building account funds (within lawful expenditure guidelines) to allocate for rewards programs for students and teachers and other expenditures when district budgets are not available. This may include, but is not limited to accounts such as: beverage funds, local mini-grants, school fundraisers, community donations, interest.

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.

A. The district is providing technical assistance to support the plan implementation.

The intent of the District's technical assistance is to support improved learning outcomes and improved school culture for Holland Woods. Ongoing formative feedback regarding the school's goals and practices will be provided through site visits and regular communication with the school staff. By the end of August the secondary curriculum director will establish a schedule of bi-weekly site visits. The site visits will mirror the format used by the SRO Monitor. Using the "20 Common Implementation Indicators" tool the curriculum director and principal will establish focus indicators for each visit. In order to build the skills and culture necessary for collaborative work they will use protocols to guide their conversation. Some examples of the protocols that will be used are Data Driven Dialogue; School Walk Protocol, and Start- Stop- Continue Protocol. As part of the site visits once a month the curriculum director will also attend the Leadership team meeting to provide formative feedback and to problem solve barriers that Team may be encountering as they implement the Reform Plan.

The district has taken the following actions in order to provide time and resources to support the reform effort at Holland Woods and to remove the administrative policies that may be a barrier to reform efforts: 1) Instructional time was added to the school day to increase the amount of time for enrichment and interventions. 2) An additional 1.0 FTE allocation of a "Technology Literacy and Data Coach" paid for with general fund dollars to provide job-embedded professional development on a daily basis. 3) Three additional professional development days have been added to the school calendar and teachers are receiving additional compensation for the added days. 4) Additional Title II, Part A grant funds are being allocated for Holland Woods above and beyond the other schools in the district as part of the "Rewarding School Leaders and Teachers" component. 5) Additional noon hour supervisors are being allocated in order to provide the building administrators with more to provide instructional leadership. 6) The constraints on traditional staff meetings as outlined in the collective bargaining agreement have been removed to allow for both flexibility in use of time and to increase the amount of teacher collaboration time. 7) The principal and leadership team have been given site based decision making authority in regard to the use of instructional and operational dollars. The principal will have the ability to assign staff as needed as long as it is within the budget parameters 8) The principal will not be required to follow the District's standards for secretarial and custodial schedules. 9) The 21st Century Community Learning Center's Academic Supervisor's home based has been relocated to Holland Woods in order to improve the connection and coordination between the After School Program and the Day School.

B. The school is utilizing non-district sources to provide TA support for implementation.

The District has a partnership with the International Center for Leadership in Education (ICLE). ICLE provides technical assistance to schools in how to implement organizational change that translates into improved student outcomes. Holland Woods will receive monthly on-site visits from an ICLE Leadership Coach, John Harrison. The purpose of the coach's visits will be to share his expertise in the management of change, achieving high standards and to support the principal and Leadership team in the implementation of the Reform Plan.

The Saint Clair County Regional Education Service Agency will also be providing technical assistance and professional development as part of the Reform Plan. The RESA is currently working with Holland Woods staff on integrating iPads and Universal Design for Learning principles into classroom instruction. The RESA's content area consultants will provide job embedded coaching and follow up support as indicated in the attached PD plan. RESA consultant support will also be utilized for data and information management training. RESA's Behavior Specialist will provide the training and technical support necessary to implement a school wide Positive Behavior Intervention Support model.

In order to ensure coordination of technical assistance efforts the District Reform Team will meet monthly to monitor the progress of implementation and to problem solve barriers to implementation. The District Reform Team members include: superintendent, assistant superintendent, secondary curriculum director, human resource director, finance director, building principal, representatives from the Leadership team, RESA staff, ICLE Leadership Coach (via phone conference).

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	<u>Evaluation Tools (Non-Classroom).xlsx</u>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	<u>PD Calendar HW 2012.doc</u>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	<u>Holland WoodsI schedule layout.doc</u>
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	<u>Student Schedule 11.28.doc</u>
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	<u>Teacher Schedule 11.28.doc</u>
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	<u>HW-MOU.pdf</u>

Port Huron Area School District
Annual Year-End Performance Evaluation
School Social Worker

SS Worker _____

School _____

Grade(s) _____

Probationary _____ Tenured _____

Evaluator	Date of Observation	Time Spent in Observation	Service Observed

Part I – Administrator’s Assessment of SS Worker’s Effectiveness – 84 Total Points

Ineffective (I) – 1

Minimally Effective (M) – 2

Effective (E) – 3

Highly Effective (H) – 4

Domain 1: Planning and Preparation	I	M	E	H
1a. Demonstrates Knowledge of Students				
1b. Establishes Appropriate Goals				
1c. Demonstrates Knowledge of Regulations and Resources				
1d. Plans and Integrates Services				
1e. Develops Plan to Evaluate Effectiveness				
Domain 2: Learning Environment	I	M	E	H
2a. Creates an Environment of Trust, Respect, and Rapport				
2b. Promotes Productive Communication and a Culture for Learning				
2c. Manages Routines and Procedures				
2d. Establishes Standards of Conduct				
2e. Organizes Physical Space for Services				
Domain 3: Service Delivery	I	M	E	H
3a. Assesses Student Needs				
3b. Engages Staff in Learning New Skills				
3c. Assists Students/Staff in Implementation of Educational Plans				
3d. Uses Specialized Techniques in Individual/Classroom Services				
3e. Demonstrates Flexibility and Responsiveness				
Domain 4: Professional Responsibilities	I	M	E	H
4a. Reflects on Practice				
4b. Maintains Accurate Records and Submits Reports Within Timelines				

4c. Communicates with Families				
4d. Participates in the Professional Community				
4e. Grows and Develops Professionally				
4f. Demonstrates Professionalism				

Total Points: 0 / 84

Comments:

Part II – Additional Information

1. List any “significant/relevant accomplishments and contributions” which are above the normal expectations for school social workers.

2. List any “relevant special training”, other than district provided professional development, you have completed since the last evaluation. Describe how this training is integrated into your area of responsibility.

3. Specific performance goals to improve effectiveness for the next school year.

4. Recommended training/professional development for the next school year.

FINAL SUMMATIVE EVALUATION

Based on Total Composite Score

_____ Highly Effective (75-84)

_____ Effective (64-74)

_____ Minimally Effective (54-63)

_____ Ineffective (53 and below)

Comments:

Administrative Recommendation

_____ Recommended for continuing probationary employment

_____ Recommended for continuing tenured employment

_____ Not recommended for continuing employment

Administrator Signature: _____ Date: _____

My signature below indicates that I have met and reviewed this evaluation with my administrator. It does not indicate my agreement or disagreement with any of the content herein.

SS Worker Signature: _____ Date: _____

Port Huron Area School District Holland Woods Middle School

The following is a professional development progression that outlines the next three years of professional development for Holland Woods Middle School. The professional development for the 2013-14 HWMS staff will commence in the fall 2013. This progression was created to reinforce the importance of deeply understanding standards and expectations the teachers have with regard to professional development. These aren't items to be "checked off a list" and move onto the next. Some PD might take longer to understand and implement into practice, therefore dates are more general and the principal and leadership team will have autonomy to execute the professional development as needed.

Those items highlighted in **pink** have already commenced.

Those items highlighted in **yellow** will be the first items for training, Summer 2013.

Those items highlighted in **blue** will be the next items for training, Fall 2013.

Those items highlighted in **green** will begin Winter/Spring 2014.

Those items highlighted in **gray** will begin Summer/Fall of 2014.

Those items identified as Monthly PD/Data Analysis Loop will continually be revisited as a training/workshop has been evaluated on its effectiveness and translation into the classroom and the professional development cycle will continue. The idea is to create a system in which PD is evaluated and analyzed using several data points such as classroom observations and walkthroughs, SWIS behavior data, formative reading and math assessment data and perception data. Following this data analysis phase of the PD loop further job embedded PD is then provided at the level(s) that it is needed. These levels will include individual teachers, grade, department, or building wide.

**Port Huron Area School District
Holland Woods Middle School**

		Instruction				Culture/Climate	
Content Area	Rigor/Relevance Relationships	Co-Teaching	Content Literacy	Curriculum	Assessment	School Wide Positive Behavior Support	Staff Collaboration
Responsible Parties	Principal	Principal/Dept. of Instruction/RESA	Principal/Dept. of Instruction	Dept. of Instruction	Principal/Dept. of Instruction	Principal/RESA	Principal
PD Progression	Rigor and Relevance Framework	Identification of co-teaching pairs and teambuilding	Rigorous engagement strategies focus on READING (academic vocabulary, graphic organizers), WRITING (quick writes, short constructed responses)	Common Core State Standards- ELA/MATH RtI	Initial NWEA Training RtI	Establishing behavior team RtI	Staff Teambuilding
	Planning Rigorous and Relevant Instruction	Shared ownership and parity in the co-taught classroom	Identification of strategies that best impact student data with focus on STUDENT DIALOGUE (Questioning), STUDENT REFLECTION	Best Practice Curriculum Mapping/Development	Small flexible grouping based on MAP data	CHAMPS: Classroom Management	Mission, vision, belief statements
	Creating meaningful use of literacy and numeracy across the building	Topics for co-teachers to discuss, creating a teacher's model for co-teaching	Content literacy/numeracy strategies with Lin Kuzmich	Identification of essential questions and material purchase	FORMATIVE ASSESSMENT training	Provide SWPBIS training to entire staff	Building Teams/Building Trust
	Initial training on math and reading interventions and stretch learning	Co-Teaching, models, framework and background	Job embedded PD specific content literacy strategies	Training for entire ELA/Math staff	NWEA data analysis	Identifying and teaching behavior expectations	Bullying Prevention
	Gathering data on implementation of rigorous and relevant instruction	Evaluate co-teaching model and analysis of co-taught student data	Evaluate content literacy strategies and analysis of data	Literacy Standards in the Science, SS and elective classroom	Rewrite 7 th and 8 th grade math formative assessment pieces	Monitoring behavior expectations and SWIS data	Home visits
	New Teacher Induction- Building Level			Using MAP data in the elective classroom	Utilizing learning targets in the classroom	Analysis of behavior data and SWPBIS	Use of Data

	Embedding technology into instruction			Curriculum documents reflect explicit practice of literacy and numeracy into lessons			
	Using the CIR tool to conduct formative walk-throughs w/staff						

Content Area	Instruction					Culture/Climate	
	Rigor/Relevance Relationships	Co-Teaching	Content Literacy	Curriculum	Assessment	School Wide Positive Behavior Support	Staff Collaboration
Monthly PD/Data Analysis Loop	Staff mentoring and collaboration specific to R/R/R	Staff mentoring and collaboration specific to co-teaching	Staff mentoring and collaboration specific to content literacy	Central office/staff mentoring and collaboration specific to curriculum mapping	Staff mentoring and collaboration specific to assessment	Staff mentoring and collaboration specific to SWPBIS, CHAMPS	
	Implementation Support	Implementation Support	Implementation Support	Implementation Support	Implementation Support	Implementation Support	Implementation Support
	Evaluation of rigorous and relevant instruction and analysis of data	Evaluation of co-teaching model and analysis of data	Evaluation of content literacy strategies and analysis of data	Evaluation co-teaching model and analysis of data	Analyze EXPLORE data to impact student success	Analyze SWIS data	
	Provide individualized job embedded PD for all staff as it relates to Rigorous and Relevant instruction, interventions, and stretch learning.	Provide individualized job embedded PD for all staff as it relates to co-teaching	Provide individualized job embedded PD for all staff as it relates to content literacy.	Provide individualized job embedded PD for all staff as it relates to curriculum development and alignment	Provide individualized job embedded PD for all staff as it relates to balanced assessment and data analysis	Provide individualized job embedded PD for all staff as it relates to SWPBIS	Provide individualized job embedded PD for all staff as it relates to how to work with staff and setting expectations

**Items in ALL CAPS are part of the BIG FIVE instructional/lesson design model

**Port Huron Area School District
Holland Woods Middle School
2013-14 School Schedule**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:25-2:09	7:25-2:09 2:15-3:15* Teacher Collaboration	7:25-2:09	7:25-2:09	7:25- 2:09

*minimum

Teacher Schedule 2013-14

PERIOD	MONDAY [7:25–2:09]	TUESDAY [7:25–2:09]	WEDNESDAY [7:25–2:09]	THURSDAY [7:25–2:09]	FRIDAY [7:25–2:09]
1st [07:25–08:17]	SOCIAL STUDIES				
2nd [8:20-9:13]	MATH-6	MATH-6	MATH-6	MATH-6	MATH-6
3rd [9:16-10:09]	TEACHER PREP/ COLLABORATION				
4th [10:12–12:21] A: 10:12-10:42 B: 10:45-11:15 C: 11:18-11:48 D: 11:51- 12:21	Lunch Focus (Intervention/Stretch) MATH-6	Lunch Focus (Intervention/Stretch) MATH-6	Lunch Focus (Intervention/Stretch) MATH-6	Lunch Focus (Intervention/Stretch) MATH-6	Lunch Focus (Intervention/Stretch) MATH-6
5th (12:24-1:16)	MATH-6	MATH-6	MATH-6	MATH-6	MATH-6
6th [1:19–2:09]	MATH-6	MATH-6	MATH-6	MATH-6	MATH-6

MEMORANDUM OF UNDERSTANDING

Between the

Port Huron Education Association

And the

Port Huron Area School District

Beginning in the 2013-2014 school year and effective for the duration of Holland Woods Middle School's designation as a **Priority School**, the Port Huron Area School District Board of Education and the Port Huron Education Association agree as follows:

- The school day will be increased by 14 minutes per day in order to provide additional instructional, lunch and collaboration time.
- If the predetermined growth goals for the entire building are met at the midyear point of the school year during the approved redesign plan, the staff shall be allowed to use one of their sick days as a personal day without the restrictions listed in Article III, section F.1 and 2. The day before or after a holiday needs to have the approval of the principal and the request will be granted based on the date of the notification by the member (first come, first serve basis). This day will be in addition to the two personal days allowed by contract.
- In addition, the staff may be required to attend up to 3 summer professional development days which will be compensated at \$100 per day.
- The provisions of Article V, A., 1, 2, and 3 shall not apply during the existence of an approved redesign plan. The staff will use the time for collaboration and professional development.
- All instructional staff as defined by the recognition clause of the PHEA contract that are rated "effective" or "highly effective" in the student

growth portion of the teacher evaluation tool on their final evaluations during the approved redesign plan shall receive a professional development allocation of \$500, to be used the following school year and the subsequent summer. The professional development will be selected from a list approved by the building principal in consultation with the instructional directors.

- Understanding that there may be changes in the plan as we gather data and review results, the PHEA and PHASD will reach mutual agreement in writing on any applicable contract changes during the term of the Memorandum of Understanding.

It is recognized and acknowledged that the above provisions only apply to Holland Woods Middle School during the term of an approved transformation redesign plan. These provisions and modifications shall remain in effect for the duration of that plan. This Memorandum of Understanding will not establish a precedent for any future negotiations.

Signatures:

Michelle Shagers

For the Association

Eddie L. ...

For the District

11-28-12

Date

11-28-12

Date