



Reform Redesign Report

Alexander Hamilton Elementary Sch.

Wayne-Westland Community 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?

Alexander Hamilton Elementary is a K-4 building providing educational services to approximately 430 students in the Westland community, a suburb of Detroit. The adjusted gross income is \$38,823 while the state adjusted gross income is \$48,204. Hamilton's subgroups have remained stable since the district reconfiguration in 2010-2011, which changed the population of the students and the staff by at least 50%. Additionally, over the past 5 years, there have been four (4) principals, with the current principal now serving her second year in the building. The student population is 70% white, 22% black, 6% Hispanic, and 2% Asian and American Indian. For data analysis, the subgroups are for gender, ethnicity, economically disadvantaged and students with disabilities. Due to the reconfiguration, the local school for some students was closed, causing a loss of the center of the community in the case of those families and the need for them to receive transportation to Hamilton. Unfortunately, Hamilton also has a high poverty rate (71%) along with a high rate of mobility. While achievement scores are low across the board, students with disabilities and limited English proficient subgroups have the largest gaps in all subject areas. With regard to teachers, there was a high rate of absences in the past year which the district level is aware of and for this reason, across the district has implemented the idea that no teacher is pulled for more than six (6) days for professional development for the year, which is a number based in research.

School's Purpose

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

Vision Statement- In cooperation with our families and community, the Hamilton Staff is committed to making "STARS" out of all of our children.

Mission Statement- Hamilton School will provide the highest quality education to all of our students through differentiated instruction and meeting the diverse needs of the whole child. Teachers will continue to learn and gain the necessary knowledge to be the best in the profession. We will work in tandem with the community and families to strengthen the common goals of success for all students, as they ALL have the capacity to learn.

Beliefs Statement- We, the stakeholders of Hamilton Elementary School, jointly believe:

- ☐ All students have the capacity to learn.
- ☐ The partnership between home and school is crucial for students to be successful.
- ☐ All students will be provided with opportunities to learn that are diversified and responsive to individual educational needs.
- ☐ The basic human needs of students must be met before learning can take place.
- ☐ All students will be provided a safe and caring school environment.
- ☐ Students will be encouraged to be lifelong learners with an awareness of the importance of the connection between school and work.
- ☐ Teachers must continue to improve their teaching strategies and continue to challenge students to strive toward their highest potential.

As a school, Hamilton embodies its Vision, Mission and Beliefs statement daily by providing for two-way communication to parents about the programs, processes and goals of the building as parents and community members are encouraged to become active members of their child's learning process. Every day, teachers strive to work as grade level teams to ensure consistency of expectations for behavior and academics with high standards of achievement as the goal for every student. Staff meet together on their planning time and during PLC meetings weekly to discuss individual students and what specific research-based strategies will have the greatest impact the students as a whole. They work with parents to provide basic needs, knowing that if those needs are not met, learning cannot occur. Due to these needs, the Hamilton staff works closely with many outside agencies to provide food, clothing, health and safety supports. If students are not reaching their fullest potential or need additional time, it is available to them on a regular and on-going basis. Finally, in addition to PLC and planning time, teachers engage in district and school level professional development multiple times per year, directly related to their School Improvement Plan and then implement that new knowledge immediately into their instruction.

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.

Notable Achievements- The stability of the staff and administration in the past year has been a solid improvement in the building, as well as the addition of two Class Size Reduction Teachers (CRTs) through 31a funding, provided by the district. Additionally, there is now a full-time social worker in the building which helps immensely with the variety of needs of students and support needed by staff. As a staff, a cohesive Leadership Team has developed, one that led by its principal has truly worked with data and understands where its issues lie with regard to curriculum, instruction and assessment. Hamilton has shown improvement in all areas of the MEAP, but because scores were so much lower to begin, raising achievement levels will take more work. Local data shows that students show gains on the common assessment from the beginning to the end of the school year, but due to how far behind students typically are when they arrive, again, the progress needs to be more rapid. The fidelity of implementing and using results improved over the course of the past year and perception data by staff, students, and parents shows an overall feeling of safety, respect and learning in the building. This group also provided extended learning opportunities through before/after school and summer school to 21% of their population. An additional 43 students participated in Bright Futures program and/ or Girls on the Run, an additional 10% of the students. 30% of students participated in Family Math, Writing and Reading Nights.

Area of Improvement- Challenges relate to the high poverty rate and mobility rate which impacts students' school attendance and need for basic supports and strategies. There are never enough personnel to meet the needs of all students who are struggling. At a district level, there is a need, now being addressed to implement the Common Core and address gaps in the curriculum. This is a key focus of the district K-12. Teaching those standards with fidelity across all classrooms every day is another area to improve. Many staff members need to work toward using formative assessments so they understand daily where their students are at and how to impact their instruction. Additionally, many students come to school without the social/ emotional/ behavioral skills needed to successfully navigate the school setting. These skills need to be taught to students daily and supported not only by staff, but families as well. Parent participation is low and another area to address.

Additional Information

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

In response to the Areas of Improvement, Hamilton will focus in its Reform/ Redesign Plan on three big ideas, namely: Extended Learning Time, Differentiation of Instruction Based on Formative Assessment and School /Classroom Culture and Relationships.

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.

Current teacher contract language is grounded primarily in seniority and whether teachers chose to move or not. With a district the size of Wayne-Westland, there are often opportunities to change buildings or grade levels. Due to these issues and concern that there is significant need for an agreement to maintain as consistent a staff as possible. In this way the professional development knowledge, focus and intensity of the "Big Ideas" strategies, will be adhered to more closely, as discussed between the building Reform Team and the Executive Director/ School Improvement & Innovation. Points of concern needing to be addressed were then shared with the Senior Executive Director/ Human Resources and the Deputy Superintendent in order to begin discussions with Wayne-Westland Education Association (W-WEA) leaders. Based on the Letter of Understanding between Wayne-Westland Schools and the W-WEA, teachers and administration will first be identified and rewarded through the following steps:

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.)

BIG IDEAS

The staff and Reform Team determined our three "Big Ideas" for the reform/redesign plan are: 1) Extended Learning Time; 2) Differentiation of Instruction Based on Formative Assessment (Doug Reeves, Carol Tomlinson) and; 3) School/ Classroom Culture & Relationships. These areas were determined through research on highest effect size strategies, rapid turnaround improvement indicators and data from perception surveys, the Self-Assessment survey, Golden Package, Class A , Surveys of Enacted Curriculum (SEC), State Priority School website(z scores), Positive Behavior Intervention & Supports (PBIS) and research from the Center for Innovation and Improvement.

1)The areas of Extended Learning Time for Students and Staff in Reading across the curriculum, Writing across the curriculum, Math and Science were determined as areas in need of greatest focus.

OVERALL MEAP DATA PICTURE

This was noted through Priority data and MEAP Golden Package data that indicates a 2-year trend for:

-Reading across the curriculum, where the achievement gap is -2.4382 with improvement, although minimal, of .2552 and an overall Z score of -1.3142. Through the Golden Package, MEAP data indicated Hamilton students ranged from 11%-24% lower than the State average proficiency in grades 3, 4 and 5. In 3rd grade, the aggregate proficiency was 51% while in 4th grade it was 52% and 45% in 5th grade.

Students with disabilities at the 3rd grade level in MEAP were 43% below the aggregate Hamilton score, while male students were 12% below females. In 4th grade, students with disabilities were 39% below the aggregate Hamilton scores, while males were 14% below females. At 5th grade, Black students were 22% below the aggregate score, while males were 13% below females.

-Writing across the curriculum, where the achievement gap is -2.1019 with improvement of -.0426 and an overall Z score of -.6607. Through the Golden Package, our MEAP data indicates 4th grade students were 6% below the State average proficiency. Our 4th grade students with disabilities were 35% below the aggregate Hamilton score which was 39%. Black students were 14% below the aggregate scores, while males were 22% below females.

-Math, where the achievement gap is -2.1615 with minimal improvement of .1871 and an overall Z score of -.7151. Through the Golden Package, MEAP data indicates 3rd grade students were 15% below the State average proficiency and students with disabilities were 21% below the aggregate Hamilton score of 21%. At 4th grade, Hamilton students were 12% below the State average proficiency. Students with disabilities at 4th grade were 15% below the Hamilton aggregate score of 28% proficiency, while Black students were 9% below the Hamilton aggregate and economically disadvantaged students were 8% below the Hamilton aggregate. In 5th grade, Hamilton students were 3% below the State average proficiency. Black students in 5th grade were 29% below the Hamilton aggregate scores of 37%, while males were 15% below females.

-Science, where the achievement gap is -2.5332 with improvement of -.1852 and an overall Z score of -3.0660. Through the Golden Package, MEAP data of the 5th graders who took the test, were 1% lower than the State average proficiency which is 15%. Black students were 14% below the aggregate Hamilton score (14%), economically disadvantaged students were 8% below and students with disabilities were 14% below. Males were 13% below females.

All subgroup data in each subject area indicates a need for differentiated and extended instruction as the overall scores are low and there are significant gaps between subgroups. As noted above, Science has the lowest Z score of any subject, which is why Science will be addressed through all aspects of the plan. The Reform Team did not feel it would be appropriate to focus only on a couple of content areas, but rather on skill areas that would benefit all contents for the students.

"DRILLED DOWN" MEAP DATA

Additionally, in looking at the data in each of these areas and drilling down during the data dig, as well as being mindful of the necessity to

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maintain a highly focused approach, we recognized that the following strands are those of highest difficulty for our students.

-Reading across the curriculum strands indicated as those our students have most struggles with based on the Golden Package are the strands of comprehension, informational text and word study. After further data analysis, standards that showed the lowest number of proficient students were compared to the Common Core State Standards (CCSS). The determined need for focus is on R.L.2 and R.IT.2 (retelling main ideas and details), R.L.9 and R.IT.9 (compare/contrast) and R.L.4 and R.IT.4 (determining meaning of unknown words).

- Writing across the curriculum strands indicated as those that are most difficult for our students are the reading strands of writing process and personal style. After further data analysis, standards that showed the lowest number of proficient students were compared to the CCSS and are W.3 (write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences) and W.2 (write informative/explanatory texts to examine a topic and convey ideas and information clearly).

-Math strands indicated from the data that are necessary to focus on are specifically, 3rd grade- working with geometric shapes and addition/subtraction fluency; 4th grade- understanding fractions, understanding area and perimeter and properties of 2D/3D shapes. The Common Core focus that correspond to these areas are Operation of Algebraic Thinking and Geometry across every grade level.

-Science strands indicated from the data that are necessary to focus on are the strands of physical science and science processes. After further data analysis, the standards identified as having the lowest amount of students proficient in physical science were: Kindergarten- specifically position, gravity, force; 1st grade- specifically force and motion and properties of matter; 2nd grade- specifically, properties of matter; 3rd grade- specifically, force and motion and energy; 4th grade- specifically, energy and properties of matter.

SEC DATA

Finally, each staff member in the building who teaches ELA and Math on a daily basis (including General and Special Education teachers and Intervention Specialist), were offered the opportunity and stipends for their time in order to complete the Survey of Enacted Curriculum (SEC). All those who participated (which was 19 out of 20 persons) were provided with an overview (1.5 hours) of the process from MDE consultant and RESA Facilitator prior to taking the survey and were asked to start with the ELA survey. Those same staff members were also given the option of taking the Math SEC if they chose.

Following the survey completion, the MSU and RESA personnel returned and supported the staff in learning how to obtain data from the website by teacher, grade level and whole school for each subject area. A separate day was held, providing rotating substitutes so that each grade level teacher could attend the data analysis for approximately an hour with their grade level teams. Teachers who teach split classrooms attended both sessions. These sessions were also attended by the Building Principal, SIF and Executive Director/ School Improvement & Innovation.

The SEC data by both grade level and school-wide, provided useful information that connects current teaching strategies and focus to emphasis expected by the Common Core. It also breaks each of those strands down by the indicators or skills within the strand and shares where gaps may lie. The SEC data also proved helpful in alerting staff to areas they may be putting too much emphasis at this point and can minimize. Based on this SEC information, the follow data was found:

-Reading across the curriculum strands and skills indicated by the SEC as areas in need of greater emphasis are:

1)Comprehension in grades K-2, specifically, a) Main ideas, key concepts, and sequence of events (Gr. K/1); b) Strategies such as activating prior knowledge, questioning, making connections, predictions, inference, imagery, summarization (Gr. 1/ 2), c) Word meaning (Gr. 1). While Kindergarten teachers are doing a great deal of work in the Comprehension area it is not in the areas of emphasis most needed. First grade teachers, based on the data, will change their focus to generate/ create/ demonstrate level of the comprehension skill instead of performance/ procedure level.

2)Critical Reasoning in grades 3 and 4, specifically, a) comparison of topic, theme, treatment, scope and drawing; b) relationships among purpose, organization, format and meaning; c) textual evidence and/or use of references to support.

3)Vocabulary in grades K, 1, and 3, specifically, a) word definitions (gr. 1 & 3); b) suffix, prefixes, root (base) words (gr. 3);c) syntax and sentence structure (gr. 3). While 4th grade still needs to work on vocabulary, it is not one of the top four indicators to focus on.

Overall, Phonemic Awareness is emphasized at Hamilton. Common Core does not maintain the same emphasis on Phonemic Awareness as in the GLCEs and Hamilton teachers will need to shift their emphasis. There is a need to remediate, but also to accelerate students' progress so they are better equipped for the Common Core, as well as to become critical thinkers.

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Discussion was held, based on the data, that word phrases and meaning in context are areas that the appropriate emphasis is being used. Increased use of informational text will occur and be used to align instruction to the Common Core across all content areas. Teachers will, daily, use the strategy of "model the confusion" where you expose vulnerability and say to the students, "Let's see how we can work through this together". This strategy was suggested by the RESA ELA consultant who worked through the SEC data with the grade level teams. Additional discussion notes from each grade level meeting were taken by the SIF throughout the day and were sent to the Executive Director/ School Improvement & Innovation and the Building Principal to be shared with each grade level Professional Learning Community (PLC), district Educational Services Departments and committees for further review and action steps. -Writing across the curriculum strands and skills indicated by the SEC:

1)Elements of Presentation in grades K, 1, 2, and 3, specifically, a) purpose, audience and context, word choice; b) performance and procedures level needs to move to generate/ create/ demonstrate level; c) organization needs greater focus (gr. 3); d) support and elaboration needs emphasis (gr. 3).

2)Language Study in grades 1, 2, 3, and 4, specifically, a) relationship of language forms; b) syntax and sentence structure; c) grammatical analysis (gr. 1 & 3).

3)Writing Applications in grade 3 and 4, specifically, persuasive and technical writing.

-Math strands and skills indicated by the SEC were unavailable due to only having a couple of staff members who took the Math survey

-Science SEC surveys were not done per MDE facilitator at this time

TRIANGULATED DATA AND AREAS OF FOCUS BY GRADE LEVEL

By triangulating the data from a variety of sources, we were able to analyze what will be expected with the Common Core and the expected emphasis compared with what is currently expected on the MEAP, current student achievement with regard to Grade Level Content Expectations (GLCEs) and current curriculum/ strategies enacted by the teachers. The gaps in the expectation versus practice/ current achievement were determined. Great effort was taken to compare the key areas of focus in the GLCEs (MEAP) and the Common Core (SEC) and where those matched, strands were chosen. Additionally, discussion was held on those areas that would provide a laser-like focus and improvement across multiple contents. Based on that discussion, the final strands/ strategies/ skills/ programming that will be of focus are:

-Reading across the curriculum, specifically in the areas of:

-Grades K-2- Comprehension with emphasis on, a) Main ideas, key concepts, and sequence of events; b) Strategies such as activating prior knowledge, questioning, making connections, predictions, inference, imagery, summarization; c) Word meaning

-Grades 3-4- Critical Reasoning with emphasis on, a) Comparison of topic, theme, treatment, scope and drawing; c) Textual evidence and/or use of references to support

-Grades K-4- Vocabulary with emphasis on Word definitions; b) Suffixes, prefixes, root (base) words; c) Syntax and sentence structure

-Writing across the curriculum, specifically in the area of:

-Grades K-4- Elements of Presentation with emphasis on, a) Purpose, audience and context, word choice; b) Performance and procedures level needs to move to generate/ create/ demonstrate level

-Grades 2-4- Elements of Presentation with emphasis on, a) Support and elaboration

-Grades K-4- Language Study with emphasis on, a) Syntax and sentence structure; b) Grammatical analysis

-Grades K-4- Writing Application with emphasis on persuasive and technical writing

-Math, specifically in working with geometric shapes and addition/subtraction fluency; understanding fractions, understanding area and perimeter and properties of 2D/3D shapes

-Science, specifically in the strands of physical science and science processes. After further data analysis, the standards identified as having the lowest amount of students proficient was the Physical Science strand, specifically the areas of Force and Motion and Properties of Matter

OVERALL GOALS FOR READING, WRITING, MATH AND SCIENCE

The goals set, based on the data for each of the overall areas of Reading, Writing, Math and Science are as follows:

-Reading growth per class is to have 90% of the students that person works with are at Benchmark (proficient) at the end of the year or make a minimum of one year's gain in both decoding and comprehension (as determined by the amount of benchmark levels per grade level

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on the BAS or for Kindergarten, MLPP). The goal for reading achievement on the MEAP will be to grow by 5% each year. The baseline year 2011-2012 is 51%. The next years' goals will be: 2012-2013, 56%; 2013-2014, 61%; 2014-2015, 65%; 2015-2016, 70%.

-Writing achievement on the MEAP will grow by 6% each year. The baseline year 2011-2012 is 39%. The next years' goals will be: 2012-2013, 45%; 2013-2014, 51%; 2014-2015, 48%; 2015-2016, 55%.

-Math achievement on the MEAP will grow by 7% each year. The baseline year 2011-2012 is 29%. The next years' goals will be: 2012-2013, 36%; 2013-2014, 42%; 2014-2015, 49%; 2015-2016, 56%.

-Science achievement on the MEAP will grow by 9% each year. The baseline year 2011-2012 is 14%. The next years' goals will be: 2012-2013, 23%; 2013-2014, 32%; 2014-2015, 41%; 2015-2016, 50%.

Extended learning time attendance will be a requirement for all K-4 students. It will be utilized to significantly increase and maintain skills of students, using the specific standards and strategies identified by the Reform Team through the "data dig" done as a staff and in conjunction with the Priority Schools Intervention Specialist (IS)/MDE, School Improvement Facilitator (SIF)/RESA, District Executive Director/ School Improvement & Innovation and Lead Facilitator/ MDE. All Extended Learning Time will focus on the strategies chosen based on the above data. Extended learning time will provide additional time for core content area instruction in the areas of Reading, Writing, Math and Science. Additionally, transportation will be offered to students in each of the programs they attend (Teaching with Poverty in Mind, 2009). In looking at our embargoed MEAP data from Fall 2012, improvements in the consistency and effectiveness of best practice instruction under the guidance of this principal, along with increases in extended learning time, seem to have made a significant impact. Using the extended learning time plan indicated in these pages will allow us to provide additional core content time to every K-4 Hamilton student as well as being able to provide significant amounts of job-embedded instructional coaching throughout the year.

PLEASE SEE DETAILED GRAPH DATA REGARDING INCREASED EXTENDED LEARNING TIME BY BUILDING, INDIVIDUAL AND NUMBER OF STUDENTS OVER THREE YEARS. IT IS ATTACHED IN ASSURANCE SECTION : INCREASED LEARNING TIME.

Selection- Every parent of a Hamilton student, grades Kindergarten through Fourth, will be given a menu of choices which is listed below. Parents are required to choose at least one program from the list that their child will attend with fidelity. This menu of choices is given to parents in an effort to gain their buy-in and work collaboratively within their schedules as we jointly work to support the increased achievement level of the students during the extended learning time. The Hamilton team will review the program selections made by the parent and make final placement determinations. Hamilton team may determine, based on the review of data and student progress, that students be placed in more than one (1) extended learning program.

Attendance- By April of 2013, and each subsequent year, a list of all students attending Hamilton Elementary will be generated. This list will be created again by the end of the first week of school each fall, in order to ensure all students are provided at least one extended learning opportunity from the menu of choices. The roster will be updated on a monthly basis with notes included as to students who have moved, entry dates and which program selection/ attendance. Students are required to attend the selection assigned a minimum of 85% of the time. Students attending less than the minimum will be required to attend an additional program assigned by the Hamilton team.

The program menu is as follows:

-Choice 1: A 5-6-week summer school program at Hamilton Elementary for incoming 1st-4th grade students running mid-June through the end of July each year. This program will run four (4) days per week, three (3) hours per day, and will include parent components with a focus on specific best practice strategies. Total time for each student: 60 hours

-Choice 2: A 4-week Incoming Kindergarten Jump Start Camp running from the end of July to the end of August each year. This program will run four (4) days per week, three (3) hours per day, and will include parent components with a focus on specific best practice strategies. Total time for each student: 48 hours

-Choice 3: Hamilton High Tech Language Arts and Science Academy will be given as a choice to all students in grades K-4 and held either

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before or after school with transportation provided for after school sessions. Academies for each grade level will run three times per year as early as possible in the Fall, Winter and Spring, four weeks at a time, 3 days per week, 1 hour per day. In order to offer transportation effectively and allow for families with more than one student attending Hamilton who may participate, sessions will be held during the same timeframe each year. Total time for each student: Minimum 12 hours/ Maximum 36

Approximate timelines for the programs are as follows for K-4. Students may attend multiple sessions as deemed necessary through review of data:

¢ 1st session: September 30- October 25th, 2013 and following years

¢ 2nd session: January 13- February 7, 2014 and following years

¢ 3rd session: March 3- March 28, 2014 and following years

-Choice 4: Hamilton High Tech Math Academy will be given as a choice to all students in grades K-4 and held either before or after school with transportation provided for after school sessions. Academies for each grade level will run three times per year as early as possible in the Fall, Winter and Spring, four weeks at a time, 3 days per week, 1 hour per day. In order to offer transportation effectively and allow for families with more than one student attending Hamilton who may participate, sessions will be held during the same timeframe each year. Due to the high number of students who enroll after the first day of school, sessions will be started a bit later to accommodate those students. Total time for each student: Minimum 12 hours/ Maximum 36

Approximate timelines for the programs are as follows for K-4. Students may attend multiple sessions as deemed necessary through review of data:

¢ 1st session: September 30- October 25th, 2013 and following years

¢ 2nd session: January 13- February 7, 2014 and following years

¢ 3rd session: March 3- March 28, 2014 and following years

-Choice 5: Bright Futures after school and summer program, offered through Eastern Michigan University will provide for twenty-five (25) students at a time to attend enrichment and academic sessions three hours at a time, Monday through Thursday, both throughout the school year and for six weeks during the summer. Fifteen (15) of the students chosen will be based on their need to improve attendance and to strive for continued improvement in school. These students' involvement will meet the Drop-Out Challenge requirements of the Reform Plan. Total time for each student: 492 hours

- Choice 6: During the school day, in place of one (1) enrichment/ elective area per week, students will attend Reading core content lessons for 50 minutes for a minimum of one (1) marking period (9-10 weeks). Based on student data at the end of each marking period, students will move in or out of these sessions, effectively providing four (4) marking periods where a student may attend. This class will be taught by a Highly Qualified teacher, interviewed and hand-selected specifically for this full-time position to fill the position over the course of the Reform Plan. The building principal, Reform Team members and district level Directors will be part of the interview team. Parents are allowed to choose #6 as an option. Should the student not have attended any of the other Choice options during the previous year, this Choice will be required and the student must attend in place of their elective. Core content material covered during this time will reflect the Reform Plan data regarding specific, targeted strands and provide enrichment and leveled reading lessons based on the child's skills and ability level. Student rosters will follow their typical enrichment/ elective schedule. For example, instead of the entire grade level class going to Music, some students will attend Music and the others will attend the class for additional Reading core content. Each 50-minute session will service 10-15 students. This will allow for the differentiation and targeting of specific Common Core skill areas.

Total time for each student: Minimum 8/9 hours- Maximum 32/36 hours

IN ADDITION TO THE CHOICES ABOVE, student have the following options:

-Option 1: In order to Extend Learning Time for students, all incoming Kindergarteners and newly registered 1st through 4th grade students will be offered several days prior to school to have their reading and other assessments completed by a qualified staff member. This will allow for placement of students in enrichment or intervention groups or Academy sessions much more quickly and lessen the amount of time taken from core classroom instruction.

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-Option 2: All students K-4 will be offered the opportunity to be involved in a Summer Reading Program in order to prevent the "summer slide" in reading fluency. During the summer, books will be mailed home to students at regular intervals, so they can continue reading during the summer. Students will choose books before the end of school in June, since student choice of reading materials is a strong motivator for reading. This is a research-based process (Allington). Data from the Summer 2012 program showed that 38 students participated in this summer reading program. Out of the 38 students, 9 students (23%) moved and did not return to Hamilton Elementary this fall. Of the other 77% of students who returned to Hamilton, 93% either sustained or increased their reading level.

-During the first 4 weeks of school, a "highly qualified" staff member will be available one day per week (or 2 half days as needed) in order to give district reading, writing, and math assessments to those students who have enrolled late. This will minimize their time out of the classroom, provide the teacher with timely data to guide his/her differentiated instruction with the student and allow for timely additional enrichment or intervention sessions. Forty-two (42) students enrolled after the start of the school year just during the months of September and October.

2) To meet the focus of the above areas in Differentiation of Instruction Based on Formative Assessment (Doug Reeves, Carol Tomlinson) the following steps will be taken:

-Initiating formative assessment in every lesson, every content. For writing it will be based on an analysis of writing in relation to narrative and informational writing rubrics.

-Writing Workshop- students will have access to differentiated writing materials during the writing workshop. Differentiated instruction will be provided during a conferring session with each student weekly.

-Reading Workshop- students will use differentiated reading materials daily during "read to self" and "read to someone" portions of reading workshop, with increased levels of informational/ non-fiction topics (at least 40% of books in student book boxes). Book levels/ choices will be based on formative assessment and student choice.

-Daily small group lessons will differentiate reading instruction by focusing on the needs of the students as identified during formative assessments. Leveled books with science topics will be available at all reading levels for use in small group lessons.

-Making Meaning mini-lesson 2-3 times/ week for K & 1st; 4-5 times/ week for 2nd- 4th grades will teach comprehension skills that students apply when reading science text at their reading level during reading workshop.

-Daily Guided Math groups will differentiate math instruction by focusing on the needs of the students as identified during formative assessments.

-Whole class differentiation- Cold Call and Stretch It techniques (Teach Like a Champion, 2010)

-Provide a significant increase in differentiated instruction using computers such as Compass Learning and Smarter Balanced assessment exemplars in order to help students prepare for computer-based assessments

RESEARCH: Teach Like a Champion, 2010; District Best Practices documents based in research.

3) The area of School/ Classroom Culture & Relationships was determined as another area in need of great focus for our students.

Positive Behavior Intervention Support (PBIS) data showed there were 265 Office Discipline Referrals (ODRs) in the 2011-2012 school year. This year, the number of ODRs has increased 66% over last year during the months of September and October. New and transient students represent 54% of the students receiving office discipline referrals in those two months this year.

During the 2011-2012 school year, 225 of 507 students missed 10 or more full days of school (44%). 72 of 507 students missed 20 or more full days of school (14%) and 15 of 507 students missed 40 or more full days of school (3%). In September, 26 students enrolled after the start of the school year October, another 16 students enrolled after the start of the year. This is a constant issue at Hamilton yearly, since the reconfiguration.

During the 2011-2012 school year, the poverty level was 70%, while this year it is 74%. In the Westland community, 46% of families are single parents. An additional concern is that Hamilton received responses from less than 50% of parents to their perception survey.

Perception data showed that 86% of students agreed their teacher cares about them. Only 64% of students said students show respect for each other. 76% of students said they like coming to school. A perception survey that was administered to parents in January, 2012, indicated a challenge in helping parents understand our instructional programs and opportunities for parents to participate.

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Based on the above data, the Reform Team worked together to set the following goals:

- a) Improve school and classroom culture by teaching behaviors that will help improve school climate, build conflict resolution strategies, enhance respect and responsibility, and put students on a path to college and career readiness as evidenced by an increase in student perception survey data of student respect toward each other from by moving from 64% to 70% in 2012-2013; reaching 75% in 2013-2014; reaching 80% in 2014-2015; reaching 85% in 2015-2016.
- b) Student attendance school-wide will improve through a decrease in students with missed days of attendance. The numbers of students with 20 or more missed days will decrease by 2% each year.
- c) Fall Parent/ Teacher conference attendance will increase each year of the plan to meet 95% attendance, including phone conferences. Baseline in Fall 2012 was 85%. The goal is 88% in Fall 2013; 93% in Fall 2014; 95% in Fall 2015.
- d) Hamilton Elementary will be awarded the Lighthouse Award based on The Leader in Me initiative through Covey on or before September of 2016 (following the 2015-2016 Year 4 of the Reform Plan).

To meet the above goals in the School/ Classroom Culture & Relationships, the following steps will be taken:

- Second Step - Every teacher will have a Second Step kit. Grade levels will focus on one lesson every two weeks monitored by the building principal that will assist students with self-regulation to take advantage of their instruction and apply themselves to their work.
- Positive Behavior Intervention & Support (PBIS) - Staff will continue to consistently implement the PBIS system. Rewards will be based on appropriate behavior and attendance. PBIS materials will be differentiated for Kindergarten through Second Grade and Third through Fourth Grade. The PBIS team, some of whom are part of the Reform and Lighthouse teams, will analyze students' performance and behavioral data on a monthly basis.
- Behavior Coach - This person will lead intervention groups, meet with teachers, and model effective behavior management techniques for teachers from The Leader in Me, Teach Like a Champion, PBIS and Second Step in order to increase staff's ability to prevent and calmly handle behavior issues that are resulting in ODRs and improve staff/student relationships.
- Learning Partners- Teachers will observe in other teachers' classrooms for Teach Like a Champion techniques in the areas of Creating a Strong Classroom Culture and Building Character and Trust in order to see how these techniques work so they can apply these ideas in their own classrooms. Teaching Routines, 100 Percent, What to Do, Sweat the Details and Precise Praise will also be added over the course of the 4-year plan.
- Scheduling - Specials will be scheduled as much as possible so that teachers have a consistent schedule daily in order to provide predictable and consistent expectations for all students, especially the most at-risk.
- OPTIMUM program - We have an Occupational Therapist in our building to help with brain and motor development which impacts student ability to focus and maintain personal space.
- Summer Institute- A Summer Institute for all staff will take place over multiple years to provide The Leader in Me training, PLC time and opportunity to adapt processes based on PBIS data.
- The Leader in Me- This process will be implemented with all staff, students, and parents over the course of three years to improve student achievement in core academic subjects, prepare students with 21st century life skills and create a friendly learning culture where students and adults feel safe and engaged. Student efficacy, respect for others and ownership in the school community will be additional benefits.
- Parent Involvement Program- A parent liaison will develop programs for parents, based on surveys of parents to determine their needs, to build stronger relationships with the school community and develop parent communication and coaching
- Breaking the Poverty Barrier book study- This book study will be held to increase the staff's ability to work with transient students and students in poverty, which represents a high percentage of Hamilton's population
- Established attendance process- The building staff and Reform Team will establish a proactive and consistent process for improving student attendance based on research of effective programs

RESEARCH: Covey; Marzano; Sornson; Jensen

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State what data were used to identify these ideas.

BIG IDEAS

The staff and Reform Team determined our three "Big Ideas" for the reform/redesign plan are: 1) Extended Learning Time; 2) Differentiation of Instruction Based on Formative Assessment (Doug Reeves, Carol Tomlinson) and; 3) School/ Classroom Culture & Relationships. These areas were determined through research on highest effect size strategies, rapid turnaround improvement indicators and data from perception surveys, the Self-Assessment survey, Golden Package, Class A, Surveys of Enacted Curriculum (SEC), State Priority School website(z scores), Positive Behavior Intervention & Supports (PBIS) and research from the Center for Innovation and Improvement.

1)The areas of Extended Learning Time for Students and Staff in Reading across the curriculum, Writing across the curriculum, Math and Science were determined as areas in need of greatest focus.

OVERALL MEAP DATA PICTURE

This was noted through Priority data and MEAP Golden Package data that indicates a 2-year trend for:

-Reading across the curriculum, where the achievement gap is -2.4382 with improvement, although minimal, of .2552 and an overall Z score of -1.3142. Through the Golden Package, MEAP data indicated Hamilton students ranged from 11%-24% lower than the State average proficiency in grades 3, 4 and 5. In 3rd grade, the aggregate proficiency was 51% while in 4th grade it was 52% and 45% in 5th grade.

Students with disabilities at the 3rd grade level in MEAP were 43% below the aggregate Hamilton score, while male students were 12% below females. In 4th grade, students with disabilities were 39% below the aggregate Hamilton scores, while males were 14% below females. At 5th grade, Black students were 22% below the aggregate score, while males were 13% below females.

-Writing across the curriculum, where the achievement gap is -2.1019 with improvement of -.0426 and an overall Z score of -.6607. Through the Golden Package, our MEAP data indicates 4th grade students were 6% below the State average proficiency. Our 4th grade students with disabilities were 35% below the aggregate Hamilton score which was 39%. Black students were 14% below the aggregate scores, while males were 22% below females.

-Math, where the achievement gap is -2.1615 with minimal improvement of .1871 and an overall Z score of -.7151. Through the Golden Package, MEAP data indicates 3rd grade students were 15% below the State average proficiency and students with disabilities were 21% below the aggregate Hamilton score of 21%. At 4th grade, Hamilton students were 12% below the State average proficiency. Students with disabilities at 4th grade were 15% below the Hamilton aggregate score of 28% proficiency, while Black students were 9% below the Hamilton aggregate and economically disadvantaged students were 8% below the Hamilton aggregate. In 5th grade, Hamilton students were 3% below the State average proficiency. Black students in 5th grade were 29% below the Hamilton aggregate scores of 37%, while males were 15% below females.

-Science, where the achievement gap is -2.5332 with improvement of -.1852 and an overall Z score of -3.0660. Through the Golden Package, MEAP data of the 5th graders who took the test, were 1% lower than the State average proficiency which is 15%. Black students were 14% below the aggregate Hamilton score (14%), economically disadvantaged students were 8% below and students with disabilities were 14% below. Males were 13% below females.

All subgroup data in each subject area indicates a need for differentiated and extended instruction as the overall scores are low and there are significant gaps between subgroups. As noted above, Science has the lowest Z score of any subject, which is why Science will be addressed through all aspects of the plan. The Reform Team did not feel it would be appropriate to focus only on a couple of content areas, but rather on skill areas that would benefit all contents for the students.

"DRILLED DOWN" MEAP DATA

Additionally, in looking at the data in each of these areas and drilling down during the data dig, as well as being mindful of the necessity to maintain a highly focused approach, we recognized that the following strands are those of highest difficulty for our students.

-Reading across the curriculum strands indicated as those our students have most struggles with based on the Golden Package are the strands of comprehension, informational text and word study. After further data analysis, standards that showed the lowest number of

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proficient students were compared to the Common Core State Standards (CCSS). The determined need for focus is on R.L.2 and R.IT.2 (retelling main ideas and details), R.L.9 and R.IT.9 (compare/contrast) and R.L.4 and R.IT.4 (determining meaning of unknown words).

- Writing across the curriculum strands indicated as those that are most difficult for our students are the reading strands of writing process and personal style. After further data analysis, standards that showed the lowest number of proficient students were compared to the CCSS and are W.3 (write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences) and W.2 (write informative/explanatory texts to examine a topic and convey ideas and information clearly).

-Math strands indicated from the data that are necessary to focus on are specifically, 3rd grade- working with geometric shapes and addition/subtraction fluency; 4th grade- understanding fractions, understanding area and perimeter and properties of 2D/3D shapes. The Common Core focus that correspond to these areas are Operation of Algebraic Thinking and Geometry across every grade level.

-Science strands indicated from the data that are necessary to focus on are the strands of physical science and science processes. After further data analysis, the standards identified as having the lowest amount of students proficient in physical science were: Kindergarten- specifically position, gravity, force; 1st grade- specifically force and motion and properties of matter; 2nd grade- specifically, properties of matter; 3rd grade- specifically, force and motion and energy; 4th grade- specifically, energy and properties of matter.

SEC DATA

Finally, each staff member in the building who teaches ELA and Math on a daily basis (including General and Special Education teachers and Intervention Specialist), were offered the opportunity and stipends for their time in order to complete the Survey of Enacted Curriculum (SEC). All those who participated (which was 19 out of 20 persons) were provided with an overview (1.5 hours) of the process from MDE consultant and RESA Facilitator prior to taking the survey and were asked to start with the ELA survey. Those same staff members were also given the option of taking the Math SEC if they chose.

Following the survey completion, the MSU and RESA personnel returned and supported the staff in learning how to obtain data from the website by teacher, grade level and whole school for each subject area. A separate day was held, providing rotating substitutes so that each grade level teacher could attend the data analysis for approximately an hour with their grade level teams. Teachers who teach split classrooms attended both sessions. These sessions were also attended by the Building Principal, SIF and Executive Director/ School Improvement & Innovation.

The SEC data by both grade level and school-wide, provided useful information that connects current teaching strategies and focus to emphasis expected by the Common Core. It also breaks each of those strands down by the indicators or skills within the strand and shares where gaps may lie. The SEC data also proved helpful in alerting staff to areas they may be putting too much emphasis at this point and can minimize. Based on this SEC information, the follow data was found:

-Reading across the curriculum strands and skills indicated by the SEC as areas in need of greater emphasis are:

1)Comprehension in grades K-2, specifically, a) Main ideas, key concepts, and sequence of events (Gr. K/1); b) Strategies such as activating prior knowledge, questioning, making connections, predictions, inference, imagery, summarization (Gr. 1/ 2), c) Word meaning (Gr. 1). While Kindergarten teachers are doing a great deal of work in the Comprehension area it is not in the areas of emphasis most needed. First grade teachers, based on the data, will change their focus to generate/ create/ demonstrate level of the comprehension skill instead of performance/ procedure level.

2)Critical Reasoning in grades 3 and 4, specifically, a) comparison of topic, theme, treatment, scope and drawing; b) relationships among purpose, organization, format and meaning; c) textual evidence and/or use of references to support.

3)Vocabulary in grades K, 1, and 3, specifically, a) word definitions (gr. 1 & 3); b) suffix, prefixes, root (base) words (gr. 3);c) syntax and sentence structure (gr. 3). While 4th grade still needs to work on vocabulary, it is not one of the top four indicators to focus on.

Overall, Phonemic Awareness is emphasized at Hamilton. Common Core does not maintain the same emphasis on Phonemic Awareness as in the GLCEs and Hamilton teachers will need to shift their emphasis. There is a need to remediate, but also to accelerate students' progress so they are better equipped for the Common Core, as well as to become critical thinkers.

Discussion was held, based on the data, that word phrases and meaning in context are areas that the appropriate emphasis is being used.

Increased use of informational text will occur and be used to align instruction to the Common Core across all content areas. Teachers will, daily, use the strategy of "model the confusion" where you expose vulnerability and say to the students, "Let's see how we can work through

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this together". This strategy was suggested by the RESA ELA consultant who worked through the SEC data with the grade level teams. Additional discussion notes from each grade level meeting were taken by the SIF throughout the day and were sent to the Executive Director/ School Improvement & Innovation and the Building Principal to be shared with each grade level Professional Learning Community (PLC), district Educational Services Departments and committees for further review and action steps. -Writing across the curriculum strands and skills indicated by the SEC:

1)Elements of Presentation in grades K, 1, 2, and 3, specifically, a) purpose, audience and context, word choice; b) performance and procedures level needs to move to generate/ create/ demonstrate level; c) organization needs greater focus (gr. 3); d) support and elaboration needs emphasis (gr. 3).

2)Language Study in grades 1, 2, 3, and 4, specifically, a) relationship of language forms; b) syntax and sentence structure; c) grammatical analysis (gr. 1 & 3).

3)Writing Applications in grade 3 and 4, specifically, persuasive and technical writing.

-Math strands and skills indicated by the SEC were unavailable due to only having a couple of staff members who took the Math survey

-Science SEC surveys were not done per MDE facilitator at this time

TRIANGULATED DATA AND AREAS OF FOCUS BY GRADE LEVEL

By triangulating the data from a variety of sources, we were able to analyze what will be expected with the Common Core and the expected emphasis compared with what is currently expected on the MEAP, current student achievement with regard to Grade Level Content Expectations (GLCEs) and current curriculum/ strategies enacted by the teachers. The gaps in the expectation versus practice/ current achievement were determined. Great effort was taken to compare the key areas of focus in the GLCEs (MEAP) and the Common Core (SEC) and where those matched, strands were chosen. Additionally, discussion was held on those areas that would provide a laser-like focus and improvement across multiple contents. Based on that discussion, the final strands/ strategies/ skills/ programming that will be of focus are:

-Reading across the curriculum, specifically in the areas of:

-Grades K-2- Comprehension with emphasis on, a) Main ideas, key concepts, and sequence of events; b) Strategies such as activating prior knowledge, questioning, making connections, predictions, inference, imagery, summarization; c) Word meaning

-Grades 3-4- Critical Reasoning with emphasis on, a) Comparison of topic, theme, treatment, scope and drawing; c) Textual evidence and/or use of references to support

-Grades K-4- Vocabulary with emphasis on Word definitions; b) Suffixes, prefixes, root (base) words; c) Syntax and sentence structure

-Writing across the curriculum, specifically in the area of:

-Grades K-4- Elements of Presentation with emphasis on, a) Purpose, audience and context, word choice; b) Performance and procedures level needs to move to generate/ create/ demonstrate level

-Grades 2-4- Elements of Presentation with emphasis on, a) Support and elaboration

-Grades K-4- Language Study with emphasis on, a) Syntax and sentence structure; b) Grammatical analysis

-Grades K-4- Writing Application with emphasis on persuasive and technical writing

-Math, specifically in working with geometric shapes and addition/subtraction fluency; understanding fractions, understanding area and perimeter and properties of 2D/3D shapes

-Science, specifically in the strands of physical science and science processes. After further data analysis, the standards identified as having the lowest amount of students proficient was the Physical Science strand, specifically the areas of Force and Motion and Properties of Matter

OVERALL GOALS FOR READING, WRITING, MATH AND SCIENCE

The goals set, based on the data for each of the overall areas of Reading, Writing, Math and Science are as follows:

-Reading growth per class is to have 90% of the students that person works with are at Benchmark (proficient) at the end of the year or make a minimum of one year's gain in both decoding and comprehension (as determined by the amount of benchmark levels per grade level on the BAS or for Kindergarten, MLPP). The goal for reading achievement on the MEAP will be to grow by 5% each year. The baseline year 2011-2012 is 51%. The next years' goals will be: 2012-2013, 56%; 2013-2014, 61%; 2014-2015, 65%; 2015-2016, 70%.

-Writing achievement on the MEAP will grow by 6% each year. The baseline year 2011-2012 is 39%. The next years' goals will be: 2012-

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2013, 45%; 2013-2014, 51%; 2014-2015, 48%; 2015-2016, 55%.

-Math achievement on the MEAP will grow by 7% each year. The baseline year 2011-2012 is 29%. The next years' goals will be: 2012-2013, 36%; 2013-2014, 42%; 2014-2015, 49%; 2015-2016, 56%.

-Science achievement on the MEAP will grow by 9% each year. The baseline year 2011-2012 is 14%. The next years' goals will be: 2012-2013, 23%; 2013-2014, 32%; 2014-2015, 41%; 2015-2016, 50%.

Extended learning time attendance will be a requirement for all K-4 students. It will be utilized to significantly increase and maintain skills of students, using the specific standards and strategies identified by the Reform Team through the "data dig" done as a staff and in conjunction with the Priority Schools Intervention Specialist (IS)/MDE, School Improvement Facilitator (SIF)/RESA, District Executive Director/ School Improvement & Innovation and Lead Facilitator/ MDE. All Extended Learning Time will focus on the strategies chosen based on the above data. Extended learning time will provide additional time for core content area instruction in the areas of Reading, Writing, Math and Science. Additionally, transportation will be offered to students in each of the programs they attend (Teaching with Poverty in Mind, 2009). In looking at our embargoed MEAP data from Fall 2012, improvements in the consistency and effectiveness of best practice instruction under the guidance of this principal, along with increases in extended learning time, seem to have made a significant impact. Using the extended learning time plan indicated in these pages will allow us to provide additional core content time to every K-4 Hamilton student as well as being able to provide significant amounts of job-embedded instructional coaching throughout the year.

PLEASE SEE DETAILED GRAPH DATA REGARDING INCREASED EXTENDED LEARNING TIME BY BUILDING, INDIVIDUAL AND NUMBER OF STUDENTS OVER THREE YEARS. IT IS ATTACHED IN ASSURANCE SECTION : INCREASED LEARNING TIME.

Selection- Every parent of a Hamilton student, grades Kindergarten through Fourth, will be given a menu of choices which is listed below. Parents are required to choose at least one program from the list that their child will attend with fidelity. This menu of choices is given to parents in an effort to gain their buy-in and work collaboratively within their schedules as we jointly work to support the increased achievement level of the students during the extended learning time. The Hamilton team will review the program selections made by the parent and make final placement determinations. Hamilton team may determine, based on the review of data and student progress, that students be placed in more than one (1) extended learning program.

Attendance- By April of 2013, and each subsequent year, a list of all students attending Hamilton Elementary will be generated. This list will be created again by the end of the first week of school each fall, in order to ensure all students are provided at least one extended learning opportunity from the menu of choices. The roster will be updated on a monthly basis with notes included as to students who have moved, entry dates and which program selection/ attendance. Students are required to attend the selection assigned a minimum of 85% of the time. Students attending less than the minimum will be required to attend an additional program assigned by the Hamilton team.

The program menu is as follows:

-Choice 1: A 5-6-week summer school program at Hamilton Elementary for incoming 1st-4th grade students running mid-June through the end of July each year. This program will run four (4) days per week, three (3) hours per day, and will include parent components with a focus on specific best practice strategies. Total time for each student: 60 hours

-Choice 2: A 4-week Incoming Kindergarten Jump Start Camp running from the end of July to the end of August each year. This program will run four (4) days per week, three (3) hours per day, and will include parent components with a focus on specific best practice strategies. Total time for each student: 48 hours

-Choice 3: Hamilton High Tech Language Arts and Science Academy will be given as a choice to all students in grades K-4 and held either before or after school with transportation provided for after school sessions. Academies for each grade level will run three times per year as early as possible in the Fall, Winter and Spring, four weeks at a time, 3 days per week, 1 hour per day. In order to offer transportation effectively and allow for families with more than one student attending Hamilton who may participate, sessions will be held during the same

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timeframe each year. Total time for each student: Minimum 12 hours/ Maximum 36

Approximate timelines for the programs are as follows for K-4. Students may attend multiple sessions as deemed necessary through review of data:

¢ 1st session: September 30- October 25th, 2013 and following years

¢ 2nd session: January 13- February 7, 2014 and following years

¢ 3rd session: March 3- March 28, 2014 and following years

-Choice 4: Hamilton High Tech Math Academy will be given as a choice to all students in grades K-4 and held either before or after school with transportation provided for after school sessions. Academies for each grade level will run three times per year as early as possible in the Fall, Winter and Spring, four weeks at a time, 3 days per week, 1 hour per day. In order to offer transportation effectively and allow for families with more than one student attending Hamilton who may participate, sessions will be held during the same timeframe each year.

Due to the high number of students who enroll after the first day of school, sessions will be started a bit later to accommodate those students.

Total time for each student: Minimum 12 hours/ Maximum 36

Approximate timelines for the programs are as follows for K-4. Students may attend multiple sessions as deemed necessary through review of data:

¢ 1st session: September 30- October 25th, 2013 and following years

¢ 2nd session: January 13- February 7, 2014 and following years

¢ 3rd session: March 3- March 28, 2014 and following years

-Choice 5: Bright Futures after school and summer program, offered through Eastern Michigan University will provide for twenty-five (25) students at a time to attend enrichment and academic sessions three hours at a time, Monday through Thursday, both throughout the school year and for six weeks during the summer. Fifteen (15) of the students chosen will be based on their need to improve attendance and to strive for continued improvement in school. These students' involvement will meet the Drop-Out Challenge requirements of the Reform Plan.

Total time for each student: 492 hours

- Choice 6: During the school day, in place of one (1) enrichment/ elective area per week, students will attend Reading core content lessons for 50 minutes for a minimum of one (1) marking period (9-10 weeks). Based on student data at the end of each marking period, students will move in or out of these sessions, effectively providing four (4) marking periods where a student may attend. This class will be taught by a Highly Qualified teacher, interviewed and hand-selected specifically for this full-time position to fill the position over the course of the Reform Plan. The building principal, Reform Team members and district level Directors will be part of the interview team. Parents are allowed to choose #6 as an option. Should the student not have attended any of the other Choice options during the previous year, this Choice will be required and the student must attend in place of their elective. Core content material covered during this time will reflect the Reform Plan data regarding specific, targeted strands and provide enrichment and leveled reading lessons based on the child's skills and ability level. Student rosters will follow their typical enrichment/ elective schedule. For example, instead of the entire grade level class going to Music, some students will attend Music and the others will attend the class for additional Reading core content. Each 50-minute session will service 10-15 students. This will allow for the differentiation and targeting of specific Common Core skill areas.

Total time for each student: Minimum 8/9 hours- Maximum 32/36 hours

IN ADDITION TO THE CHOICES ABOVE, student have the following options:

-Option 1: In order to Extend Learning Time for students, all incoming Kindergarteners and newly registered 1st through 4th grade students will be offered several days prior to school to have their reading and other assessments completed by a qualified staff member. This will allow for placement of students in enrichment or intervention groups or Academy sessions much more quickly and lessen the amount of time taken from core classroom instruction.

-Option 2: All students K-4 will be offered the opportunity to be involved in a Summer Reading Program in order to prevent the "summer slide" in reading fluency. During the summer, books will be mailed home to students at regular intervals, so they can continue reading during the summer. Students will choose books before the end of school in June, since student choice of reading materials is a strong motivator for

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reading. This is a research-based process (Allington). Data from the Summer 2012 program showed that 38 students participated in this summer reading program. Out of the 38 students, 9 students (23%) moved and did not return to Hamilton Elementary this fall. Of the other 77% of students who returned to Hamilton, 93% either sustained or increased their reading level.

-During the first 4 weeks of school, a "highly qualified" staff member will be available one day per week (or 2 half days as needed) in order to give district reading, writing, and math assessments to those students who have enrolled late. This will minimize their time out of the classroom, provide the teacher with timely data to guide his/her differentiated instruction with the student and allow for timely additional enrichment or intervention sessions. Forty-two (42) students enrolled after the start of the school year just during the months of September and October.

2) To meet the focus of the above areas in Differentiation of Instruction Based on Formative Assessment (Doug Reeves, Carol Tomlinson) the following steps will be taken:

-Initiating formative assessment in every lesson, every content. For writing it will be based on an analysis of writing in relation to narrative and informational writing rubrics.

-Writing Workshop- students will have access to differentiated writing materials during the writing workshop. Differentiated instruction will be provided during a conferring session with each student weekly.

-Reading Workshop- students will use differentiated reading materials daily during "read to self" and "read to someone" portions of reading workshop, with increased levels of informational/ non-fiction topics (at least 40% of books in student book boxes). Book levels/ choices will be based on formative assessment and student choice.

-Daily small group lessons will differentiate reading instruction by focusing on the needs of the students as identified during formative assessments. Leveled books with science topics will be available at all reading levels for use in small group lessons.

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-Whole class differentiation- Cold Call and Stretch It techniques (Teach Like a Champion, 2010)

-Provide a significant increase in differentiated instruction using computers such as Compass Learning and Smarter Balanced assessment exemplars in order to help students prepare for computer-based assessments

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During the 2011-2012 school year, the poverty level was 70%, while this year it is 74%. In the Westland community, 46% of families are single parents. An additional concern is that Hamilton received responses from less than 50% of parents to their perception survey.

Perception data showed that 86% of students agreed their teacher cares about them. Only 64% of students said students show respect for each other. 76% of students said they like coming to school. A perception survey that was administered to parents in January, 2012, indicated a challenge in helping parents understand our instructional programs and opportunities for parents to participate.

Based on the above data, the Reform Team worked together to set the following goals:

a) Improve school and classroom culture by teaching behaviors that will help improve school climate, build conflict resolution strategies,

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enhance respect and responsibility, and put students on a path to college and career readiness as evidenced by an increase in student perception survey data of student respect toward each other from by moving from 64% to 70% in 2012-2013; reaching 75% in 2013-2014; reaching 80% in 2014-2015; reaching 85% in 2015-2016.

b) Student attendance school-wide will improve through a decrease in students with missed days of attendance. The numbers of students with 20 or more missed days will decrease by 2% each year.

c) Fall Parent/ Teacher conference attendance will increase each year of the plan to meet 95% attendance, including phone conferences. Baseline in Fall 2012 was 85%. The goal is 88% in Fall 2013; 93% in Fall 2014; 95% in Fall 2015.

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To meet the above goals in the School/ Classroom Culture & Relationships, the following steps will be taken:

-Second Step - Every teacher will have a Second Step kit. Grade levels will focus on one lesson every two weeks monitored by the building principal that will assist students with self-regulation to take advantage of their instruction and apply themselves to their work.

-Positive Behavior Intervention & Support (PBIS) - Staff will continue to consistently implement the PBIS system. Rewards will be based on appropriate behavior and attendance. PBIS materials will be differentiated for Kindergarten through Second Grade and Third through Fourth Grade. The PBIS team, some of whom are part of the Reform and Lighthouse teams, will analyze students' performance and behavioral data on a monthly basis.

-Behavior Coach - This person will lead intervention groups, meet with teachers, and model effective behavior management techniques for teachers from The Leader in Me, Teach Like a Champion, PBIS and Second Step in order to increase staff's ability to prevent and calmly handle behavior issues that are resulting in ODRs and improve staff/student relationships.

-Learning Partners- Teachers will observe in other teachers' classrooms for Teach Like a Champion techniques in the areas of Creating a Strong Classroom Culture and Building Character and Trust in order to see how these techniques work so they can apply these ideas in their own classrooms. Teaching Routines, 100 Percent, What to Do, Sweat the Details and Precise Praise will also be added over the course of the 4-year plan.

-Scheduling - Specials will be scheduled as much as possible so that teachers have a consistent schedule daily in order to provide predictable and consistent expectations for all students, especially the most at-risk.

-OPTIMUM program - We have an Occupational Therapist in our building to help with brain and motor development which impacts student ability to focus and maintain personal space.

-Summer Institute- A Summer Institute for all staff will take place over multiple years to provide The Leader in Me training, PLC time and opportunity to adapt processes based on PBIS data.

-The Leader in Me- This process will be implemented with all staff, students, and parents over the course of three years to improve student achievement in core academic subjects, prepare students with 21st century life skills and create a friendly learning culture where students and adults feel safe and engaged. Student efficacy, respect for others and ownership in the school community will be additional benefits.

-Parent Involvement Program- A parent liaison will develop programs for parents, based on surveys of parents to determine their needs, to build stronger relationships with the school community and develop parent communication and coaching

-Breaking the Poverty Barrier book study- This book study will be held to increase the staff's ability to work with transient students and students in poverty, which represents a high percentage of Hamilton's population

-Established attendance process- The building staff and Reform Team will establish a proactive and consistent process for improving student attendance based on research of effective programs

RESEARCH: Covey; Marzano; Sornson; Jensen

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.

Mrs. Hastings accepted the position of Principal of Hamilton Elementary in August 2011, and therefore meets stipulations of the "two-year rule" and will remain Hamilton's principal in the coming 2013-2014 school year. Prior to becoming the principal of Hamilton, Mrs. Hastings was chosen to serve in the district as a Program Specialist with the K-4 buildings based on her knowledge of curriculum, as we consolidated and reconfigured the district. She was responsible for overseeing the district Intervention Specialists, assisting in the further development of the Response to Intervention (Rtl) process, and moving the district toward creation of its current Teacher-to-Teacher program. Additionally, she had spent 11 years as a K-5 principal of an elementary school in the district that was designated a Blue Ribbon Exemplary School in her 6th year as Principal. Mrs. Hastings holds a Continuing Elementary Certificate and Administrative Certificate. Her resume is attached.

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.

All teaching staff, building principals, and central office administration are evaluated annually using the Wayne-Westland Community Schools Administrator Evaluation Tool. Building principals at the K-12 level are evaluated by the Executive Director of School Improvement & Innovation and Executive Director of Student & Legal Affairs via the Administrator Evaluation Tool developed at the district level. Building principals evaluate staff in their building, with support from the Special Education Supervisors and the principals' supervisors, according to the Teacher Evaluation Tool.

Both evaluation processes were designed to mirror each other in order to provide consistency and commitment from all stakeholders and to meet all requirements of the law. Multiple observations and meetings with the staff member occur throughout the year. Staff members are able to work with their supervisor to determine whether they will be evaluated through a checklist/artifact or goal setting process to determine effectiveness (i.e. highly effective, effective, minimally effective, ineffective). Staff determined to be minimally effective or ineffective are automatically put on an Awareness/ Support Plan.

Specific standards broken out into multiple indicators are included along with student growth as a significant factor (30%) in the determination of the staff members' and/or administrator's effectiveness. Standards chosen in the evaluation tool were taken from nationally recognized organizations and research. The Teacher's Evaluation Tool was derived from the Michigan Department of Education Framework for Learning at http://www.michigan.gov/documents/mde/Interim_Progress_Report_MCEE_383698_7.PDF prior to the recommendation being made by the Governor's Council. The Administrator's Evaluation Tool was built based on Interstate School Leaders Licensure Consortium's (ISLLC) Standards, AdvanceED Standards for Quality Schools, Professional Learning Communities (PLC) Principles and Practices, which are acknowledged by NPBEA, AASA, NAESP, NASSP, and ASCD.

The Teacher Evaluation was created through collaboration of: teacher's union representation (WWEA President and MEA Uniserve Director), administrator's union representation (WWBAA President), the Deputy Superintendent of Educational Services and the Senior Executive Director of Human Resources, who met multiple times during the 2010-2011 school year to review and revise the tool. District teachers and administrators are encouraged to share their concerns and thoughts about the tool with district Central Office personnel who then take that information into consideration when reviewing the document annually. Areas were and will continue to be addressed as they meet the requirement of the law, student achievement focus, and contract of the teachers. Building principals receive monthly training regarding the Teacher Evaluation tool, in an effort to streamline and improve the consistency of the process from building to building and teacher to teacher.

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The Administrator Evaluation was created through collaboration of: administrator's union representation (WWBAA President and member), the Deputy Superintendent of Educational Services, the Senior Executive Director of Human Resources, the Executive Director of Student & Legal Affairs (7-12 administrator supervisor) and the Executive Director of School Improvement & Innovation (K-6 administrator supervisor) who met multiple times during the 2011-2012 school year to review and revise the tool. During the summer of 2012, building administrators were provided the draft document in order to review it and provide feedback to the team, who then presented the full evaluation tool at the Administrative Retreat in August 2012. The effectiveness of this tool based, again, on requirements of the law, student achievement and teacher contract will be reviewed annually.

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.

Each building will use the Wayne-Westland Community School District Teacher and Administrator Evaluation Tools as one way to identify and reward school leaders, teachers and staff members. As recorded earlier, the district has created Teacher and Administrator Evaluations. This was in response to State law, in accordance with national guidelines of highly respected educational organizations and based in research on the effect of teacher evaluation on student achievement.

Additionally, Hamilton Elementary has dealt with the on-going issue of changing administration (three principals over five years) and frequent changes in staff. In 2011-12, there were 25 teachers at Hamilton. Only 4 teachers had been at Hamilton Elementary more than 2 years, mainly due to the reconfiguration of Wayne-Westland Community Schools, beginning fall, 2010. From 2010-2011 to 2011-2012 the turnover was less than 2% from the 2010-2011 school year to the 2011-2012 by teacher choice; 3% was due to layoffs/involuntary transfers. From 2011-2012 to 2012-2013, the turnover is expected to be: 8% (2 out of 25) by teacher choice, 4% (1 out of 25) due to declining enrollment, and 8% (2 out of 25) due to involuntary transfers, based on teacher contract language. Current teacher contract language is grounded primarily in seniority and whether teachers chose to move or not. With a district the size of Wayne-Westland, there are often opportunities to change buildings or grade levels. Due to these issues and concern that there is significant need for an agreement to maintain as consistent a staff as possible. In this way the professional development knowledge, focus and intensity of the "Big Ideas" strategies, will be adhered to more closely, as discussed between the building Reform Team and the Executive Director/ School Improvement & Innovation. Points of concern needing to be addressed were then shared with the Senior Executive Director/ Human Resources and the Deputy Superintendent in order to begin discussions with Wayne-Westland Education Association (W-WEA) leaders. Based on the Letter of Understanding between Wayne-Westland Schools and the W-WEA, teachers and administration will first be identified and rewarded through the following steps:

- Teachers who maintain a "Highly Effective" or "Effective" rating on their teacher evaluation at Hamilton Elementary, as of the date of the Letter of Understanding agreement, may not be bumped out of their position by a more senior teacher during this model
- Teachers in a priority school may bid out in accordance with the W-WEA Master Agreement
- Extra work opportunities will be offered to the building staff first, at the W-WEA hourly rate of pay; Unfilled positions will be offered to qualified staff
- Any teacher bidding into a priority school must have the consent of the principal and have been evaluated with an "Effective" or "Highly Effective" rating while the Letter of Understanding is in effect

Based on the information above, teachers, leaders and staff will be identified and rewarded in the following ways:

-The amount of such rewards will be reviewed, based on the amount of Priority set aside funding available and the number of buildings included

-Rewards will be based around efforts that emphasize the 3 "Big Ideas" determined by the Reform Team and staff: Extended Learning Time, Differentiated Instruction Based on Formative Assessment and School/ Classroom Culture & Relationships.

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- Staff members are only eligible for the incentive indicated if they have a current "effective" or "highly effective" evaluation rating. The rewards and incentives will be based on the following goals:
- Student perceptions of respect toward each other will increase, as evidenced by an average of the two student perception surveys yearly, moving from 64% to 70% in 2012-2013; reaching 75% in 2013-2014; reaching 80% in 2014-2015; reaching 85% in 2015-2016. If the building meets this goal, students will receive bouncers to use on field day. All staff members will receive \$50 stipend to be spent on teaching supplies or professional development materials
- Fall Parent/ Teacher conference attendance (phone conference is acceptable with documentation of parent signature and date) will increase at least 5% each year of the plan or meet 95% attendance. Baseline in Fall 2012 was 83%. The goal is 88% in Fall 2013; 93% in Fall 2014; 95% in Fall 2015. If the building meets this overall goal for fall conferences each year, each W-WEA and W-WBAA member will receive \$50 stipend to be spent on teaching supplies or professional development materials.
- Student attendance will improve through a decrease in students with missed days of attendance. The number of students with 20 or more missed days will decrease by 2% each year (14% in 2011-2012; 12% in 2012-2013; 10% in 2013-2014; 8% in 2014-2015; 6% in 2015-2016). If the school-wide goal is made, each WWEA and WWBAA staff member will receive a \$100 allotment toward professional development resources or teaching materials. Each month, the class of students with the highest percentage of attendance will receive individual "free pizza" coupons as long as they are available through the sponsor or set-aside funding.
- Students who are at benchmark on the Benchmark Assessment System (BAS) or for Kindergarten at benchmark on MLPP Letter Sounds and Letter ID, or increase their reading proficiency (decoding and comprehension) by at least a year (as determined by amount of benchmark levels per grade level) will be able to attend a free movie party at the end of the year. Additionally, these students will be able to spend \$15 each toward books of their choosing at their "Just Right" level from the building book fair in May.
- Reading growth incentives will be provided to all WWEA, paraprofessionals and Interventionists who work directly with students if 90% of the students that person works with are at (proficient) Benchmark (BAS for gr. 1-4 and for Kindergarten, MLPP Letter ID and Sounds) at the end of the year or make a minimum of one year's gain in both decoding and comprehension (as determined by the amount of benchmark levels per grade level). For each group of students who reaches 90% of students at this level, the staff member will receive \$200 stipend toward teaching materials, professional development resources or a conference. The principal will receive this same amount if 80% of the students in the school meet these requirements. Staff members who reach this goal all 3 years (from 2013-2014 school year to 2015-2016 school year) for the students they work directly with (e.g. caseload, classroom, intervention groups), will receive a \$500 stipend.
- Math achievement on the MEAP will grow by 7% each year. The baseline year 2011-2012 is 29%. The next years' goals will be: 2012-2013, 36%; 2013-2014, 42%; 2014-2015, 49%; 2015-2016, 56%. If the school-wide goal is met all WWEA and WWBAA members will receive a \$200 stipend toward teaching materials/ conferences/ professional development resources.
- Science achievement on the MEAP will grow by 9% each year. The baseline year 2011-2012 is 14%. The next years' goals will be: 2012-2013, 23%; 2013-2014, 32%; 2014-2015, 41%; 2015-2016, 50%. If the school-wide goal is met all WWEA and WWBAA members will receive a \$200 stipend toward teaching materials/ conferences/ professional development resources.
- Hamilton Elementary will be awarded the Lighthouse Award based on The Leader in Me initiative through Covey on or before September of 2016 (following the 2015-2016 Year 4 of the Reform Plan). If the Lighthouse Award is received within that time, each W-WEA, W-WBAA, W-WAP, W-WESA, and W-WAP member will each receive an i-Pad (or equivalent technology at that time) purchased through set-aside funds. The Lighthouse Award requires that the school meet an established set of criteria including: 1) Lighthouse Team, 2) Leadership environment, 3) Integrated instruction and curriculum, 4) Staff collaboration, 5) Student leadership, 6) Parent involvement, 7) Leadership events, 8) Goal tracking, and 9) Measurable student achievement results.

During the discussion between the Reform Team and the Executive Director/ School Improvement & Innovation, additional points of concern arose regarding staff who are evaluated to be "Minimally Effective" or "Ineffective" and research stating the most effective teachers/ administrators should be working with the most at-risk students. Again, these concerns were shared with the Senior Executive Director/ Human Resources and the Deputy Superintendent who worked with leaders of the W-WEA to include the following points in the Letter of Understanding. Based on the Teacher and Administrator Evaluation Tools, staff members and leaders will be removed from Hamilton

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Elementary if:

☐ He/she receives an "Ineffective" or "Minimally Effective" rating. He/she will be required to bid out of the school at the end of the school year in which he/she has received such rating

☐ Those teachers who are rated "Ineffective" or "Minimally Effective" will be put on an Awareness/ Support plan as required by law

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.

Professional development in the areas of focus for the 3 Big Ideas is needed for staff in order to ensure fidelity and consistency in the instruction and procedures for each of the Big Idea areas. Based on the data, the following areas of focus apply to each of the Big Ideas/ content areas, respectively. The professional development needs follow each section.

1.)Extended Learning Time for Students and Staff in Reading across the curriculum, Writing across the curriculum, Math and Science

Reading across the curriculum- Based on the data shared in question #1 & #2, our focus areas for reading across the curriculum are:

-Grades K-2- Comprehension with emphasis on, a) Main ideas, key concepts, and sequence of events; b) Strategies such as activating prior knowledge, questioning, making connections, predictions, inference, imagery, summarization; c) Word meaning

-Grades 3-4- Critical Reasoning with emphasis on, a) Comparison of topic, theme, treatment, scope and drawing; c) Textual evidence and/or use of references to support

-Grades K-4- Vocabulary with emphasis on Word definitions; b) Suffixes, prefixes, root (base) words; c) Syntax and sentence structure

Writing across the curriculum- Based on the data shared in question #1 & #2, our focus areas for writing across the curriculum are:

-Grades K-4- Elements of Presentation with emphasis on, a) Purpose, audience and context, word choice; b) Performance and procedures level needs to move to generate/ create/ demonstrate level

-Grades 2-4- Elements of Presentation with emphasis on, a) Support and elaboration

-Grades K-4- Language Study with emphasis on, a) Syntax and sentence structure; b) Grammatical analysis

-Grades K-4- Writing Application with emphasis on persuasive and technical writing

Math- Based on the data shared in question #1 & #2, our focus areas for math are:

-geometric shapes and addition/subtraction fluency; understanding fractions, understanding area and perimeter and properties of 2D/3D shapes. The Common Core corresponding focus is Operations of Algebraic Thinking and Geometry across all grades.

Science- Based on the data shared question in #1 & #2, our focus areas for science are:

Physical Science strand, specifically the areas of Force and Motion and Properties of Matter

☐ July's of 2013, 2014, 2015- 3-day Summer Institute will include training to help teachers extend learning time during the day through the use of technology in all content areas. Technology will help teachers offer new and engaging ways for students to get additional practice.

☐ Throughout the 2013-2015 school years- Professional Development will include ways to use technology to extend types of learning opportunities through virtual field trips and videoconferencing to address students' lack of background knowledge through job-embedded support.

☐ Beginning Winter 2012- Winter 2014- Professional Development will include ways to integrate science and social studies with reading and writing informational text which will be a more efficient use of time and increase learning time for core academic content, specifically in the areas described in question #1 as strands of focus.

☐ Winter 2014- Vocabulary training will help teachers address the low science vocabulary knowledge, address the area of determining the meaning of unknown words and address descriptive vocabulary to develop details in student writing.

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2.) Differentiation of Instruction, based on Formative Assessment

- ¢ November 6, 2012- ½ day District-wide training: Introduction to Formative Assessment in which teachers will work with same grade-level faculty to practice developing formative assessments. During the November District Professional Development, all teachers will receive training in formative assessments in an effort to help them better understand the purpose and effect of this type of assessment. There will also be a Formative Assessment Team created who will train with Ellen VorenKamp later this school year, in order to become leaders in their building to support other teachers within their PLCs (5 days for leader and 1 day for all other teachers). Teacher lesson plans will include a section titled formative assessment for every subject area every day.
- ¢ September 2012- June 2013- Common Core Modules: Staff will participate in at least 12-15 modules centered on the characteristics of an effective classroom and changes in teaching that will be required for students to meet the demands of the Common Core Standards. This training will impact instruction across all core content areas by preparing teachers to implement Common Core State Standards.
- ¢ Winter 2012- Winter 2014- Professional Development will include ways to use differentiated science and social studies texts (i.e. leveled books) to teach the science and social studies content standards at each grade level. This will impact our students' ability to comprehend informational text and also increase reading fluency in informational reading because the text is at the students' reading level.
- ¢ January/February 2013- Formative Assessment Training for a leader (5 days) and lead teachers (1 day) at Wayne RESA, with Ellen VorenKamp. Lead teachers would then teach their grade level cohort in the building and the leader would provide support to all teachers in the development of formative assessments to guide decisions on differentiating instruction in each content area. This will increase teachers' ability to develop formative assessments and use them to inform their instruction and make adjustments to unit plans. Teacher lesson plans will include a section titled formative assessment for every subject area every day.
- ¢ November 2012- June 2013 and on-going yearly-Teacher to Teacher: Teachers in the building will participate in a job-embedded program focusing on Reading Workshop, a research-based structure in which they receive a mini-lesson, they observe a model teacher demonstrating a teaching technique or strategy, and then discuss what they learned and how they will apply that learning in their own classroom. This structure also improves student engagement in reading fluency and comprehension.
- ¢ Beginning January 2013 and occurring yearly- Learning Partners: Teachers will participate in job-embedded learning through released time to visit other classrooms and observe for Teach Like a Champion and differentiation techniques in multiple content areas. They would share what they learned with others during their grade-level professional learning communities. Additionally, they will increase Professional Learning Community (PLC) time via stipend work at grade levels and cross-grade levels to review formative assessment and effectively implement differentiation for all students.
- ¢ Beginning February 2013 and on-going yearly- Teachers will receive support through Instructional Coaching and debriefing to increase their capacity to successfully differentiate math instruction using guided math groups, increase their capacity to successfully differentiate reading instruction using non-fiction texts, especially science texts.
- ¢ Summer 2013 and on-going yearly- Summer Institute for teachers will provide focus on differentiated instruction through technology and will improve teachers' ability to integrate technology into differentiated math, reading, science and writing practice at school and home.
- ¢ Fall 2013- Teachers will participate in a Book Study on Next Steps in Guided Reading in order to learn to develop high quality, rigorous, small group lessons that focus on the specific reading skills each student needs.
- ¢ Spring 2014- Explicit Instruction training will be provided through coordination with Wayne County RESA. These instruction techniques will further each teacher's toolbox of strategies to use for differentiation of instruction, especially for those students who are the most at-risk by using direct, step-by-step instruction that maintains adequate pace, reinforcement and other best practices.
- ¢ 2012-2016- As appropriate, the building principal will work with the Executive Director of School Improvement & Innovation to approve conferences/ workshops of need to individual teachers in order to further their academic/ instructional skills. Staff members who attend these conferences will be required to report out to staff the information acquired at the conference/workshop.

3.) School/ Classroom Culture & Relationships

- ¢ District-wide training on November 6th (1/2 day): Best Practices Palooza, based on the 49 techniques in Teach Like a Champion, by Doug

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- Lemov. Teachers will be able to participate in several different sessions during the ½ day session, to begin learning these techniques. The use of these techniques will develop high expectations including participation and development of responsibility for instruction taught.
- ¢ Beginning January 2013 and occurring yearly- Learning Partners: Teachers will participate in job-embedded learning through released time to visit other classrooms and observe for Teach Like a Champion techniques in the areas of "Creating a Strong Classroom Culture" and "Building Character and Trust" in order to see these techniques in action and learn to apply them more effectively in their own instruction. They would share what they learned with others during their grade-level professional learning communities. Additionally, they will increase Professional Learning Community (PLC) time via stipend work at grade levels and cross-grade levels to review the observations and improve instruction for all students.
 - ¢ February 2013- Instructional Coaching will model and coach teachers to differentiate behavior techniques (using Teach Like A Champion, Second Step, PBiS and The Leader in Me techniques) to increase teacher capacity, develop relationships, improve student achievement in core academic subjects, prepare students with 21st century life skills, and create a learning climate where students and adults feel safe and respected.
 - ¢ Summer 2013 and on-going for 3 years- All staff will attend 5 days of The Leader in Me training (Covey), including training of the Reform/ School Improvement Team (Lighthouse Team) of an additional 2 days in order to begin implementation of the program with students during September 2013. A smaller team of 2 school personnel and the Executive Director of School Improvement & Innovation will be trained in the 7 Habits Signature Certification and as Parent Workshop Coaches. This will be done in order that the program can be sustained long-term as new staff members come in, as more buildings in the district want the training and in order to provide workshops for "7 Habits of Highly Effective Parents" each year of the Reform Plan and beyond. Additional job-embedded coaching will be provided for staff in the building up to 3 times per year to ensure the process is adhered to by all and provide support. This program was chosen based on PBiS and perception data from students, input from parents about their needs, knowledge of the population and the research base behind the program encompassing school culture, academics, leadership and behavioral strategies, student ownership, and parent engagement opportunities.
 - ¢ July of 2013, 2014, 2015- Summer Institute will include further development of learning about techniques in Teach Like a Champion, The Leader in Me, and efforts to assess and plan instruction based on PBiS data to promote high expectations.
 - ¢ September-December 2013- Teachers will participate in a workshop and/or book study of *Breaking the Poverty Barrier: Changing Student Lives with Passion, Perseverance, and Performance*, by R. LeBlanc-Esparza & W. Roulston, to gain a deeper understanding of our high poverty community and ways to break the poverty barrier and improve student efficacy and achievement.
 - ¢ January 2012-June 2014- Long range planning with the curriculum will be on-going through Backward Design model and district support.

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.

Teachers and support staff promotion and career growth will be offered in a variety of fashions:

- All staff at Hamilton Elementary will receive The Leader in Me training, an educational format for The 7 Habits of Highly Effective People through the Reform Plan process, including those who are not part of the professional teaching/ancillary staff. This training will further the knowledge of all staff about ways they can be more effective as education professionals. Being able to utilize the skills gained in this training, staff will excel in their own leadership capabilities (and thus promoting career growth) and their knowledge about how to help students become leaders.
- As teachers engage in summer institute professional development, they will experience growth of their own professional knowledge, leading to career growth.
- Teachers who participate in the School Improvement Leadership Team will be able to grow in their understanding of the school improvement process and have increased voice in school decision-making as the team is facilitated by teachers (including agenda-setting).
- Teachers that participate in the Positive Behavior intervention and Support (PBiS) team will grow in their understanding of the PBiS system

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and have increased voice in decision-making for school behavior management as the team is facilitated by teachers (including agenda-setting).

-Teachers who provide Teacher to Teacher training as model teachers will experience promotion as they are selected to provide professional development to peers through modeling Readers Workshop. Those teachers who participate in Teacher to Teacher by observing model teacher peers will experience career growth as their knowledge of Readers Workshop is expanded.

-Teachers who participate as presenters to colleagues at "Best Practice Palooza" and other professional development sessions will experience promotion as they are selected to provide professional development to peers.

-Teachers who are presenters at parent workshops will experience promotion as they are selected and work to provide quality training for parents.

-Teachers who participate in district curriculum committees will be able to grow in their understanding of curriculum being used as well as have an increased voice in the process of developing and implementing curriculum changes district-wide.

-Teachers who are mentor teachers will experience promotion as they are selected to assist their colleagues that are new to the profession or need assistance.

-By offering SB-CEUs for every professional development session and/or committee meeting done in the district, teachers will have the opportunity to renew their teaching certificates using work done within the district. This will allow them to experience promotion and career growth that is embedded.

-Learnport and RESA professional development opportunities are emphasized as unique and inexpensive ways that staff can work toward career growth and enhance their leadership capacities

-Formative assessment team members will become leaders within their own buildings and the district through enhancement of their skill set.

In order to provide flexible working conditions and autonomy for Hamilton Elementary staff:

-The Wayne-Westland Community Schools Board of Education and W-WEA will meet and confer if bargained work days or times require modifications as part of the Redesign Plan. This possibility of modifications to bargained work days and times (as approved by the aforementioned groups) allows for greater flexibility in terms of working conditions.

-Extra work opportunities will be offered to building staff first, at the W-WEA hourly rate of pay. Unfilled positions will be offered to qualified staff. These opportunities for additional work at additional pay provides teachers with flexibility to teach additional time for additional pay.

-Flexible tutoring will be provided for students and teachers will be able to suggest their own schedule for tutoring students, thus allowing teachers enhanced flexibility in their working conditions.

-The Redesign Plan shall be implemented within the District by both parties with fidelity. Should any sections of the Collective Bargaining Agreement between the parties impede the faithful implementation of the Redesign Plan, or impede any future changes recommended by the SRRO, the parties agree to meet and resolve any such impediments. At no time will either party attempt to circumvent the reasonable intent of the Redesign Plan.

Recruiting and retaining staff is done through:

-Any teacher bidding into a priority school must have the consent of the principal while the Letter of Understanding is in effect. This will allow for teachers to be recruited based upon the specific needs of the school and will ensure that those teachers recruited will be interested in staying at Hicks for the long-term.

-Teachers who maintain a "Highly Effective" or "Effective" rating at Hamilton Elementary as of the date of the Letter of Understanding agreement may not be bumped out of their position by a more senior teacher during this model. This will allow for the retention of staff at the building as they will no longer be unsure about their employment status in the building due to seniority-based movement within the district.

-By providing funding sources for state and national conferences, teachers will want to come to and remain at Hamilton Elementary due to these unique opportunities to enhance their professional knowledge.

-By providing a strong program ensuring an inventory of resources for every grade level, teachers will want to come to and remain at Hamilton Elementary because of the promise of necessary resources being provided.

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-Because money will be provided for classroom supplies, teachers will want to come to and remain at Hicks Elementary so they can teach with all necessary resources yet without large personal expenditures.

-Teachers will be provided with opportunities to visit other schools that "beat the odds" to learn about their strategies for success which will help teachers gain valuable knowledge about strategies that will help them to help kids succeed. It is also expected that by visiting these schools, teachers will see how they can utilize similar strategies and help them feel positive about working in our building which will also help with retention of staff.

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 building Reform and Data Team, inclusive of staff from multiple grade levels and ancillary staff, were provided district data from the Executive Director of School Improvement & Innovation via the Focus Schools' District Improvement Facilitator (DIF) and worked with MDE's Intervention Specialist (IS) to determine those areas of that would provide the highest effect and most rapid turnaround based on research. Additionally, data from the Surveys of Enacted Curriculum (SEC) was reviewed by the teaching staff, and the ERS survey will be completed by the district Educational Services team, allowing for identification of alignment issues and evidence for selecting programs. The Reform/ Data Team reviewed with the School Improvement Facilitator (SIF) and the Executive Director of School Improvement & Innovation, data from the "data dig" conducted by the entire staff. They used Golden Package information and the building's School Data Profile (SDP) to document student need and "Big Ideas" or strategies of focus. In the coming months, district, building, grade, and teacher level data from Class A will be provided to the buildings by the Instruction Department for use during Professional Learning Communities (PLCs).

Once the areas were identified, research-based best practices were chosen that will be the focus of the Alexander Hamilton Elementary plan, as evidenced in question #1-Big Ideas and the Hamilton School Improvement Plan, where you can find research to support these areas. Weekly, PLC grade level or cross-grade level teams meet to reflect on summative, formative, and observational data for each class and students in the class. Feedback sheets are the result of each PLC meeting and are submitted to the administrator for feedback and support. Additionally, some of the PLC Modules are designed by the Instruction Department based on the needs of the district staff as a whole in order to guide everyone toward implementation of effective social and academic practices and Common Core State Standard/ Next Generation/MC3 alignment. In this way, we ensure all students are ready for the Smarter Balanced Assessment in 2014-2015 and are Career and College Ready.

Finally, data from PBI&S and Second Step will be utilized based on the behavioral and perception data indicating a need for more consistent processes with behavior and further inclusion of parents in the building-wide system.

The following are the instructional programs/ strategies based in research that will be expected of all staff at Hamilton due to the data included:

The staff and Reform Team determined our three "Big Ideas" for the reform/redesign plan are: 1) Extended Learning Time; 2) Differentiation of Instruction Based on Formative Assessment (Doug Reeves, Carol Tomlinson) and; 3) School/ Classroom Culture & Relationships. These areas were determined through research base regarding highest effect size strategies, rapid turnaround improvement indicators and data from perception surveys, the Self-Assessment survey, Golden Package, Class A , Surveys of Enacted Curriculum (SEC), State Priority School website(z scores), Positive Behavior Intervention & Supports (PBI&S) and research from the Center for Innovation and Improvement. 1)The areas of Extended Learning Time for Students and Staff in Reading across the curriculum, Writing across the curriculum, Math and Science were determined as areas in need of greatest focus.

OVERALL MEAP DATA PICTURE

This was noted through Priority data and MEAP Golden Package data that indicates a 2-year trend for:

-Reading across the curriculum, where the achievement gap is -2.4382 with improvement, although minimal, of .2552 and an overall Z score of -1.3142. Through the Golden Package, MEAP data indicated Hamilton students ranged from 11%-24% lower than the State average proficiency in grades 3, 4 and 5. In 3rd grade, the aggregate proficiency was 51% while in 4th grade it was 52% and 45% in 5th grade. Students with disabilities at the 3rd grade level in MEAP were 43% below the aggregate Hamilton score, while male students were 12% below females. In 4th grade, students with disabilities were 39% below the aggregate Hamilton scores, while males were 14% below

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females. At 5th grade, Black students were 22% below the aggregate score, while males were 13% below females.

-Writing across the curriculum, where the achievement gap is -2.1019 with improvement of $-.0426$ and an overall Z score of $-.6607$. Through the Golden Package, our MEAP data indicates 4th grade students were 6% below the State average proficiency. Our 4th grade students with disabilities were 35% below the aggregate Hamilton score which was 39%. Black students were 14% below the aggregate scores, while males were 22% below females.

-Math, where the achievement gap is -2.1615 with minimal improvement of $.1871$ and an overall Z score of $-.7151$. Through the Golden Package, MEAP data indicates 3rd grade students were 15% below the State average proficiency and students with disabilities were 21% below the aggregate Hamilton score of 21%. At 4th grade, Hamilton students were 12% below the State average proficiency. Students with disabilities at 4th grade were 15% below the Hamilton aggregate score of 28% proficiency, while Black students were 9% below the Hamilton aggregate and economically disadvantaged students were 8% below the Hamilton aggregate. In 5th grade, Hamilton students were 3% below the State average proficiency. Black students in 5th grade were 29% below the Hamilton aggregate scores of 37%, while males were 15% below females.

-Science, where the achievement gap is -2.5332 with improvement of $-.1852$ and an overall Z score of -3.0660 . Through the Golden Package, MEAP data of the 5th graders who took the test, were 1% lower than the State average proficiency which is 15%. Black students were 14% below the aggregate Hamilton score (14%), economically disadvantaged students were 8% below and students with disabilities were 14% below. Males were 13% below females.

All subgroup data in each subject area indicates a need for differentiated and extended instruction as the overall scores are low and there are significant gaps between subgroups. As noted above, Science has the lowest Z score of any subject, which is why Science will be addressed through all aspects of the plan. The Reform Team did not feel it would be appropriate to focus only on a couple of content areas, but rather on skill areas that would benefit all contents for the students.

"DRILLED DOWN" MEAP DATA

Additionally, in looking at the data in each of these areas and drilling down during the data dig, as well as being mindful of the necessity to maintain a highly focused approach, we recognized that the following strands are those of highest difficulty for our students.

-Reading across the curriculum strands indicated as those our students have most struggles with based on the Golden Package are the strands of comprehension, informational text and word study. After further data analysis, standards that showed the lowest number of proficient students were compared to the Common Core State Standards (CCSS). The determined need for focus is on R.L.2 and R.IT.2 (retelling main ideas and details), R.L.9 and R.IT.9 (compare/contrast) and R.L.4 and R.IT.4 (determining meaning of unknown words).

- Writing across the curriculum strands indicated as those that are most difficult for our students are the reading strands of writing process and personal style. After further data analysis, standards that showed the lowest number of proficient students were compared to the CCSS and are W.3 (write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences) and W.2 (write informative/explanatory texts to examine a topic and convey ideas and information clearly).

-Math strands indicated from the data that are necessary to focus on are specifically, 3rd grade- working with geometric shapes and addition/subtraction fluency; 4th grade- understanding fractions, understanding area and perimeter and properties of 2D/3D shapes.

-Science strands indicated from the data that are necessary to focus on are the strands of physical science and science processes. After further data analysis, the standards identified as having the lowest amount of students proficient in physical science were: Kindergarten- specifically position, gravity, force; 1st grade- specifically force and motion and properties of matter; 2nd grade- specifically, properties of matter; 3rd grade- specifically, force and motion and energy; 4th grade- specifically, energy and properties of matter.

SEC DATA

Finally, each staff member in the building who teaches ELA and Math on a daily basis (including General and Special Education teachers and Intervention Specialist), were offered the opportunity and stipends for their time in order to complete the Survey of Enacted Curriculum (SEC). All those who participated (which was 19 out of 20 persons) were provided with an overview (1.5 hours) of the process from MDE consultant and RESA Facilitator prior to taking the survey and were asked to start with the ELA survey. Those same staff members were also given the option of taking the Math SEC if they chose.

Following the survey completion, the MSU and RESA personnel returned and supported the staff in learning how to obtain data from the

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website by teacher, grade level and whole school for each subject area. A separate day was held, providing rotating substitutes so that each grade level teacher could attend the data analysis for approximately an hour with their grade level teams. Teachers who teach split classrooms attended both sessions. These sessions were also attended by the Building Principal, SIF and Executive Director/ School Improvement & Innovation.

The SEC data by both grade level and school-wide, provided useful information that connects current teaching strategies and focus to emphasis expected by the Common Core. It also breaks each of those strands down by the indicators or skills within the strand and shares where gaps may lie. The SEC data also proved helpful in alerting staff to areas they may be putting too much emphasis at this point and can minimize. These Based on this SEC information, the follow data was found:

-Reading across the curriculum strands and skills indicated by the SEC as areas in need of greater emphasis are:

1)Comprehension in grades K-2, specifically, a) Main ideas, key concepts, and sequence of events (Gr. K/1); b) Strategies such as activating prior knowledge, questioning, making connections, predictions, inference, imagery, summarization (Gr. 1/ 2), c) Word meaning (Gr. 1). While Kindergarten teachers are doing a great deal of work in the Comprehension area it is not in the areas of emphasis most needed. First grade teachers, based on the data, will change their focus to the generate/ create/ demonstrate level of the comprehension skill instead of performance/ procedure level.

2)Critical Reasoning in grades 3 and 4, specifically, a) comparison of topic, theme, treatment, scope and drawing; b) relationships among purpose, organization, format and meaning; c) textual evidence and/or use of references to support.

3)Vocabulary in grades K, 1, and 3, specifically, a) word definitions (gr. 1 & 3); b) suffix, prefixes, root (base) words (gr. 3);c) syntax and sentence structure (gr. 3). While 4th grade still needs to work on vocabulary, it is not one of the top four indicators to focus on.

Overall, Phonemic Awareness is emphasized at Hamilton. It is not in the Common Core as strongly and Hamilton teachers will need to shift their emphasis. There is a need to remediate, but also to push students further so they are better equipped for the Common Core as well as to become critical thinkers. Discussion was held, based on the data, that word phrases and meaning in context are areas that the appropriate emphasis is being used. Increased use of informational text will occur and be used to align instruction to the Common Core across all content areas. Teachers will, daily, use the strategy of "model the confusion" where you expose vulnerability and say to the students, "Let's see how we can work through this together". This strategy was suggested by the RESA ELA consultant who worked through the SEC data with the grade level teams. Additional discussion notes from each grade level meeting were taken by the SIF throughout the day and were sent to the Executive Director/ School Improvement & Innovation and the Building Principal to be shared with each grade level Professional Learning Community (PLC), district Educational Services Departments and committees for further review and action steps.

-Writing across the curriculum strands and skills indicated by the SEC:

1)Elements of Presentation in grades K, 1, 2, and 3, specifically, a) purpose, audience and context, word choice; b) performance and procedures level needs to move to generate/ create/ demonstrate level; c) organization needs greater focus (gr. 3); d) support and elaboration needs emphasis (gr. 3).

2)Language Study in grades 1, 2, 3, and 4, specifically, a) relationship of language forms; b) syntax and sentence structure; c) grammatical analysis (gr. 1 & 3); d) more emphasis, but at a lower level (gr. 4).

3)Writing Applications in grade 3 and 4, specifically, persuasive and technical writing.

-Math strands and skills indicated by the SEC were unavailable due to only having a couple of staff members who took the Math survey

-Science SEC surveys were not done per MDE facilitator at this time

TRIANGULATED DATA AND AREAS OF FOCUS BY GRADE LEVEL

By triangulating the data from a variety of sources, we were able to analyze what will be expected with the Common Core and the expected emphasis compared with what is currently expected on the MEAP, current student achievement with regard to Grade Level Content Expectations (GLCEs) and current curriculum/ strategies enacted by the teachers. The gaps in the expectation versus practice/ current achievement were determined. Great effort was taken to compare the key areas of focus in the GLCEs (MEAP) and the Common Core (SEC) and where those matched, strands were chosen. Additionally, discussion was held on those areas that would provide a laser-like focus and improvement across multiple contents. Based on that discussion, the final strands/ strategies/ skills/ programming that will be of focus are:

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-Reading across the curriculum, specifically in the area of:

-Grades K-2- Comprehension with emphasis on, a) Main ideas, key concepts, and sequence of events; b) Strategies such as activating prior knowledge, questioning, making connections, predictions, inference, imagery, summarization; c) Word meaning

-Grades 3-4- Critical Reasoning with emphasis on, a) Comparison of topic, theme, treatment, scope and drawing; c) Textual evidence and/or use of references to support

-Grades K-4- Vocabulary with emphasis on Word definitions; b) Suffixes, prefixes, root (base) words; c) Syntax and sentence structure

-Writing across the curriculum, specifically in the area of:

-Grades K-4- Elements of Presentation with emphasis on, a) Purpose, audience and context, word choice; b) Performance and procedures level needs to move to generate/ create/ demonstrate level

-Grades 2-4- Elements of Presentation with emphasis on, a) Support and elaboration

-Grades K-4- Language Study with emphasis on, a) Syntax and sentence structure; b) Grammatical analysis

-Grades K-4- Writing Application with emphasis on persuasive and technical writing

-Math, specifically in working with geometric shapes and addition/subtraction fluency; understanding fractions, understanding area and perimeter and properties of 2D/3D shapes

-Science, specifically in the strands of physical science and science processes. After further data analysis, the standards identified as having the lowest amount of students proficient was the Physical Science strand, specifically the areas of Force and Motion and Properties of Matter

OVERALL GOALS FOR READING, WRITING, MATH AND SCIENCE

The goals set, based on the data for each of the overall areas of Reading, Writing, Math and Science are as follows:

-Reading growth incentives will be provided to all WWEA, paraprofessionals and Interventionists who work directly with students if 90% of the students that person works with are at (proficient) Benchmark at the end of the year or make a minimum of one year's gain in both decoding and comprehension (as determined by the amount of benchmark levels per grade level). The goal for reading achievement on the MEAP will be to grow by 5% each year. The baseline year 2011-2012 is 51%. The next years' goals will be: 2012-2013, 56%; 2013-2014, 61%; 2014-2015, 65%; 2015-2016, 70%.

-Writing achievement on the MEAP will grow by 6% each year. The baseline year 2011-2012 is 39%. The next years' goals will be: 2012-2013, 45%; 2013-2014, 51%; 2014-2015, 48%; 2015-2016, 55%.

-Math achievement on the MEAP will grow by 7% each year. The baseline year 2011-2012 is 29%. The next years' goals will be: 2012-2013, 36%; 2013-2014, 42%; 2014-2015, 49%; 2015-2016, 56%.

-Science achievement on the MEAP will grow by 9% each year. The baseline year 2011-2012 is 14%. The next years' goals will be: 2012-2013, 23%; 2013-2014, 32%; 2014-2015, 41%; 2015-2016, 50%.

To address the need for extended learning time in reading, writing, and science, our extended learning time programs will integrate reading, writing and science. Before/after school tutoring during the school year will make use of leveled text with science topics to increase exposure to science vocabulary and science information. Lessons will incorporate the application of phonic skills to the area of writing in K-2 and writing in response to reading in grades 3 and 4. Our before/after school Hamilton High-Tech Language Arts and Science Academy will offer the opportunity for learning about physical science topics with technology and additional reading time around non-fiction topics, also incorporating writing in response to reading. Summer Language Arts and Science Academy will offer the same kinds of activities, with the addition of hands-on science lessons and virtual or actual field trips, along with a culminating project for presentation to an audience.

In order to prepare Hamilton staff to address the areas of focus in their teaching during extended learning time programs, teachers will participate in a Summer Institute that will include how to extend learning time through the use of technology. This will help teachers offer new and engaging ways for students to practice reading and writing skills, while developing science knowledge. Staff will also participate in vocabulary training to help them learn ways to increase vocabulary instruction in meaningful and engaging ways. Training on integrating reading and writing with science and social studies will provide teachers with ways to incorporate reading comprehension work and writing in response to reading informational text.

To address the need for extended learning time in mathematics, our extended learning time programs will provide activities in the domains of

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Operations and Algebraic Thinking, and in Geometry. Before/after school tutoring during the school year will make use of a Math Workshop approach that includes a mini-lesson, guided practice and independent practice using games, as well as paper/pencil practice. Our before/after school Hamilton High-Tech Math Academy will offer the opportunity for learning in the two domains through technology such as Smart Board activities, Compass Learning and iPad applications. Summer Math Academy will offer both the Math Workshop approach and learning through technology, focused on the two domains and appropriate standards within those domains, based on student assessment.

2) Differentiated Instruction Based on Formative Assessment- As part of our comprehensive data analysis, Hamilton staff used the Golden Package data to discover gaps in subgroup achievement levels, leading to our second big idea: Differentiation, based on Formative Assessment.

Hamilton's 2011 reading MEAP data, from the Golden Package data warehouse, showed that, at 3rd grade, our students with disabilities were 43% below the aggregate Hamilton score of 51%. Male students were 12% below the female students. At 4th grade, our students with disabilities were 39% below the aggregate Hamilton score of 52%. Male students were 14% below the female students. At 5th grade, our Black students were 22% below the aggregate Hamilton score of 45%. Male students were 13% below female students.

In the area of writing, Hamilton's 2011 MEAP data, from the Golden Package data warehouse, indicated that, at 4th grade, students with disabilities were 35% below the aggregate Hamilton score of 39%. Black students were 14% below the aggregate score, while male students were 22% below female students.

In the area of science, Hamilton's 2011 MEAP data, from the Golden Package data warehouse, indicated that, at 5th grade, Black students were 14% below the aggregate score of 14%. Economically disadvantaged students were 8% below the aggregate score, while male students were 13% below female students.

In the area of math, Hamilton's 2011 MEAP data, from the Golden Package data warehouse, indicated that, at 3rd grade, students with disabilities were 21% below the aggregate score of 21%. In 4th grade, students with disabilities were 15% below the aggregate score of 28%. Black students were 9% below the aggregate score, while economically disadvantaged students were 8% below the aggregate score and female students were 9% below male students. In 5th grade, Black students were 29% below the aggregate score of 37%, while male students were 15% below female students.

We chose differentiation of instruction, based on formative assessment to address the significant gaps in achievement. Differentiation will help target instruction to the needs of specific students, individually or in small groups. Consistent formative assessment is needed in order to target instruction more specifically to meet the needs of students in an efficient manner.

In the core content area of reading, formative assessment will be done through analysis of running (reading) records that assess fluency and comprehension. During participation in daily Reading Workshop, students will use differentiated reading materials during "read to self" and "read to someone" portions of the workshop. Also, during the Reading Workshop period, daily small groups lessons will differentiate reading instruction by focusing on the needs of the students as identified during formative assessments. The "Making Meaning" comprehension materials, and other reading comprehension lessons will occur daily, with modeling and guided practice that will teach comprehension skills that students will apply when reading books at their reading level.

In the core content area of writing, formative assessment will be done through analysis of writing in relation to narrative and informational writing rubrics. During participation in daily Writing Workshop, students will have access to differentiated writing materials and choices about their writing topics within the genre being studied. Differentiated instruction will be provided during a conferring session with each student at least once weekly.

In the content area of science, formative assessments will need to be identified and/or developed for each lesson. Within the Reading Workshop period, students will have access to differentiated reading materials in science topics for use during the "read to self" and "read to someone" portions of reading workshop, with the goal of 40% non-fiction reading materials in their individual reading book boxes. Book levels and choices for individual students will be based on formative reading assessments (running records). Leveled books with science topics will be available at all reading levels for use in small group lessons. There will be a goal that approximately 40% of daily comprehension mini-lessons will include skills in reading and understanding non-fiction text that students will apply when reading science text

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at their own reading level during reading workshop.

In the core content area of math, formative assessments will need to be identified/developed for each lesson. Daily guided math small groups will differentiate math instruction by focusing on the needs of the students, as identified during formative assessments.

3) School/ Classroom Culture & Relationships- PBIS Data for 2011-12 showed that there were 265 office discipline referrals. Also, the number of office discipline referrals has increased 66% this year, when compared with last year, during the months of September and October. New and transient students represent 54% of the students receiving office discipline referrals this year. Also, our student perception data last winter showed that 86% of students agreed that their teacher cares about them; only 64% of students indicated that students show respect for each other. This data has led us to plan a continuation of the PBIS program, as well as incorporate the Second Step (social skills) lessons as part of our proactive approach to develop respect and positive social skills. Teachers will complete a Second Step social skills lesson biweekly. On the opposite weeks, classes will meet with a buddy class to build relationships between students and teachers in a different grade level and relationships between new/transient students and stable students.

Also, Hamilton Elementary staff will be trained in Leader in Me program over the next three years. This will take the positive social skills student have learned to the application level and empower students to make themselves better and their school better, changing the classroom, and school culture, with the potential to change the surrounding community as well.

Also, to increase student perceptions that teachers care about them, teachers will learn Teach Like a Champion techniques in the areas of "Creating a Strong Classroom Culture" and "Building Character and Trust". One of the additional weekly collaboration times for teachers each month will be used for Learning Partners time in which teachers will observe in other teachers' classrooms for Teach Like a Champion techniques and then apply techniques to their classroom.

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.

All K-6 teachers and administrators received a Curriculum, Instruction, and Assessment (CIA) Guide at the beginning of the school year. This guide provides a calendar of all Common and Benchmark assessments given throughout the year by grade level. Once these assessments are given, they are entered into the Class A system by the teacher. Class A provides data in a variety of formats (e.g. class, teacher, building, district level). The district Director of Assessment & Data Analysis will provide to the building common and benchmark assessment data at the district, building, grade level, teacher level after each round of common or benchmark assessments.

Along with Reading benchmark assessment data that is progress monitored every two weeks according to the CIA calendar, teachers will develop/select formative assessments for each unit of study in core content areas as they have training in formative assessments and backward planning. The formative assessment data will be reviewed every two weeks in PLCs to assess student understanding of the learning targets for each unit, plan for re-teaching for the entire class, as well as differentiating instruction for small groups, or individuals, based on the specific areas of need. The Hamilton team will begin the formative assessment and backward planning in Science.

Some PLC meetings are used to focus on data as it relates to a particular Common Core Module, which is developed at the district level for all K-12 buildings, with feedback from building staff and administrators. Every PLC provides a feedback sheet weekly to the building administrator who reads and provides guidance and support. The building principal has organized the feedback sheets to include information about what formative assessment teachers will use daily and how it will guide their instruction. Teachers will then take the information and planning from the PLC to implement the plans immediately into their instruction. Small group instruction notes and conferring notes will also reflect how formative assessment is used in planning.

The building holds Leadership/ School Improvement Team (Reform Team) meetings monthly and will use the MDE Evaluation Tool each semester in an on-going format to review the strategies/ programs of focus in the Reform plan and determine progress made and changes to implement. The building Response to Intervention (RtI) Core Team reviews the benchmark Reading assessment data at least three times per year, according to the CIA Guide calendar, and shares the data with grade level teachers. Based on the benchmark reading assessment

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data, the Core Team and grade level teachers determine students are above benchmark level, at benchmark level, at strategic level or at intensive level, to determine which students continue to be provided Tier I best practices only, Tier II strategic interventions, Tier III Intensive interventions, or Tier IV review of data in all subject and behavioral areas, as support allows.

Yearly, MEAP results are analyzed by the entire staff through data sent by the State of Michigan and through use of the Golden Package.

The strands are chosen by the team based on data in each subject area because they are of highest impact on scoring in the tests. The team also uses the Golden Package to determine whether the difficulties are coming from test-taking skills or curriculum gap issues.

Additionally, the team looks at whether there are similarities in those areas of difficulty for the lowest and highest achieving students. These points are just to name a few. The entire staff is made aware in writing of the information from each content area and this information is used to complete the School Data Profile and School Improvement Plan as well as a two-sided spreadsheet used to clearly and quickly denote the strategies and activities that all staff will use daily with fidelity.

In addition to data being reviewed weekly, an Annual Review of data and Data Walls are done by building and presented at the district level each year in March. Feedback from the district level and external consultants is given. Selected data (including student attendance, achievement score trends in reading, math, and science, PBiS data, individual student reading progress) will be posted and updated at least 3 times per year at either Rtl Core Team meetings or School Improvement Team meetings in an area seen frequently by all staff (only).

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.

Extended learning time attendance will be a requirement for all K-4 students. It will be utilized to significantly increase and maintain skills of students, using the specific standards and strategies identified by the Reform Team through the "data dig" done as a staff and in conjunction with the Priority Schools Intervention Specialist (IS)/MDE, School Improvement Facilitator (SIF)/RESA, District Executive Director/ School Improvement & Innovation and Lead Facilitator/ MDE. All Extended Learning Time will focus on the strategies chosen based on the above data. Extended learning time will provide additional time for core content area instruction in the areas of Reading, Writing, Math and Science. Additionally, transportation will be offered to students in each of the programs they attend (Teaching with Poverty in Mind, 2009). In looking at our embargoed MEAP data from Fall 2012, improvements in the consistency and effectiveness of best practice instruction under the guidance of this principal, along with increases in extended learning time, seem to have made a significant impact. Using the extended learning time plan indicated in these pages will allow us to provide additional core content time to every K-4 Hamilton student as well as being able to provide significant amounts of job-embedded instructional coaching throughout the year.

PLEASE SEE DETAILED GRAPH DATA REGARDING INCREASED EXTENDED LEARNING TIME BY BUILDING, INDIVIDUAL AND NUMBER OF STUDENTS OVER THREE YEARS. IT IS ATTACHED IN ASSURANCE SECTION : INCREASED LEARNING TIME.

Selection- Every parent of a Hamilton student, grades Kindergarten through Fourth, will be given a menu of choices which is listed below. Parents are required to choose at least one program from the list that their child will attend with fidelity. This menu of choices is given to parents in an effort to gain their buy-in and work collaboratively within their schedules as we jointly work to support the increased achievement level of the students during the extended learning time. The Hamilton team will review the program selections made by the parent and make final placement determinations. Hamilton team may determine, based on the review of data and student progress, that students be placed in more than one (1) extended learning program.

Attendance- By April of 2013, and each subsequent year, a list of all students attending Hamilton Elementary will be generated. This list will be created again by the end of the first week of school each fall, in order to ensure all students are provided at least one extended learning opportunity from the menu of choices. The roster will be updated on a monthly basis with notes included as to students who have moved, entry dates and which program selection/ attendance. Students are required to attend the selection assigned a minimum of 85% of the time. Students attending less than the minimum will be required to attend an additional program assigned by the Hamilton team.

The program menu is as follows:

-Choice 1: A 5-6-week summer school program at Hamilton Elementary for incoming 1st-4th grade students running mid-June through the end of July each year. This program will run four (4) days per week, three (3) hours per day, and will include parent components with a focus on specific best practice strategies. Total time for each student: 60 hours

-Choice 2: A 4-week Incoming Kindergarten Jump Start Camp running from the end of July to the end of August each year. This program will run four (4) days per week, three (3) hours per day, and will include parent components with a focus on specific best practice strategies. Total time for each student: 48 hours

-Choice 3: Hamilton High Tech Language Arts and Science Academy will be given as a choice to all students in grades K-4 and held either before or after school with transportation provided for after school sessions. Academies for each grade level will run three times per year as SY 2012-2013

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early as possible in the Fall, Winter and Spring, four weeks at a time, 3 days per week, 1 hour per day. In order to offer transportation effectively and allow for families with more than one student attending Hamilton who may participate, sessions will be held during the same timeframe each year. Total time for each student: Minimum 12 hours/ Maximum 36

Approximate timelines for the programs are as follows for K-4. Students may attend multiple sessions as deemed necessary through review of data:

☺ 1st session: September 30- October 25th, 2013 and following years

☺ 2nd session: January 13- February 7, 2014 and following years

☺ 3rd session: March 3- March 28, 2014 and following years

-Choice 4: Hamilton High Tech Math Academy will be given as a choice to all students in grades K-4 and held either before or after school with transportation provided for after school sessions. Academies for each grade level will run three times per year as early as possible in the Fall, Winter and Spring, four weeks at a time, 3 days per week, 1 hour per day. In order to offer transportation effectively and allow for families with more than one student attending Hamilton who may participate, sessions will be held during the same timeframe each year.

Due to the high number of students who enroll after the first day of school, sessions will be started a bit later to accommodate those students.

Total time for each student: Minimum 12 hours/ Maximum 36

Approximate timelines for the programs are as follows for K-4. Students may attend multiple sessions as deemed necessary through review of data:

☺ 1st session: September 30- October 25th, 2013 and following years

☺ 2nd session: January 13- February 7, 2014 and following years

☺ 3rd session: March 3- March 28, 2014 and following years

-Choice 5: Bright Futures after school and summer program, offered through Eastern Michigan University will provide for twenty-five (25) students at a time to attend enrichment and academic sessions three hours at a time, Monday through Thursday, both throughout the school year and for six weeks during the summer. Fifteen (15) of the students chosen will be based on their need to improve attendance and to strive for continued improvement in school. These students' involvement will meet the Drop-Out Challenge requirements of the Reform Plan.

Total time for each student: 492 hours

- Choice 6: During the school day, in place of one (1) enrichment/ elective area per week, students will attend Reading core content lessons for 50 minutes for a minimum of one (1) marking period (9-10 weeks). Based on student data at the end of each marking period, students will move in or out of these sessions, effectively providing four (4) marking periods where a student may attend. This class will be taught by a Highly Qualified teacher, interviewed and hand-selected specifically for this full-time position to fill the position over the course of the Reform Plan. The building principal, Reform Team members and district level Directors will be part of the interview team. Parents are allowed to choose #6 as an option. Should the student not have attended any of the other Choice options during the previous year, this Choice will be required and the student must attend in place of their elective. Core content material covered during this time will reflect the Reform Plan data regarding specific, targeted strands and provide enrichment and leveled reading lessons based on the child's skills and ability level. Student rosters will follow their typical enrichment/ elective schedule. For example, instead of the entire grade level class going to Music, some students will attend Music and the others will attend the class for additional Reading core content. Each 50-minute session will service 10-15 students. This will allow for the differentiation and targeting of specific Common Core skill areas.

Total time for each student: Minimum 8/9 hours- Maximum 32/36 hours

IN ADDITION TO THE CHOICES ABOVE, student have the following options:

-Option 1: In order to Extend Learning Time for students, all incoming Kindergarteners and newly registered 1st through 4th grade students will be offered several days prior to school to have their reading and other assessments completed by a qualified staff member. This will allow for placement of students in enrichment or intervention groups or Academy sessions much more quickly and lessen the amount of time taken from core classroom instruction.

-Option 2: All students K-4 will be offered the opportunity to be involved in a Summer Reading Program in order to prevent the "summer

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slide" in reading fluency. During the summer, books will be mailed home to students at regular intervals, so they can continue reading during the summer. Students will choose books before the end of school in June, since student choice of reading materials is a strong motivator for reading. This is a research-based process (Allington). Data from the Summer 2012 program showed that 38 students participated in this summer reading program. Out of the 38 students, 9 students (23%) moved and did not return to Hamilton Elementary this fall. Of the other 77% of students who returned to Hamilton, 93% either sustained or increased their reading level.

-During the first 4 weeks of school, a "highly qualified" staff member will be available one day per week (or 2 half days as needed) in order to give district reading, writing, and math assessments to those students who have enrolled late. This will minimize their time out of the classroom, provide the teacher with timely data to guide his/her differentiated instruction with the student and allow for timely additional enrichment or intervention sessions. Forty-two (42) students enrolled after the start of the school year just during the months of September and October.

-Additional collaboration time of 50 minutes/weekly will be provided to teachers through the use of roving substitutes. Every effort will be made to provide this time back-to-back with their regular planning time in order to give teachers 110 minutes of grade level collaboration time weekly.

-Two times per month, teachers will be expected to use this time in PLCs to create differentiated lessons based on formative assessment and PBiS data at the grade level. As needed, set aside funding will be dispensed for stipends or substitutes to provide increased collaboration time for staff to work on how to meet the goals of the 3 Big Ideas.

-One time per month would be used for "Learning Partners" in which teachers would observe in other teachers' classrooms for Teach Like a Champion techniques, differentiation strategies or other strategies in the areas identified by the SEC. This job-embedded professional development will increase the consistency of implementation of research-based strategies across the school. Teachers will be given a simple observation form to be submitted to the principal and designed around aspects of the 3 Big Ideas, as an accountability piece. To provide focus on continuous improvement, teachers will spend a portion of the collaboration time talking about the lesson and then having the observer go in again to view a new lesson, see what changes were made in the lesson and determine what he/she would implement within his/ her own classroom.

-If there is a fourth week available in the month, grade level teams will focus on planning/ assessing their parent engagement activities and/or planning/ assessing Leader in Me classroom culture activities as indicated in the Reform Plan.

These times are in addition to the weekly Professional Learning Community (PLC) meetings, district PD and planning days and efforts to allow for common planning times per grade level which are already in place.

- All K-4 families will be invited to Math and Science Family Learning Nights (2 per year), Language Arts/ Social Studies Family Learning Night (1 per year), Math and Language Arts Game Night (1 per year), Assemblies related to school/ classroom culture or core subjects (4-5 per year) and Book Fairs (2 per year) as enrichment activities through extended learning time. The focus for those nights will be around the Common Core and Culture areas indicated in question #1 and #2 of the plan.

2. Differentiated Instruction Based on Formative Assessment

With a focus on Differentiated Instruction Based on Formative Assessment, time during the school day is utilized more effectively because skills the students are still in need of mastering are targeted. During the school day, teachers will maximize instructional time by providing uninterrupted reading workshop and writing workshop blocks. Also, teachers will integrate science and social studies multiple times per week with reading and writing through the use of leveled texts, Making Meaning lessons, and weekly writing about science and social studies topics. This is different than previously done, as each subject was taught separately. In addition, students most in need of additional assistance will be provided Tier II or Tier III services in reading and behavior skills during an intervention time, outside of core instructional time. Targeted standards by student or groups of students allows for enrichment time to be built in directly to the lesson plan, as those who have already mastered certain skills can work more independently.

All students and their families will be offered enrichment activities through evening family activities (i.e. 2 Math and Science nights, 1 Reading and Writing About Social Studies night, and Family Game Nights) focused on ELA, math and science. Students may also apply to participate in the Bright Futures after-school enrichment program which is sponsored in cooperation with Eastern Michigan University. Fifteen of the

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Alexander Hamilton Elementary Sch.

twenty-five students identified to participate in Bright Futures yearly beginning in the Fall of 2013 and each year thereafter, will be chosen based on their attendance. This will be one way to meet the standards of the Drop Out Challenge and improve attendance and achievement success for those children.

3.School/ Classroom Culture and Relationships

The strategies described previously (e.g. The Leader in Me, PBiS, Second Step) have a research-base that show decreases in severe behaviors, increase in the ability to take responsibility, increase in conflict resolution skills, increase in leadership behaviors and thus, an increase in time on task for students and staff.

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

Parents are engaged in the school community beginning with a Back to School Night during the first week of school. This year's attendance was 200 out of 468 (43%) They are also offered the opportunity to be involved on the School Leadership Team, which creates our building's School Improvement Plan; the Parent-Teacher Association which plans extra-curricular school activities, such as Math and Science Nights; and family activities that promote positive home-school relationships, such as Game Nights, Family Fun Nights, assemblies and Book Fairs. Currently, 1parent is part of the School Leadership Team. The PTA typically has approximately 10-12 parents in attendance and the most recent family nights brought in 124 students and parents.

Families are invited to classroom writing celebrations, music concerts, an annual art fair, and to volunteer in special classroom activities, such as field trips. In addition, parents are invited to Parent Workshops that will help them work with their children in the areas of language arts, math and behavior. During the summer, books are mailed home to students so they can work with parents/ guardians to continue their learning throughout the summer.

This past summer, 38 students participated in a summer reading program to prevent "summer slide" in reading fluency. During the summer, books were mailed home to students at regular intervals, so they could continue reading during the summer. Students chose the books before the end of school in June, since student choice of reading materials is a strong motivator for reading. Out of the 38 students, 9 students (23%) moved and did not return to Hamilton Elementary this fall. Of the 77% of students who returned to Hamilton, 93% sustained or increased their reading level.

In the past, each school created surveys to go to families and the community. Less than 50% of parents completed the Parent Perception Survey during the 2011-2012 school year. This year, District Perception Surveys will be given at Hamilton twice per year for families and community members. The goal is to have consistent information across the district to better support our stakeholders and to provide Hamilton with direction about how effective their continuous engagement activities have been. This is then used to determine which programs will continue, which will be removed, and what other needs there might be.

Based on the data above and shared previously, goals were set for the area of Parent and Community Involvement to coincide with. While those areas above will continue to be implemented, a more specific planning process is described below:

Goal(s) to support continuous engagement of families and community

To increase parent and community engagement in school activities by offering a variety of types of parent engagement activities during the school year.

1. 2012-2013- 50% of parents will be engaged in at least one building or classroom activity each card marking (quarterly).
2. 2013-2014- 50% of parents will be engaged in at least two building or classroom activities each card marking (quarterly).
3. 2014-2015- 60% of parents will be engaged in at least two building or classroom activities each card marking (quarterly).
4. 2015-2016- 70% of parents will be engaged in at least two building or classroom activities each card marking (quarterly).

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Structures in place to support the above goals

1. Monthly building calendar of events, sent home in monthly newsletter and available online
2. PTA calendar of events
3. Weekly email/ robo call reminders to parents about events from the principal
4. Teachers will create a list of their parent engagement opportunities and send this list home with a response/ commitment form for parents to complete
5. Personal contacts from a Parent Coordinator about parent workshops
6. Parents will record their participation by entering the date of their participation next to their students' name on a Volunteer Attendance class chart. Volunteer Attendance class charts will be available for classroom and building activities for each card marking. At the end of each card marking, each teacher will turn in the Volunteer Attendance chart to the office and the percentage of parent participation will be calculated.

Building Level Engagement: Building level engagement will be offered in the form of four (4) evening program opportunities per year at the building level and one (1) time per month per teacher at the classroom level. Classroom engagement could range from field trips to writing celebrations to math workshop centers to District Literacy Corp, as examples. Along with simply engaging parents and the community, these options would increase their understanding of academic programs and the Leadership philosophy, areas that showed on the perception data as areas of need during the 2011-2012 school year.

Hamilton Elementary will provide for continuous improvement and ongoing family and community engagement by adding a Parent Coordinator position to the building at 20 hours per week. The Coordinator, in cooperation with the Reform Team's guidance would offer parent tips and workshops that link to The Leader in Me, in addition to ideas based on parent surveys of their needs (e.g. academic support, nutrition). This parent will work with Hamilton staff to provide the Parent Handbook from The Leader in Me, specifically the last chapter entitled, "Bringing It Home", geared toward parents. Additionally, the Coordinator and at least one other member of the staff will be trained to provide workshops for parents yearly on "The 7 Habits of Highly Effective Families", with the goal of training at least 20 parents/ guardians per year. These pieces will be coupled with the Love & Logic series already offered by the School Social Worker (SSW). The Parent Coordinator will also help plan with the Leadership Team and coordinate all family and community engagement events in the school related to academics.

Examples- Back to School Night; Parent-Teacher Association activities, such as monthly P.T.A. meetings, Family Fun Nights, field Day, Book Fairs; Extra-curricular family activities, such as Math/Science Nights, Game Nights; Parent Workshops; School Leadership Team; PBiS Monthly Building Reward activity.

District/Community Level Engagement: Local businesses and organizations provide assistance to families in the form of holiday help, school supplies, and clothing. One local business also provides support for Positive Behavior and Intervention Support (PBiS) rewards and our Annual Field Day rewards. The local senior citizens' organization organizes the donation of backpacks to our incoming kindergarten students. As a district support, the Family Resource Center works with families of students who are homeless or are simply in need of resources and connects them to those resources.

Examples- Family Resource Center Liaison meetings; Family Resource Center assistance, District School Improvement Team; Literacy Corps Volunteer

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 attempt a sustainable approach to increasing student achievement and graduation rates across the district through the provision of operational flexibility in staffing, calendars, time and budgets, the following action steps will be taken.

Since the plan of each Priority building in the district, including Hamilton, is based in research of rapid turnaround and high effect-size strategies, Reform Plans will be shared with each building in the district in an effort to proactively plan for substantially increasing student achievement throughout the district. MEAP data analysis and SEC analysis information will also be shared with all buildings. This information will also be given to the Education Services Departments at the district level. Focus buildings will, although not required to, create a plan similar to the Reform Plan due to the detail required. As district curriculum is currently being aligned to the Common Core and GLCEs/HSCEs as appropriate, SEC information about gap areas will guide the alignment. Non- Priority and Non-Focus schools will be encouraged to follow this same framework in order to provide their team with a laser-like focus on the most rapid turnaround strategies. Working with all buildings versus just those identified allows for district focus and support that can impact all buildings rather than just a few.

With regard specifically to Hamilton, Title I Set-Aside funds will be used to provide stipends for teachers to meet and plan together based on summative and formative assessment data, PBIS data, and attendance data as needed by simply discussing with the Executive Director/ School Improvement & Innovation who will work with the Executive Director/ Federal & State Programs to ensure the use meets Title I requirements, has a research/ evidence base and fits into the Reform Plan. If so, it will be allowed. It is the goal of the district to keep teachers in the classroom, with no more than 6 days of professional development throughout the year during school hours. The idea behind this is that we want the most effective and highly trained staff with the students as much as possible. The schedule is flexible and will be allowed, but if at all possible, additional time will come before and after school, on weekends, or during the summer. All teachers in the building will commit to sharing the workload and effort involved in the plan, so the time away from all classes can be minimized. If professional development must happen during the school day, set-aside funds will be used to provide rotating substitutes and job-embedded professional development for 1-2 hours at a time, after which the teacher will return to his/her classroom to implement the strategies/ skills just learned. Consultants in the areas of differentiation based on formative assessment and in the area of behavior, to improve school and classroom culture, will be invited to the classrooms to provide feedback and modeling through job-embedded support. As indicated in #8, additional collaboration time of 50 minutes/week will be provided to teachers through the use of roving substitutes. Every effort will be made to provide this time back-to-back with their regular planning time in order to give teachers 110 minutes of grade level collaboration time once each week.

Building areas are made available through the use of Facilities Direct, an online system already supported by the district. Simply adding an activity to the Facilities Direct calendar allows the district to provide the necessary heat/air, technology, etc. The building is available during the summer, and before and after school for additional student support and timely assistance based on data. Teachers will also have access to the building, in the event they need additional time to plan, and so that the Summer Institute and Extended Learning Programs can be held at Hamilton, the building closest to the homes of the students. The Bright Futures program, held after school and during the summer will be utilized to engage those students at risk of dropping out and help them to stay in school in a fun and academically engaging atmosphere.

Transportation will also be provided by the district through set-aside funds during the Extended Learning Programs, in order to include as many students as possible. Discussions have already been held with the Executive Director of Transportation to begin preparing for

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Alexander Hamilton Elementary Sch.

Hamilton's extended learning time. Whenever possible, community buildings will be utilized to help families feel more at ease joining the sessions (e.g. parent workshops at a local community center). Times for the summer programs will take into consideration the schedules of the families and staff as well as what is best for students. During the year, extended learning programs will be offered as many different times as possible to allow for more students to attend.

Based on the Letter of Understanding, the district will be able to provide flexibility in allowing the principal to interview any current district teaching staff prior to their taking of a position while Hamilton is under the Reform Plan requirement. As new staff are hired, building principals are participate as part of the interview team.

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.

Meetings during the year will be set either bi-weekly or monthly between the Building's Reform Team, Executive Director of School Improvement & Innovation, Intervention Specialist from MDE and School Improvement Facilitator from RESA to ensure we are following the plan, digging deeper through data collection, and objectively looking at the progress being made in student achievement. RESA liaisons and other partners' assistance will be elicited as needed to provide professional development, data digs, and research that will further our specific process and progress. These are meetings that can be sustained at the district level regardless of set-aside funding. If this funding were not available, the meetings would simply include district personnel only.

As often as possible, meetings will occur outside of school hours so staff can be in their classrooms. Those supporting the buildings will come to them with the idea of combining meetings between the Priority buildings whenever possible to encourage dialogue between the Reform Teams and increase consistency across the district. Again, the Executive Director of School Improvement & Innovation will attend as many of these meetings as possible to provide a district connection.

MDE and RESA personnel have been and will continue to be invited to District Improvement Team and Focus Building meetings in addition to Priority meetings. All information discussed in the plans will be shared with the Educational Services Team at the district level. Meetings will also be held specifically with all administrators K-12 to share the plans of the Priority buildings. The goal from these cross-department and cross-building level meetings is to share the research-based practices and programs being used and the results from those plans. Ideally, all K-12 buildings will then implement those pieces that provide the greatest effects and results in student achievement through support of the Educational Services Team.

Currently, Technical Assistance support is provided to all Title I buildings by bringing in outside consultants who work in conjunction with the Executive Director of Federal & State Programs and Executive Director of School Improvement & Innovation, multiple times per year. If this funding support were no longer available, the two Executive Directors alone could provide the support to each site. There are currently three visits per year per building and four workshops for Title I and School Improvement.

RESA Consultants are made available in all content and the behavioral area through the county and would still be available at minimal or no cost to provide coaching and support as needed. Surveys of Enacted Curriculum (SEC) data also provides significant data at minimal cost and since it has been done already, the Executive Director of School Improvement & Innovation could provide the overview and data dig.

As the Reform Plan has been developed, special attention has been paid to include strategies that can be maintained over time. For example, the bulk of effort is being put into behavioral and instructional coaching so those who remain past the four year plan have the skills necessary to impact students, The Leader in Me provides for training of Lighthouse Coaches who can be utilized throughout the district (this

Reform Redesign Report

Alexander Hamilton Elementary Sch.

will include the Executive Director of School Improvement & Innovation), and all information gained will be used district-wide.

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	The resume for the building principal is available if you would like to see it. It would not upload into one file with this PDF FINAL EVAL INFO.pdf
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	Professional Development for Hamilton Elementary Reform Plan.doc
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	Combined graphs and word doc for Extended Learning Time 1 23 2013.pdf
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	Increased Enrichment Time.doc
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	Teacher Collaboration Time.doc
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	The attached letter is a DRAFT Letter of Understanding with the Union (W-WEA), being submitted with this draft Reform Plan. It will be updated once the Union is able to review the plan as well. LETTER OF UNDERSTANDING without comments.doc

High School Administrator Goal Setting Plan

Name															Revised 9/24/12			
Goal Setting Plan															4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Best Practices Goal															0	0	0	0
Student Growth/Achievement Goal															0	0	0	0
Student Growth and School Achievement															4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Student Growth and School Achievement															4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
<i>Local Data</i>																		
Marks Distribution Average (Math)																		
Marks Distribution Average (English)																		
Marks Distribution Average (Social Studies)																		
Marks Distribution Average (Science)																		
Marks Distribution Average (Electives)															0	0	0	0
															0	0	0	0
Supporting Evidence															Effectiveness Label			
Data(==Required)															4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
<i>School Achievement</i>																		
10th Grade ACT PLAN Reading																		
10th Grade ACT PLAN Writing																		
10th Grade ACT PLAN Math																		
10th Grade ACT PLAN Social Studies																		
10th Grade ACT PLAN Science																		
MME Reading																		
MME Writing																		
MME Math																		
MME Social Studies																		
MME Science															0	0	0	0
															0	0	0	0
Supporting Evidence															Effectiveness Label			
Data(==Required)															4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
<i>Vertical Track Data</i>																		
MEAP Composite (Reading)																		
MEAP Composite (Writing)																		
MEAP Composite (Math)																		
MEAP Composite (Science)																		
MEAP Composite (Social Studies)																		
MME Composite(Reading)																		
MME Composite (Writing)																		
MME Composite (Math)																		
MME Composite (Science)																		
MME Composite (Social Studies)															0	0	0	0
															0	0	0	0
Student Growth and School Achievement Total																		
Total Score																		

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

Goal Setting: Based upon this evaluation please describe your goals for the next school year.			
WWBAA Member Signature		Date	
Evaluator Signature		Date	
Comments:			
≥ 90 = Highly Effective	75 - 89 = Effective	51 - 74 = Minimally Effective	< 51 = Ineffective

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

Goal Setting: Based upon this evaluation please describe your goals for the next school year.			
WWBAA Member Signature		Date	
Evaluator Signature		Date	
Comments:			
≥ 90 = Highly Effective	75 - 89 = Effective	51 - 74 = Minimally effective	< 51 = Ineffective

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

	<i>MME Composite (Writing)</i>																					
	<i>MME Composite (Math)</i>																					
	<i>MME Composite (Science)</i>																					
	<i>MME Composite (Social Studies)</i>																					
																		0	0	0	0	0
																		Student Growth and School Achievement Total				0
																		Total Score				0
Goal Setting: Based upon this evaluation please describe your goals for the next school year.																						
WWBAA Member Signature															Date							
Evaluator Signature															Date							
Comments:																						
<u>≥ 90</u> = Highly Effective					75 - 89 = Effective					51 - 74 = Minimally Effective					< 51 = Ineffective							

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

5-6 Administrator Goal Setting Plan																		
Name											Revised 9/24/12							
Goal Setting Plan											4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective				
Professional Goal 1											0	0	0	0	0			
Professional Goal 2											0	0	0	0	0			
Student Growth and School Achievement																		
Student Growth and School Achievement											Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective	
Local Data																		
Local Math Assessment																		
Local Reading Assessment																		
Local Writing Assessment																		
Local Science Assessment																		
Local Social Studies Assessment																		
											0	0	0	0	0			
											Supporting Evidence			Effectiveness Label				
											Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective	
School Achievement																		
6th Grade Math Meap																		
7th Grade Math Meap																		
6th Grade Reading MEAP																		
7th Grade Reading MEAP																		
7th Grade Writing MEAP																		
6th Grade Social Studies MEAP																		
											0	0	0	0	0			
											Supporting Evidence			Effectiveness Label				
											Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective	
Vertical Track Data																		
MEAP Composite (Reading Grades 3-7)																		
MEAP Composite (Writing Grades 4 and 7)																		
MEAP Composite (Math Grades 3-7)																		
MEAP Composite (Science Grade 5)																		
MEAP Composite (Social Studies Grade 6)																		
											0	0	0	0	0			
											Student Growth and School Achievement Total						0	
											Total Score						0	

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

Goal Setting: Based upon this evaluation please describe your goals for the next school year.			
WWBAA Member Signature			Date
Evaluator Signature			Date
Comments:			
≥ 90 = Highly Effective	75 - 89 = Effective	74 - 51 = Minimally Effective	<51 = Ineffective

Name					Supporting Evidence			Effectiveness Label				
					Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
FOUNDATIONS												
Essential Counselor Beliefs												
Revised 9/14/2012												
High Expectations												
Malleable Intelligence												
Student Attitudes and Motivation												
Equity and Anti-Racism												
Urgency, Relentlessness, and Ownership of Outcomes												
Embedding Technology												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Counselor Responsibilities												
Content Knowledge												
Continuing Professional Development												
Reflection												
Professional Collaboration												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Caseload Management												
Supportive Personal Relationships with Students												
Embedding Technology												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Initial and On-Going Planning for Student Programming and Interventions												
Backward Planning												
Student Planning												
Long-Term Planning												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Investing in Families and the Community												
Two-Way Communication												
Volunteering												
Learning at Home												
Collaborating with the Community												
Embedding Technology												
								0	0	0	0	0
Name												

					Supporting Evidence			Effectiveness Label				
					Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Instructional Decision-Making												
Identifying Instructional Needs *												
Setting Goals *												
Matching Instructional Strategies to Identified Needs *												
Progress Monitoring *												
Embedding Technology												
								0	0	0	0	0
								Foundations Total Score				0
Student Achievement					Supporting Evidence			Effectiveness Label				
Student Growth					Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Local Measures												
Socio-Behavioral Rates												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Graduation Rates (Grades 9-12)												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Student Attendance Rates (Grades 7-8)												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
ELA Building MEAP Scores												
								0	0	0	0	0
ELA Building MME Scores												
Reading												
Writing												
								0	0	0	0	0
								Building Assessment Score				0
								Total Evaluation Score				0
Goal setting: Based upon this evaluation please describe your goals for the next school year.												
Teacher Signature								Date				
Administrator Signature								Date:				

Effectiveness Rating:

>90 = Highly Effective

75 - 89 = Effective

51 - 74 = Minimally Effective

< 51 = Ineffective

Counselor Goal Setting Plan

Name										Revised 9/17/12						
Goal Setting Plan						Effectiveness Label										
						4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective							
Best Practices Goal						0	0	0	0	0						
Student Growth/Achievement Goal						0	0	0	0	0						
Student Achievement						Supporting Evidence				Effectiveness Label						
						Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective				
Student Growth																
<i>Local Measures</i>																
Socio-Behavioral Rates						0	0	0	0	0						
						Supporting Evidence				Effectiveness Label						
						Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective				
Graduation Rates (Grades 9-12)																
						0	0	0	0	0						
						Supporting Evidence				Effectiveness Label						
						Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective				
Student Attendance Rates (Grades 7-8)																
						0	0	0	0	0						
						Supporting Evidence				Effectiveness Label						
						Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective				
ELA Building MEAP Scores (Grades 7-8)																
						0	0	0	0	0						
ELA Building MME Scores (Grades 9-12)																
Reading																
Writing						0	0	0	0	0						
						Building Assessment Score				0						
						Total Evaluation Score				0						

Goal setting: Based upon this evaluation please describe your goals for the next school year.			
Teacher Signature			Date
Administrator Signature			Date:
Comments:			
≥ 90 = Highly Effective	75 - 89 = Effective	51 - 74 = Minimally Effective	< 51 = Ineffective

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

High School Administrator Professional Growth Evaluation

Name													Revised						
													Supporting Evidence			Effectiveness Label			
FOUNDATIONS													Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Essential Administrator Visions and Beliefs																			
High Expectations																			
Malleable Intelligence																			
Systemic Review Process																			
Shared Values and Beliefs																			
Equity and Anti-Racism																			
Continuous Improvement																			
Urgency, Relentlessness, and Ownership of Outcomes																			
Embedding Technology																			
													0	0	0	0			
													Supporting Evidence			Effectiveness Label			
													Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Instructional Leadership																			
Monitoring Student Learning																			
Continuing Professional Development																			
Leadership Knowledge																			
Improving Professional Practice																			
Reflection																			
Professional Collaboration																			
Supervision and Evaluation																			
													0	0	0	0			
													Supporting Evidence			Effectiveness Label			
													Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
School and Organizational Management																			
Creating an Environment for learning																			
Instruction Support																			
Supportive Personal Relationships with Staff and Students																			
Student Support Services																			
Evaluation																			
Building Expectations																			
Budget and Fiscal Resource Management																			
													0	0	0	0			
													Supporting Evidence			Effectiveness Label			
													Data (*=Required)	Observed	Artifact	Highly Effective	Effective	Minimally Effective	Ineffective

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Programs and Instructional Decision-Making																			
Identifying Instructional Needs																			
Setting Goals																			
Trend Data																			
Matching Instructional Programs and Strategies to Identified Needs																			
Progress Monitoring																			
Providing Feedback																			
																0	0	0	0
																Using Data Total			
													Supporting Evidence			Effectiveness Label			
Student Growth and School Achievement																			
Student Growth and School Achievement													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Local Data																			
Marks Distribution Average (Math)																			
Marks Distribution Average (English)																			
Marks Distribution Average (Social Studies)																			
Marks Distribution Average (Science)																			
Marks Distribution Average (Electives)																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
School Achievement																			
10th Grade ACT PLAN Reading																			
10th Grade ACT PLAN Writing																			
10th Grade ACT PLAN Math																			
10th Grade ACT PLAN Social Studies																			
10th Grade ACT PLAN Science																			
MME Reading																			
MME Writing																			
MME Math																			
MME Social Studies																			
MME Science																			
																0	0	0	0

K - 4 Administrator Professional Growth Evaluation

Name:

FOUNDATIONS

Essential Administrator Visions and Beliefs

	Supporting Evidence			Effectiveness Label			
	Data(=*-Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
High Expectations							
Malleable Intelligence							
Systemic Review Process							
Shared Values and Beliefs							
Equity and Anti-Racism							
Continuous Improvement							
Urgency, Relentlessness, and Ownership of Outcomes							
Embedding Technology							
				0	0	0	0

Instructional Leadership

	Supporting Evidence			Effectiveness Label			
	Data(=*-Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Monitoring Student Learning							
Continuing Professional Development							
Leadership Knowledge							
Improving Professional Practice							
Reflection							
Professional Collaboration							
Supervision and Evaluation							
				0	0	0	0

School and Organizational Management

	Supporting Evidence			Effectiveness Label			
	Data(=*-Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Creating an Environment for learning							
Instruction Support							
Supportive Personal Relationships with Staff and Students							
Student Support Services							
Evaluation							
Building Expectations							
Budget and Fiscal Resource Management							
				0	0	0	0

Investing in Families and the Community

	Supporting Evidence			Effectiveness Label			
	Data(=*-Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Two-Way Communication							
Volunerring							
Partnerships							
Decision-Making							
Collaborating with the Community							
				0	0	0	0

A Professional Learning Community

	Supporting Evidence			Effectiveness Label			
	Data(=*-Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
PLC Defined							
Learning for All							
Collaborative Culture							
Evidence of Learning							
Job-embedded Professional Development							
Balance of Assessments							
Systemic Response to Students							
Enrich and Extend Learning							
Celebrate Success							
				0	0	0	0

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

													Supporting Evidence			Effectiveness Label				
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective	
Positive Culture for Student Learning																				
<i>Consistent Culture</i>																				
<i>Clear and Verifiable Results</i>																				
<i>School Climate</i>																				
<i>Efficacy and Empowerment</i>																				
<i>Communications Opportunities</i>																				
<i>Change Strategies</i>																				
<i>Diversity and Equity</i>																				
																0	0	0	0	0
													Foundations Total				0			
													Supporting Evidence			Effectiveness Label				
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective	
USING DATA																				
Using Multiple Data Sources																				
<i>Comprehensive Assessment System</i>																				
<i>Preformance Measures</i>																				
<i>Professional Development</i>																				
<i>Non-Assessment</i>																				
																0	0	0	0	0
													Using Data Total				0			
													Supporting Evidence			Effectiveness Label				
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective	
Programs and Instructional Decision-Making																				
<i>Identifying Instructional Needs</i>																				
<i>Setting Goals</i>																				
<i>Trend Data</i>																				
<i>Matching Instrutional Programs and Strategies to Identified Needs</i>																				
<i>Progress Monitoring</i>																				
<i>Providing Feedback</i>																				
																0	0	0	0	0
													Using Data Total				0			
													Supporting Evidence			Effectiveness Label				
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective	
Student Growth and School Achievement																				
Student Growth and School Achievement																				
<i>Local Data</i>																				
<i>Local Math Assessment</i>																				
<i>Local Reading Assessment</i>																				
<i>Local Writing Assessment</i>																				
<i>Local Science Assessment</i>																				
<i>Local Social Studies Assessment</i>																				
																0	0	0	0	0

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Investing in Families and the Community																			
<i>Two-Way Communication</i>																			
<i>Volunerring</i>																			
<i>Partnerships</i>																			
<i>Decision-Making</i>																			
<i>Collaborating with the Community</i>																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
A Professional Learning Community																			
<i>PLC Defined</i>																			
<i>Learning for All</i>																			
<i>Collaborative Culture</i>																			
<i>Evidence of Learning</i>																			
<i>Job-embedded Professional Development</i>																			
<i>Balance of Assessments</i>																			
<i>Systemic Response to Students</i>																			
<i>Enrich and Extend Learning</i>																			
<i>Celebrate Success</i>																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Positive Culture for Student Learning																			
<i>Consistent Culture</i>																			
<i>Clear and Verifiable Results</i>																			
<i>School Climate</i>																			
<i>Efficacy and Empowerment</i>																			
<i>Communications Opportunities</i>																			
<i>Change Strategies</i>																			
<i>Diversity and Equity</i>																			
																0	0	0	0
													Foundations Total			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	Highly Effective	3-Effective	Minimally Effective	1-Ineffective
USING DATA																			
Using Multiple Data Sources																			

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

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<i>Comprehensive Assessment System</i>																				<i>Performance Measures</i>																				<i>Professional Development</i>																				<i>Non-Assessment</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																	Programs and Instructional Decision-Making																				<i>Identifying Instructional Needs</i>																				<i>Setting Goals</i>																				<i>Trend Data</i>																				<i>Matching Instructional Programs and Strategies to Identified Needs</i>																				<i>Progress Monitoring</i>																				<i>Providing Feedback</i>																																0	0	0	0																	Using Data Total																Supporting Evidence			Effectiveness Label				Student Growth and School Achievement												Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective			Student Growth and School Achievement														<i>Local Data</i>																				<i>Marks Distribution Average (Math)</i>																				<i>Marks Distribution Average (English)</i>																				<i>Marks Distribution Average (Social Studies)</i>																				<i>Marks Distribution Average (Science)</i>																				<i>Marks Distribution Average (Electives)</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																	<i>School Achievement</i>																				<i>8th Grade Math Meap</i>																				<i>8th Grade Reading Meap</i>																				<i>9th Grade Social Studies MEAP</i>																				<i>8th Grade EXPLORE Reading</i>																				<i>8th Grade EXPLORE Math</i>																				<i>8th Grade EXPLORE Science</i>																			
<i>Performance Measures</i>																				<i>Professional Development</i>																				<i>Non-Assessment</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																							Programs and Instructional Decision-Making																				<i>Identifying Instructional Needs</i>																				<i>Setting Goals</i>																				<i>Trend Data</i>																				<i>Matching Instructional Programs and Strategies to Identified Needs</i>																				<i>Progress Monitoring</i>																				<i>Providing Feedback</i>																																0	0	0	0																	Using Data Total																Supporting Evidence			Effectiveness Label				Student Growth and School Achievement												Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective			Student Growth and School Achievement														<i>Local Data</i>																				<i>Marks Distribution Average (Math)</i>																				<i>Marks Distribution Average (English)</i>																				<i>Marks Distribution Average (Social Studies)</i>																				<i>Marks Distribution Average (Science)</i>																				<i>Marks Distribution Average (Electives)</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																	<i>School Achievement</i>																				<i>8th Grade Math Meap</i>																				<i>8th Grade Reading Meap</i>																				<i>9th Grade Social Studies MEAP</i>																				<i>8th Grade EXPLORE Reading</i>																				<i>8th Grade EXPLORE Math</i>																				<i>8th Grade EXPLORE Science</i>																																	
<i>Professional Development</i>																				<i>Non-Assessment</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																							Programs and Instructional Decision-Making																				<i>Identifying Instructional Needs</i>																				<i>Setting Goals</i>																				<i>Trend Data</i>																				<i>Matching Instructional Programs and Strategies to Identified Needs</i>																				<i>Progress Monitoring</i>																				<i>Providing Feedback</i>																																0	0	0	0																	Using Data Total																Supporting Evidence			Effectiveness Label				Student Growth and School Achievement												Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective			Student Growth and School Achievement																				<i>Local Data</i>																				<i>Marks Distribution Average (Math)</i>																				<i>Marks Distribution Average (English)</i>																				<i>Marks Distribution Average (Social Studies)</i>																				<i>Marks Distribution Average (Science)</i>																				<i>Marks Distribution Average (Electives)</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																	<i>School Achievement</i>																				<i>8th Grade Math Meap</i>																				<i>8th Grade Reading Meap</i>																				<i>9th Grade Social Studies MEAP</i>																				<i>8th Grade EXPLORE Reading</i>																				<i>8th Grade EXPLORE Math</i>																				<i>8th Grade EXPLORE Science</i>																																															
<i>Non-Assessment</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																							Programs and Instructional Decision-Making																				<i>Identifying Instructional Needs</i>																				<i>Setting Goals</i>																				<i>Trend Data</i>																				<i>Matching Instructional Programs and Strategies to Identified Needs</i>																				<i>Progress Monitoring</i>																				<i>Providing Feedback</i>																																0	0	0	0																	Using Data Total																Supporting Evidence			Effectiveness Label				Student Growth and School Achievement												Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective			Student Growth and School Achievement																				<i>Local Data</i>																				<i>Marks Distribution Average (Math)</i>																				<i>Marks Distribution Average (English)</i>																				<i>Marks Distribution Average (Social Studies)</i>																				<i>Marks Distribution Average (Science)</i>																				<i>Marks Distribution Average (Electives)</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																							<i>School Achievement</i>																				<i>8th Grade Math Meap</i>																				<i>8th Grade Reading Meap</i>																				<i>9th Grade Social Studies MEAP</i>																				<i>8th Grade EXPLORE Reading</i>																				<i>8th Grade EXPLORE Math</i>																				<i>8th Grade EXPLORE Science</i>																																																													
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<i>Identifying Instructional Needs</i>																				<i>Setting Goals</i>																				<i>Trend Data</i>																				<i>Matching Instructional Programs and Strategies to Identified Needs</i>																				<i>Progress Monitoring</i>																				<i>Providing Feedback</i>																																0	0	0	0																	Using Data Total																Supporting Evidence			Effectiveness Label				Student Growth and School Achievement												Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective			Student Growth and School Achievement																				<i>Local Data</i>																				<i>Marks Distribution Average (Math)</i>																				<i>Marks Distribution Average (English)</i>																				<i>Marks Distribution Average (Social Studies)</i>																				<i>Marks Distribution Average (Science)</i>																				<i>Marks Distribution Average (Electives)</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																	<i>School Achievement</i>																				<i>8th Grade Math Meap</i>																				<i>8th Grade Reading Meap</i>																				<i>9th Grade Social Studies MEAP</i>																				<i>8th Grade EXPLORE Reading</i>																				<i>8th Grade EXPLORE Math</i>																				<i>8th Grade EXPLORE Science</i>																																																																																																																																																																																											
<i>Setting Goals</i>																				<i>Trend Data</i>																				<i>Matching Instructional Programs and Strategies to Identified Needs</i>																				<i>Progress Monitoring</i>																				<i>Providing Feedback</i>																																0	0	0	0																	Using Data Total																Supporting Evidence			Effectiveness Label				Student Growth and School Achievement												Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective			Student Growth and School Achievement																				<i>Local Data</i>																				<i>Marks Distribution Average (Math)</i>																				<i>Marks Distribution Average (English)</i>																				<i>Marks Distribution Average (Social Studies)</i>																				<i>Marks Distribution Average (Science)</i>																				<i>Marks Distribution Average (Electives)</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																							<i>School Achievement</i>																				<i>8th Grade Math Meap</i>																				<i>8th Grade Reading Meap</i>																				<i>9th Grade Social Studies MEAP</i>																				<i>8th Grade EXPLORE Reading</i>																				<i>8th Grade EXPLORE Math</i>																				<i>8th Grade EXPLORE Science</i>																																																																																																																																																																																																									
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ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

5-6 Administrator Professional Growth Evaluation																			
Name													Revise						
FOUNDATIONS													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Essential Administrator Visions and Beliefs																			
<i>High Expectations</i>																			
<i>Malleable Intelligence</i>																			
<i>Systemic Review Process</i>																			
<i>Shared Values and Beliefs</i>																			
<i>Equity and Anti-Racism</i>																			
<i>Continuous Improvement</i>																			
<i>Urgency, Relentlessness, and Ownership of Outcomes</i>																			
<i>Embedding Technology</i>																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Instructional Leadership																			
<i>Monitoring Student Learning</i>																			
<i>Continuing Professional Development</i>																			
<i>Leadership Knowledge</i>																			
<i>Improving Professional Practice</i>																			
<i>Reflection</i>																			
<i>Professional Collaboration</i>																			
<i>Supervision and Evaluation</i>																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
School and Organizational Management																			
<i>Creating an Environment for learning</i>																			
<i>Instruction Support</i>																			
<i>Supportive Personal Relationships with Staff and Students</i>																			
<i>Student Support Services</i>																			
<i>Evaluation</i>																			
<i>Building Expectations</i>																			
<i>Budget and Fiscal Resource Management</i>																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Investing in Families and the Community																			
<i>Two-Way Communication</i>																			
<i>Volunerring</i>																			
<i>Partnerships</i>																			
<i>Decision-Making</i>																			
<i>Collaborating with the Community</i>																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
A Professional Learning Community																			
<i>PLC Defined</i>																			
<i>Learning for All</i>																			
<i>Collaborative Culture</i>																			
<i>Evidence of Learning</i>																			
<i>Job-embedded Professional Development</i>																			
<i>Balance of Assessments</i>																			
<i>Systemic Response to Students</i>																			
<i>Enrich and Extend Learning</i>																			
<i>Celebrate Success</i>																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Positive Culture for Student Learning																			
<i>Consistent Culture</i>																			
<i>Clear and Verifiable Results</i>																			
<i>School Climate</i>																			
<i>Efficacy and Empowerment</i>																			
<i>Communications Opportunities</i>																			
<i>Change Strategies</i>																			
<i>Diversity and Equity</i>																			
																0	0	0	0
													Foundations Total			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	Highly Effective	3-Effective	Minimally Effective	1-Ineffective
USING DATA																			
Using Multiple Data Sources																			

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

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<i>Local Science Assessment</i>																				<i>Local Social Studies Assessment</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																									<i>School Achievement</i>																				<i>6th Grade Math Meap</i>																				<i>7th Grade Math Meap</i>																				<i>6th Grade Reading MEAP</i>																				<i>7th Grade Reading MEAP</i>																				<i>7th Grade Writing MEAP</i>																				<i>6th Grade Social Studies MEAP</i>																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
<i>Local Social Studies Assessment</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective																									<i>School Achievement</i>																				<i>6th Grade Math Meap</i>																				<i>7th Grade Math Meap</i>																				<i>6th Grade Reading MEAP</i>																				<i>7th Grade Reading MEAP</i>																				<i>7th Grade Writing MEAP</i>																				<i>6th Grade Social Studies MEAP</i>																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
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<i>6th Grade Social Studies MEAP</i>																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

													0	0	0	0			
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Vertical Track Data																			
MEAP Composite (Reading Grades 3-7)																			
MEAP Composite (Writing Grades 4 and 7)																			
MEAP Composite (Math Grades 3-7)																			
MEAP Composite (Science Grade 5)																			
MEAP Composite (Social Studies Grade 6)																			
													0	0	0	0			
													Student Growth and School Achievement Total						
													Total Score						

Goal Setting: Based upon this evaluation please describe your goals for the next school year.

WWBAA Member Signature	Date
Evaluator Signature	Date

Comments:

≥ 90 = Highly Effective	75 - 89 = Effective	51 - 74 = Minimally Effective	< 51
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APPENDIX F
K-6 Intervention Specialists PROFESSIONAL GROWTH EVALUATION INSTRUMENT

Elementary Intervention Specialists Professional Growth Evaluation											Revised 9/17/12								
Name																			
											Supporting Evidence		Effectiveness Label						
FOUNDATIONS											Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective		
Essential Teacher Beliefs																			
<i>High Expectations</i>																			
<i>Malleable Intelligence</i>																			
<i>Student Attitudes and Motivation</i>																			
<i>Equity and Anti-Racism</i>																			
<i>Urgency, Relentlessness, and Ownership of Outcomes</i>																			
<i>Embedding Technology</i>																			
														0.00	0.00	0.00	0.00	0.00	
											Supporting Evidence		Effectiveness Label						
Educator Responsibilities											Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective		
<i>Content Knowledge</i>																			
<i>Continuing Professional Development</i>																			
<i>Pedagogical Knowledge</i>																			
<i>Reflection</i>																			
<i>Professional Collaboration</i>																			
<i>Embedding Technology</i>																			
														0.00	0.00	0.00	0.00	0.00	
											Supporting Evidence		Effectiveness Label						
Classroom Responsibilities											Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective		
<i>Creating an Environment for Learning</i>																			
<i>Routines to Maximize Instruction</i>																			
<i>Supportive Personal Relationships with Students</i>																			
<i>Embedding Technology</i>																			
														0.00	0.00	0.00	0.00	0.00	

APPENDIX F
K-6 Intervention Specialists PROFESSIONAL GROWTH EVALUATION INSTRUMENT

										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Initial and On-Going Instructional Planning																	
	<i>Standards/Objective Based Planning</i>																
	<i>Backward Planning</i>																
	<i>Lesson Planning</i>																
	<i>Unit Planning</i>																
	<i>Long-Term Planning</i>																
	<i>Embedding Technology</i>																
												0.00	0.00	0.00	0.00	0.00	
										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Investing in Families and the Community																	
	<i>Two-Way Communication</i>																
	<i>Volunteering</i>																
	<i>Learning at Home</i>																
	<i>Decision-Making</i>																
	<i>Collaborating with the Community</i>																
	<i>Embedding Technology</i>																
												0.00	0.00	0.00	0.00	0.00	
										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Engagement and Motivation of All Learners																	
	<i>Cultural Relevance</i>																
	<i>Reinforcing Effort and Providing Recognition</i>																
	<i>Tapping into Student Interest and Expertise</i>																
	<i>Embedding Technology</i>																
												0.00	0.00	0.00	0.00	0.00	
										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Activation and Extension of Knowledge																	
	<i>Relevance</i>																
	<i>Making Connections/Deep Knowledge</i>																
	<i>Mnemonic Devices</i>																
	<i>Embedding Technology</i>																
												0.00	0.00	0.00	0.00	0.00	

APPENDIX F
K-6 Intervention Specialists PROFESSIONAL GROWTH EVALUATION INSTRUMENT

										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Differentiation																	
<i>Academic Strengths and Areas for Growth</i>																	
<i>Needs of Diverse Learners</i>																	
<i>Learning Preferences</i>																	
<i>Multiple Intelligences</i>																	
<i>Embedding Technology</i>																	
													0.00	0.00	0.00	0.00	0.00
										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Stimulation of Critical Thinking and Problem-Solving																	
<i>Generating and Testing Hypotheses</i>																	
<i>Higher Order Thinking Skills</i>																	
<i>Summarizing</i>																	
<i>Critical Discussion</i>																	
<i>Nonlinguistic Representation</i>																	
<i>Comparing and Contrasting</i>																	
<i>Metacognition</i>																	
<i>Embedding Technology</i>																	
													0.00	0.00	0.00	0.00	0.00
										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Scaffolding																	
<i>Graduated Questioning</i>																	
<i>Direct Instruction</i>																	
<i>Conferring</i>																	
<i>Spacing Learning Over Time</i>																	
<i>Embedding Technology</i>																	
													0.00	0.00	0.00	0.00	0.00
										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Multiple Opportunities for Practice, Mastery, and Assessment																	
<i>Academic Choice</i>																	
<i>Authentic/Alternative Assessment</i>																	
<i>Formative Assessment</i>																	
<i>Summative Assessment</i>																	
<i>Homework</i>																	
<i>Embedding Technology</i>																	
													0.00	0.00	0.00	0.00	0.00

APPENDIX F
K-6 Intervention Specialists PROFESSIONAL GROWTH EVALUATION INSTRUMENT

										Supporting Evidence			Effectiveness Label					
										Data (* = Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective		
Flexible Grouping																		
<i>Cooperative Grouping</i>																		
<i>Whole Group Instruction</i>																		
<i>Heterogeneous Grouping</i>																		
<i>Individual Instruction</i>																		
<i>Flexibility and Fluidity</i>																		
<i>Embedding Technology</i>																		
																	0.00	
										Supporting Evidence			Effectiveness Label					
										Data (* = Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective		
USING DATA																		
Using Multiple Data Sources																		
<i>Informal Assessment *</i>																		
<i>Formal Assessment *</i>																		
<i>Non-Assessment Data *</i>																		
<i>Embedding Technology *</i>																		
																	0.00	
										Supporting Evidence			Effectiveness Label					
										Data (* = Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective		
Instructional Decision-Making																		
<i>Identifying Instructional Needs *</i>																		
<i>Setting Goals *</i>																		
<i>Matching Instructional Strategies to Identified Needs *</i>																		
<i>Progress Monitoring *</i>																		
<i>Providing Feedback</i>																		
<i>Embedding Technology</i>																		
																	0	
																	Total Score	0

APPENDIX F
K-6 Intervention Specialists PROFESSIONAL GROWTH EVALUATION INSTRUMENT

										Supporting Evidence			Effectiveness Label					
Student Achievement										Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective		
Student Growth																		
Local Assessments																		
	Math																	
	Reading																	
	Writing																	
											0	0	0	0		0.00		
										Supporting Evidence			Effectiveness Label					
										Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective		
<i>Building Assessment</i>																		
	MEAP Math Assessments																	
	MEAP Reading Assessments																	
	MEAP Writing Assessment																	
											0	0	0	0		0		
										Student Achievement Score				0				
										Total Evaluation Score				0				
Goal setting: Describe your goals for the next school year.:																		
Teacher Signature:										Date								
Administrator Signature:										Date								
Comments:																		
≥ 90 = Highly Effective					75 - 89 = Effective					51 - 74 Minimally Effective					< 51 = Ineffective			

**APPENDIX F
MIDDLE SCHOOL EVALUATION INSTRUMENT**

										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Initial and On-Going Instructional Planning																	
	Standards/Objective Based Planning																
	Backward Planning																
	Lesson Planning																
	Unit Planning																
	Long-Term Planning																
	Embedding Technology																
												0.00	0.00	0.00	0.00	0.00	
Investing in Families and the Community																	
	Two-Way Communication																
	Volunteering																
	Learning at Home																
	Decision-Making																
	Collaborating with the Community																
	Embedding Technology																
												0.00	0.00	0.00	0.00	0.00	
Engagement and Motivation of All Learners																	
	Cultural Relevance																
	Reinforcing Effort and Providing Recognition																
	Tapping into Student Interest and Expertise																
	Embedding Technology																
												0.00	0.00	0.00	0.00	0.00	
Activation and Extension of Knowledge																	
	Relevance																
	Making Connections/Deep Knowledge																
	Mnemonic Devices																
	Embedding Technology																
												0.00	0.00	0.00	0.00	0.00	

**APPENDIX F
MIDDLE SCHOOL EVALUATION INSTRUMENT**

										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observed	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Differentiation																	
	Academic Strengths and Areas for Growth																
	Needs of Diverse Learners																
	Learning Preferences																
	Multiple Intelligences																
	Embedding Technology																
												0.00	0.00	0.00	0.00	0.00	
										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Stimulation of Critical Thinking and Problem-Solving																	
	Generating and Testing Hypotheses																
	Higher Order Thinking Skills																
	Summarizing																
	Critical Discussion																
	Nonlinguistic Representation																
	Comparing and Contrasting																
	Metacognition																
	Embedding Technology																
												0.00	0.00	0.00	0.00	0.00	
										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Scaffolding																	
	Graduated Questioning																
	Direct Instruction																
	Conferring																
	Spacing Learning Over Time																
	Embedding Technology																
												0.00	0.00	0.00	0.00	0.00	
										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Multiple Opportunities for Practice, Mastery, and Assessment																	
	Academic Choice																
	Authentic/Alternative Assessment																
	Formative Assessment																
	Summative Assessment																
	Homework																
	Embedding Technology																
												0.00	0.00	0.00	0.00	0.00	

**APPENDIX F
MIDDLE SCHOOL EVALUATION INSTRUMENT**

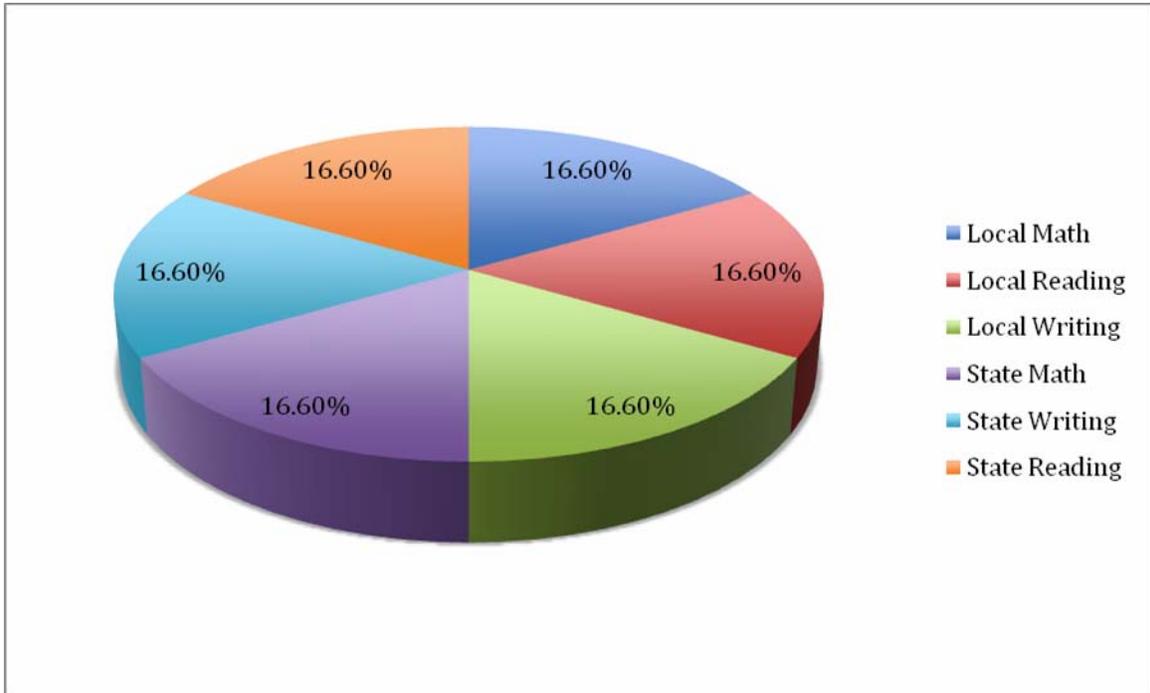
										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Flexible Grouping																	
	Cooperative Grouping																
	Whole Group Instruction																
	Heterogeneous Grouping																
	Individual Instruction																
	Flexibility and Fluidity																
	Embedding Technology																
												0.00	0.00	0.00	0.00	0.00	
										Supporting Evidence			Effectiveness Label				
										Data (* = Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
USING DATA																	
Using Multiple Data Sources																	
	Informal Assessment *																
	Formal Assessment *																
	Non-Assessment Data *																
	Embedding Technology *																
												0.00	0.00	0.00	0.00	0.00	
										Supporting Evidence			Effectiveness Label				
										Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Instructional Decision-Making																	
	Identifying Instructional Needs *																
	Setting Goals *																
	Matching Instructional Strategies to Identified Needs *																
	Progress Monitoring *																
	Providing Feedback																
	Embedding Technology																
												0.00	0.00	0.00	0.00	0.00	
																0.00	
										Supporting Evidence			Effectiveness Label				
										Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Student Achievement																	
Student Growth																	
	Local Assessments																
	Marks Distribution Report for Department																
												0	0	0	0	0	
	National Assessment by Department																
												0	0	0	0	0	

**APPENDIX F
MIDDLE SCHOOL EVALUATION INSTRUMENT**

										Supporting Evidence				Effectiveness Label							
														4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective				
<i>Building Assessment</i>																					
Building MEAP Scores																					
														0	0	0	0		0		
										Student Achievement Score							0				
										Total Evaluation Score							0				
Goal setting: Describe your goals for the next school year.:																					
Teacher Signature:										Date:											
Administrator Signature:										Date:											
Comments:																					
≥ 90 = Highly Effective					75 - 89 = Effective					51 - 74 = Minimally Effective					< 51 = Ineffective						

Intervention Specialists (K-6):

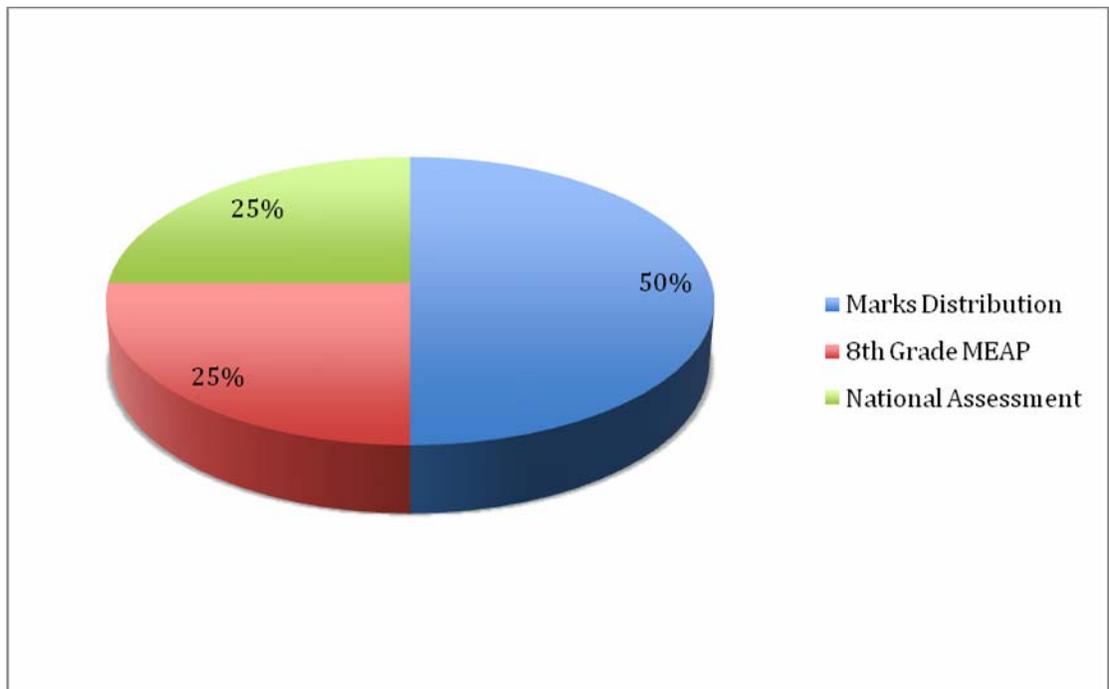
- Local Math Assessments (16.6%)
- Local Reading Assessments (16.6%)
- Local Writing Assessments (16.6%)
- MEAP Math Assessments (16.6%)
- MEAP Reading Assessments (16.6%)
- MEAP Writing Assessments (16.6%)



Middle School Intervention Specialists (7-8):

Marks Distribution for Department (50%)
*8th Grade MEAP (25%)
**National Assessment by Department (25%)

*Measures instruction at the 7th Grade level.
**Measures instruction at the 8th Grade level.



K-6 Intervention Specialist Goal Setting Plan

revised 9/17/12

Name										4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Goal Setting Plan														
										0	0	0	0	0
Best Practices Goal														
Student Growth/Achievement Goal														
										0	0	0	0	0
Student Achievement										Effectiveness Label				
Student Growth										4 - Highly Effective	3 - Effective Proficient	2 - Minimally Effective	1 - Ineffective	
<i>Local Assessments</i>														
	Math													
	Reading													
	Writing									0	0	0	0	0.00
<i>Building Assessment</i>										Effectiveness Label				
<i>MEAP Math Assessment</i>										4 - Highly Effective	3 - Effective Proficient	2 - Minimally Effective	1 - Ineffective	
<i>MEAP Reading Assessment</i>														
<i>MEAP Writing Assessment</i>														
										0	0	0	0	0.00
Total Student Growth Score														0.00
Total Evaluation Score														0

Goal setting: Describe your goals for the next school year.:

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Comments:

≥ 90 = Highly Effective	75 - 89 = Effective	51 - 74 = Minimally Effective	<51 = Ineffective
-------------------------	---------------------	-------------------------------	-------------------

MS Intervention Specialist Goal Setting Plan

Name _____ Revised 9/17/12

Goal Setting Plan										4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
										0	0	0	0	0
Best Practices Goal														
										0	0	0	0	0
Student Growth/Achievement Goal														
										0	0	0	0	0

Student Achievement										Effectiveness Label							
Student Growth										Supporting Evidence			Effectiveness Label				
										Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective Proficient	2 - Minimally Effective	1 - Ineffective	
<i>Local Assessments</i>																	
<i>Marks Distribution Report by Department</i>													0	0	0	0	0
<i>National Assessment by Department</i>													0	0	0	0	0
										Supporting Evidence			Effectiveness Label				
<i>Building Assessment</i>													4 - Highly Effective	3 - Effective Proficient	2 - Minimally Effective	1 - Ineffective	
<i>Building MEAP Scores</i>													0	0	0	0	0
													Student Achievement Score				0
													Total Evaluation Score				0

Goal setting: Describe your goals for the next school year.:

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Comments:

≥ 90 = Highly Effective	75 - 89 = Effective	51 - 74 = Minimally Effective	< 51 = Ineffective
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APPENDIX B

Wayne-Westland Community Schools Evaluation of Paraprofessional

Name: _____ Building/Department: _____

Date of Employment: _____ Date of Evaluation: _____

Semester: Winter Spring

THE FOLLOWING GENERAL DEFINITIONS APPLY TO EACH FACTOR TO BE RATED BELOW. THE EVALUATOR MUST DOCUMENT AND GIVE SUGGESTIONS FOR IMPROVEMENTS IN EACH FACTOR RATED BELOW AVERAGE.

- 1. Exceeds Job Requirements:** The individual's performance with respect to this factor is noticeably above the basic requirements for a satisfactory performance in this position.
- 2. Meets Acceptable Job:** The individual's performance with respect to this factor satisfied the full job requirements. This is the basic standard for rating above and below.
- 3. Does Not Meet Job Requirements:** This individual's performance with respect to this factor is below the satisfactory requirements for this position.

A. HUMAN RELATIONS

Friendliness: The sociability and warmth which an individual imparts in his attitude toward students and adults

Excellent at establishing good relationships Approachable: friendly once known by others Distant and aloof

Comments: _____

Relationship with children: The concern for the academic and social well-being and needs of the child

Recognizes and meets the needs of the child Usually understands the child's needs Cannot comprehend the child's needs

Comments: _____

Relationship with staff: The establishment of effective rapport with total staff

Communicates and interacts with staff at all levels Establishes effective relationships with most of the staff Little communication and interaction with staff

Comments: _____

B. MOTIVATION AND PERFORMANCE

Accuracy: The correctness of work duties performed

- Requires minimum of supervision; is almost always accurate Usually accurate Careless, makes frequent errors

Comments: _____

Initiative: The ability to suggest and carryout new ideas for finding new and better ways of doing things

- Seeks new and better ways of doing things Reasonable number of new ideas Rarely has a new idea

Comments: _____

Dependability: Dependable in performing required tasks

- Requires little supervision Usually takes care of and completes necessary tasks with reasonable promptness Requires close supervision, is unreliable

Comments: _____

Job Knowledge: Information concerning tasks which an individual should know

- Understands all phases of assigned duties, requires little repetition of instruction Requires minimal repetition of instruction Requires constant instruction related to assigned duties

Comments: _____

B. PERSONAL ATTRIBUTES:

Personality: An individual's behavior characteristics or his personal suitability for the job; poise, self-confidence, sensitivity, sense of humor

- Very desirable personality for this job Personality satisfactory for this job Personality unsatisfactory for this job

Comments: _____

Attendance: Faithful in coming to work and conforming to work hours

- Very prompt, regular in attendance Usually present and on time Lax in attendance and/or frequently reports for work late

Comments: _____

Emotional Stability: The ability to maintain an even temperament and to cope with difficulties and new situations

- Accepts and copes with problems and new situations Usually remains calm; occasionally has difficulty with new situations Unable to cope with new situations

Comments: _____

OVERALL EVALUATION

-
- Above Average for Job Requirement**
-
- Average for Job Requirement**
-
- Substandard For Job Requirement**

EMPLOYEE'S SIGNATURE

DATE

ADMINISTRATOR'S SIGNATURE

DATE

A copy of this report has been given to me and has been discussed with me. My signature indicates I have read the evaluation report. I reserve the right to make additional comments in the form of an addendum.

High School Administrator Goal Setting Plan

Name															Revised 9/24/12					
Goal Setting Plan															4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective		
																0	0	0	0	0
Best Practices Goal																				
Student Growth/Achievement Goal															0	0	0	0	0	
Student Growth and School Achievement															0	0	0	0	0	
Student Growth and School Achievement																				
<i>Local Data</i>																				
Marks Distribution Average (Math)																				
Marks Distribution Average (English)																				
Marks Distribution Average (Social Studies)																				
Marks Distribution Average (Science)																				
Marks Distribution Average (Electives)															0	0	0	0	0	
Supporting Evidence															Effectiveness Label					
<i>School Achievement</i>																				
10th Grade ACT PLAN Reading																				
10th Grade ACT PLAN Writing																				
10th Grade ACT PLAN Math																				
10th Grade ACT PLAN Social Studies																				
10th Grade ACT PLAN Science																				
MME Reading																				
MME Writing																				
MME Math																				
MME Social Studies																				
MME Science															0	0	0	0	0	
Supporting Evidence															Effectiveness Label					
<i>Vertical Track Data</i>																				
MEAP Composite (Reading)																				
MEAP Composite (Writing)																				
MEAP Composite (Math)																				
MEAP Composite (Science)																				
MEAP Composite (Social Studies)																				
MME Composite(Reading)																				
MME Composite (Writing)																				
MME Composite (Math)																				
MME Composite (Science)																				
MME Composite (Social Studies)															0	0	0	0	0	
															Student Growth and School Achievement Total					0
															Total Score					0

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

Goal Setting: Based upon this evaluation please describe your goals for the next school year.			
WWBAA Member Signature		Date	
Evaluator Signature		Date	
Comments:			
≥ 90 = Highly Effective	75 - 89 = Effective	51 - 74 = Minimally Effective	< 51 = Ineffective

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

Goal Setting: Based upon this evaluation please describe your goals for the next school year.			
WWBAA Member Signature		Date	
Evaluator Signature		Date	
Comments:			
≥ 90 = Highly Effective	75 - 89 = Effective	51 - 74 = Minimally effective	< 51 = Ineffective

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

	<i>MME Composite (Writing)</i>																					
	<i>MME Composite (Math)</i>																					
	<i>MME Composite (Science)</i>																					
	<i>MME Composite (Social Studies)</i>																					
																		0	0	0	0	0
																		Student Growth and School Achievement Total				0
																		Total Score				0
Goal Setting: Based upon this evaluation please describe your goals for the next school year.																						
WWBAA Member Signature															Date							
Evaluator Signature															Date							
Comments:																						
<u>≥</u> 90 = Highly Effective					75 - 89 = Effective					51 - 74 = Minimally Effective					< 51 = Ineffective							

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

5-6 Administrator Goal Setting Plan																		
Name										Revised 9/24/12								
Goal Setting Plan										4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective					
										0	0	0	0	0				
Professional Goal 1																		
										0	0	0	0	0				
Professional Goal 2																		
										0	0	0	0	0				
Student Growth and School Achievement										Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective		
Student Growth and School Achievement																		
<i>Local Data</i>																		
Local Math Assessment																		
Local Reading Assessment																		
Local Writing Assessment																		
Local Science Assessment																		
Local Social Studies Assessment																		
										0	0	0	0	0				
										Supporting Evidence			Effectiveness Label					
										Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective		
<i>School Achievement</i>																		
6th Grade Math Meap																		
7th Grade Math Meap																		
6th Grade Reading MEAP																		
7th Grade Reading MEAP																		
7th Grade Writing MEAP																		
6th Grade Social Studies MEAP																		
										0	0	0	0	0				
										Supporting Evidence			Effectiveness Label					
										Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective		
<i>Vertical Track Data</i>																		
MEAP Composite (Reading Grades 3-7)																		
MEAP Composite (Writing Grades 4 and 7)																		
MEAP Composite (Math Grades 3-7)																		
MEAP Composite (Science Grade 5)																		
MEAP Composite (Social Studies Grade 6)																		
										0	0	0	0	0				
										Student Growth and School Achievement Total				0				
										Total Score				0				

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

Goal Setting: Based upon this evaluation please describe your goals for the next school year.			
WWBAA Member Signature		Date	
Evaluator Signature		Date	
Comments:			
≥ 90 = Highly Effective	75 - 89 = Effective	74 - 51 = Minimally Effective	<51 = Ineffective

					Supporting Evidence			Effectiveness Label				
					Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Instructional Decision-Making												
Identifying Instructional Needs *												
Setting Goals *												
Matching Instructional Strategies to Identified Needs *												
Progress Monitoring *												
Embedding Technology												
								0	0	0	0	0
								Foundations Total Score				0
Student Achievement					Supporting Evidence			Effectiveness Label				
Student Growth					Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Local Measures												
Socio-Behavioral Rates												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Graduation Rates (Grades 9-12)												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
Student Attendance Rates (Grades 7-8)												
								0	0	0	0	0
					Supporting Evidence			Effectiveness Label				
					Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective	
ELA Building MEAP Scores												
								0	0	0	0	0
ELA Building MME Scores												
Reading												
Writing												
								0	0	0	0	0
								Building Assessment Score				0
								Total Evaluation Score				0
Goal setting: Based upon this evaluation please describe your goals for the next school year.												
Teacher Signature								Date				
Administrator Signature								Date:				

Effectiveness Rating:

>90 = Highly Effective

75 - 89 = Effective

51 - 74 = Minimally Effective

< 51 = Ineffective

Counselor Goal Setting Plan

Name										Revised 9/17/12						
Goal Setting Plan										Effectiveness Label						
										4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective			
Best Practices Goal										0	0	0	0	0		
Student Growth/Achievement Goal										0	0	0	0	0		
Student Achievement										Effectiveness Label						
Student Growth										Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective
<i>Local Measures</i>																
Socio-Behavioral Rates										0	0	0	0	0		
Graduation Rates (Grades 9-12)										Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective
Graduation Rates (Grades 9-12)										0	0	0	0	0		
Student Attendance Rates (Grades 7-8)										Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective
Student Attendance Rates (Grades 7-8)										0	0	0	0	0		
ELA Building MEAP Scores (Grades 7-8)										Data (* Required)	Observation	Artifact	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective
ELA Building MEAP Scores (Grades 7-8)										0	0	0	0	0		
ELA Building MME Scores (Grades 9-12)																
Reading																
Writing										0	0	0	0	0		
Building Assessment Score														0		
Total Evaluation Score														0		

Goal setting: Based upon this evaluation please describe your goals for the next school year.			
Teacher Signature			Date
Administrator Signature			Date:
Comments:			
≥ 90 = Highly Effective	75 - 89 = Effective	51 - 74 = Minimally Effective	< 51 = Ineffective

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

High School Administrator Professional Growth Evaluation

Name													Revised						
													Supporting Evidence			Effectiveness Label			
FOUNDATIONS													Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Essential Administrator Visions and Beliefs																			
High Expectations																			
Malleable Intelligence																			
Systemic Review Process																			
Shared Values and Beliefs																			
Equity and Anti-Racism																			
Continuous Improvement																			
Urgency, Relentlessness, and Ownership of Outcomes																			
Embedding Technology																			
													0	0	0	0			
													Supporting Evidence			Effectiveness Label			
													Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Instructional Leadership																			
Monitoring Student Learning																			
Continuing Professional Development																			
Leadership Knowledge																			
Improving Professional Practice																			
Reflection																			
Professional Collaboration																			
Supervision and Evaluation																			
													0	0	0	0			
													Supporting Evidence			Effectiveness Label			
													Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
School and Organizational Management																			
Creating an Environment for learning																			
Instruction Support																			
Supportive Personal Relationships with Staff and Students																			
Student Support Services																			
Evaluation																			
Building Expectations																			
Budget and Fiscal Resource Management																			
													0	0	0	0			
													Supporting Evidence			Effectiveness Label			
													Data (*=Required)	Observed	Artifact	Highly Effective	Effective	Minimally Effective	Ineffective

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Programs and Instructional Decision-Making																			
Identifying Instructional Needs																			
Setting Goals																			
Trend Data																			
Matching Instructional Programs and Strategies to Identified Needs																			
Progress Monitoring																			
Providing Feedback																			
																0	0	0	0
																Using Data Total			
													Supporting Evidence			Effectiveness Label			
Student Growth and School Achievement																			
Student Growth and School Achievement													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Local Data																			
Marks Distribution Average (Math)																			
Marks Distribution Average (English)																			
Marks Distribution Average (Social Studies)																			
Marks Distribution Average (Science)																			
Marks Distribution Average (Electives)																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
School Achievement																			
10th Grade ACT PLAN Reading																			
10th Grade ACT PLAN Writing																			
10th Grade ACT PLAN Math																			
10th Grade ACT PLAN Social Studies																			
10th Grade ACT PLAN Science																			
MME Reading																			
MME Writing																			
MME Math																			
MME Social Studies																			
MME Science																			
																0	0	0	0

K - 4 Administrator Professional Growth Evaluation

Name: _____

FOUNDATIONS

Essential Administrator Visions and Beliefs

	Supporting Evidence			Effectiveness Label			
	Data(=Required)	Observed	Artifact	4-Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
High Expectations							
Malleable Intelligence							
Systemic Review Process							
Shared Values and Beliefs							
Equity and Anti-Racism							
Continuous Improvement							
Urgency, Relentlessness, and Ownership of Outcomes							
Embedding Technology							
				0	0	0	0

Instructional Leadership

	Supporting Evidence			Effectiveness Label			
	Data(=Required)	Observed	Artifact	4-Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Monitoring Student Learning							
Continuing Professional Development							
Leadership Knowledge							
Improving Professional Practice							
Reflection							
Professional Collaboration							
Supervision and Evaluation							
				0	0	0	0

School and Organizational Management

	Supporting Evidence			Effectiveness Label			
	Data(=Required)	Observed	Artifact	4-Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Creating an Environment for learning							
Instruction Support							
Supportive Personal Relationships with Staff and Students							
Student Support Services							
Evaluation							
Building Expectations							
Budget and Fiscal Resource Management							
				0	0	0	0

Investing in Families and the Community

	Supporting Evidence			Effectiveness Label			
	Data(=Required)	Observed	Artifact	4-Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Two-Way Communication							
Volunteering							
Partnerships							
Decision-Making							
Collaborating with the Community							
				0	0	0	0

A Professional Learning Community

	Supporting Evidence			Effectiveness Label			
	Data(=Required)	Observed	Artifact	4-Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
PLC Defined							
Learning for All							
Collaborative Culture							
Evidence of Learning							
Job-embedded Professional Development							
Balance of Assessments							
Systemic Response to Students							
Enrich and Extend Learning							
Celebrate Success							
				0	0	0	0

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Investing in Families and the Community																			
<i>Two-Way Communication</i>																			
<i>Volunerring</i>																			
<i>Partnerships</i>																			
<i>Decision-Making</i>																			
<i>Collaborating with the Community</i>																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
A Professional Learning Community																			
<i>PLC Defined</i>																			
<i>Learning for All</i>																			
<i>Collaborative Culture</i>																			
<i>Evidence of Learning</i>																			
<i>Job-embedded Professional Development</i>																			
<i>Balance of Assessments</i>																			
<i>Systemic Response to Students</i>																			
<i>Enrich and Extend Learning</i>																			
<i>Celebrate Success</i>																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Positive Culture for Student Learning																			
<i>Consistent Culture</i>																			
<i>Clear and Verifiable Results</i>																			
<i>School Climate</i>																			
<i>Efficacy and Empowerment</i>																			
<i>Communications Opportunities</i>																			
<i>Change Strategies</i>																			
<i>Diversity and Equity</i>																			
																0	0	0	0
													Foundations Total			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	Highly Effective	3-Effective	Minimally Effective	1-Ineffective
USING DATA																			
Using Multiple Data Sources																			

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

												Date		4-H		2-Min		1																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
<i>Comprehensive Assessment System</i>																				<i>Performance Measures</i>																				<i>Professional Development</i>																				<i>Non-Assessment</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective					Programs and Instructional Decision-Making												<i>Identifying Instructional Needs</i>																<i>Setting Goals</i>																<i>Trend Data</i>																<i>Matching Instructional Programs and Strategies to Identified Needs</i>																<i>Progress Monitoring</i>																<i>Providing Feedback</i>																												0	0	0	0																	Using Data Total																Supporting Evidence			Effectiveness Label				Student Growth and School Achievement												Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective					Student Growth and School Achievement												<i>Local Data</i>																<i>Marks Distribution Average (Math)</i>																<i>Marks Distribution Average (English)</i>																<i>Marks Distribution Average (Social Studies)</i>																<i>Marks Distribution Average (Science)</i>																<i>Marks Distribution Average (Electives)</i>																												0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective					School Achievement												<i>8th Grade Math Meap</i>																<i>8th Grade Reading Meap</i>																<i>9th Grade Social Studies MEAP</i>																<i>8th Grade EXPLORE Reading</i>																<i>8th Grade EXPLORE Math</i>																<i>8th Grade EXPLORE Science</i>																			
<i>Performance Measures</i>																				<i>Professional Development</i>																				<i>Non-Assessment</i>																																0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective					Programs and Instructional Decision-Making																<i>Identifying Instructional Needs</i>																<i>Setting Goals</i>																<i>Trend Data</i>																<i>Matching Instructional Programs and Strategies to Identified Needs</i>																<i>Progress Monitoring</i>																<i>Providing Feedback</i>																												0	0	0	0																	Using Data Total																Supporting Evidence			Effectiveness Label				Student Growth and School Achievement												Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective					Student Growth and School Achievement												<i>Local Data</i>																<i>Marks Distribution Average (Math)</i>																<i>Marks Distribution Average (English)</i>																<i>Marks Distribution Average (Social Studies)</i>																<i>Marks Distribution Average (Science)</i>																<i>Marks Distribution Average (Electives)</i>																												0	0	0	0																	Supporting Evidence			Effectiveness Label																Data (*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective					School Achievement												<i>8th Grade Math Meap</i>																<i>8th Grade Reading Meap</i>																<i>9th Grade Social Studies MEAP</i>																<i>8th Grade EXPLORE Reading</i>																<i>8th Grade EXPLORE Math</i>																<i>8th Grade EXPLORE Science</i>																																			
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ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

5-6 Administrator Professional Growth Evaluation																			
Name													Revise						
FOUNDATIONS													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Essential Administrator Visions and Beliefs																			
High Expectations																			
Malleable Intelligence																			
Systemic Review Process																			
Shared Values and Beliefs																			
Equity and Anti-Racism																			
Continuous Improvement																			
Urgency, Relentlessness, and Ownership of Outcomes																			
Embedding Technology																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Instructional Leadership																			
Monitoring Student Learning																			
Continuing Professional Development																			
Leadership Knowledge																			
Improving Professional Practice																			
Reflection																			
Professional Collaboration																			
Supervision and Evaluation																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
School and Organizational Management																			
Creating an Environment for learning																			
Instruction Support																			
Supportive Personal Relationships with Staff and Students																			
Student Support Services																			
Evaluation																			
Building Expectations																			
Budget and Fiscal Resource Management																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Investing in Families and the Community																			
<i>Two-Way Communication</i>																			
<i>Volunerring</i>																			
<i>Partnerships</i>																			
<i>Decision-Making</i>																			
<i>Collaborating with the Community</i>																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
A Professional Learning Community																			
<i>PLC Defined</i>																			
<i>Learning for All</i>																			
<i>Collaborative Culture</i>																			
<i>Evidence of Learning</i>																			
<i>Job-embedded Professional Development</i>																			
<i>Balance of Assessments</i>																			
<i>Systemic Response to Students</i>																			
<i>Enrich and Extend Learning</i>																			
<i>Celebrate Success</i>																			
																0	0	0	0
													Supporting Evidence			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Positive Culture for Student Learning																			
<i>Consistent Culture</i>																			
<i>Clear and Verifiable Results</i>																			
<i>School Climate</i>																			
<i>Efficacy and Empowerment</i>																			
<i>Communications Opportunities</i>																			
<i>Change Strategies</i>																			
<i>Diversity and Equity</i>																			
																0	0	0	0
													Foundations Total			Effectiveness Label			
													Data(*=Required)	Observed	Artifact	Highly Effective	3-Effective	Minimally Effective	1-Ineffective
USING DATA																			
Using Multiple Data Sources																			

ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

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ADMINISTRATIVE PROFESSIONAL GROWTH EVALUATION INSTRUMENT

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													Data(*=Required)	Observed	Artifact	4- Highly Effective	3-Effective	2-Minimally Effective	1-Ineffective
Vertical Track Data																			
MEAP Composite (Reading Grades 3-7)																			
MEAP Composite (Writing Grades 4 and 7)																			
MEAP Composite (Math Grades 3-7)																			
MEAP Composite (Science Grade 5)																			
MEAP Composite (Social Studies Grade 6)																			
													0	0	0	0			
													Student Growth and School Achievement Total						
													Total Score						

Goal Setting: Based upon this evaluation please describe your goals for the next school year.

WWBAA Member Signature	Date
Evaluator Signature	Date

Comments:

≥ 90 = Highly Effective	75 - 89 = Effective	51 - 74 = Minimally Effective	< 51
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Professional Development for Hamilton Elementary Reform Plan

Professional development in the areas of focus for the 3 Big Ideas is needed for staff in order to ensure fidelity and consistency in the instruction and procedures for each of the Big Idea areas. Based on the data, the following areas of focus apply to each of the Big Ideas/ content areas, respectively. The professional development needs follow each section.

1.)Extended Learning Time for Students and Staff in Reading across the curriculum, Writing across the curriculum, Math and Science

- July's of 2013, 2014, 2015- 3-day **Summer Institute** will include training to help teachers extend learning time during the day through the use of technology in all content areas. Technology will help teachers offer new and engaging ways for students to get additional practice.
- Throughout the 2013-2015 school years- Professional Development will include ways to use **technology** to extend types of learning opportunities through virtual field trips and videoconferencing to address students' lack of background knowledge through job-embedded support.
- Beginning Winter 2012- Winter 2014- Professional Development will include ways to **integrate science and social studies with reading and writing informational text** which will be a more efficient use of time and increase learning time for core academic content, specifically in the areas described in question #1 as strands of focus.
- Winter 2014- **Vocabulary training** will help teachers address the low science vocabulary knowledge, address the area of determining the meaning of unknown words and address descriptive vocabulary to develop details in student writing.

2.)Differentiation of Instruction, based on Formative Assessment

- November 6, 2012- ½ day District-wide training: Introduction to **Formative Assessment** in which teachers will work with same grade-level faculty to practice developing formative assessments. During the November District Professional Development, all teachers will receive training in formative assessments in an effort to help them better understand the purpose and effect of this type of assessment. There will also be a Formative Assessment Team created who will train with Ellen VorenKamp later this school year, in order to become leaders in their building to support other teachers within their PLCs (5 days for leader and 1 day for all other teachers). Teacher lesson plans will include a section titled formative assessment for every subject area every day.
- September 2012- June 2013- **Common Core Modules:** Staff will participate in at least 12-15 modules centered on the characteristics of an effective classroom and changes in teaching that will be required for students to meet the demands of the Common Core Standards. This training will impact instruction across all core content areas by preparing teachers to implement Common Core State Standards.
- Winter 2012- Winter 2014- Professional Development will include ways to use **differentiated science and social studies texts** (i.e. leveled books) to teach the science and social studies content standards at each grade level. This will impact our students' ability to comprehend informational text and also increase reading fluency in informational reading because the text is at the students' reading level.
- January/February 2013- **Formative Assessment Training** for a leader (5 days) and lead teachers (1 day) at Wayne RESA, with Ellen VorenKamp. Lead teachers would then teach their grade level cohort in the building and the leader would provide support to all teachers in the development of formative assessments to guide decisions on differentiating instruction in each content area. This will increase teachers' ability to develop formative assessments and use them to inform their instruction and make adjustments to unit plans. Teacher lesson plans will include a section titled formative assessment for every subject area every day.

- November 2012- June 2013 and on-going yearly-**Teacher to Teacher**: Teachers in the building will participate in a job-embedded program focusing on Reading Workshop, a research-based structure in which they receive a mini-lesson, they observe a model teacher demonstrating a teaching technique or strategy, and then discuss what they learned and how they will apply that learning in their own classroom. This structure also improves student engagement in reading fluency and comprehension.
- Beginning January 2013 and occurring yearly- **Learning Partners**: Teachers will participate in job-embedded learning through released time to visit other classrooms and observe for *Teach Like a Champion* and differentiation techniques in multiple content areas. They would share what they learned with others during their grade-level professional learning communities. Additionally, they will increase Professional Learning Community (PLC) time via stipend work at grade levels and cross-grade levels to review formative assessment and effectively implement differentiation for all students.
- Beginning February 2013 and on-going yearly- Teachers will receive support through **Instructional Coaching and debriefing** to increase their capacity to successfully differentiate math instruction using guided math groups, increase their capacity to successfully differentiate reading instruction using non-fiction texts, especially science texts.
- Summer 2013 and on-going yearly- **Summer Institute** for teachers will provide focus on differentiated instruction through technology and will improve teachers' ability to integrate technology into differentiated math, reading, science and writing practice at school and home.
- Fall 2013- Teachers will participate in a **Book Study** on *Next Steps in Guided Reading* in order to learn to develop high quality, rigorous, small group lessons that focus on the specific reading skills each student needs.
- Spring 2014- **Explicit Instruction** training will be provided through coordination with Wayne County RESA. These instruction techniques will further each teacher's toolbox of strategies to use for differentiation of instruction, especially for those students who are the most at-risk by using direct, step-by-step instruction that maintains adequate pace, reinforcement and other best practices.
- 2012-2016- As appropriate, the building principal will work with the Executive Director of School Improvement & Innovation to approve **conferences/ workshops** of need to individual teachers in order to further their academic/ instructional skills. Staff members who attend these conferences will be required to report out to staff the information acquired at the conference/workshop.

3.)School/ Classroom Culture & Relationships

- District-wide training on November 6th (1/2 day): **Best Practices Palooza**, based on the 49 techniques in *Teach Like a Champion, by Doug Lemov*. Teachers will be able to participate in several different sessions during the ½ day session, to begin learning these techniques. The use of these techniques will develop high expectations including participation and development of responsibility for instruction taught.
- Beginning January 2013 and occurring yearly- **Learning Partners**: Teachers will participate in job-embedded learning through released time to visit other classrooms and observe for *Teach Like a Champion* techniques in the areas of "Creating a Strong Classroom Culture" and "Building Character and Trust" in order to see these techniques in action and learn to apply them more effectively in their own instruction. They would share what they learned with others during their grade-level professional learning communities. Additionally, they will increase Professional Learning Community (PLC) time via stipend work at grade levels and cross-grade levels to review the observations and improve instruction for all students.

- February 2013- **Instructional Coaching** will model and coach teachers to differentiate behavior techniques (*using Teach Like A Champion, Second Step, PBIS and The Leader in Me techniques*) to increase teacher capacity, develop relationships, improve student achievement in core academic subjects, prepare students with 21st century life skills, and create a learning climate where students and adults feel safe and respected.
- Summer 2013 and on-going for 3 years- All staff will attend 5 days of **The Leader in Me** training (Covey), including training of the Reform/ School Improvement Team (Lighthouse Team) of an additional 2 days in order to begin implementation of the program with students during September 2013. A smaller team of 2 school personnel and the Executive Director of School Improvement & Innovation will be trained in the 7 Habits Signature Certification and as Parent Workshop Coaches. This will be done in order that the program can be sustained long-term as new staff members come in, as more buildings in the district want the training and in order to provide workshops for “7 Habits of Highly Effective Parents” each year of the Reform Plan and beyond. Additional job-embedded coaching will be provided for staff in the building up to 3 times per year to ensure the process is adhered to by all and provide support. This program was chosen based on PBIS and perception data from students, input from parents about their needs, knowledge of the population and the research base behind the program encompassing school culture, academics, leadership and behavioral strategies, student ownership, and parent engagement opportunities.
- July of 2013, 2014, 2015- **Summer Institute** will include further development of learning about techniques in *Teach Like a Champion, The Leader in Me*, and efforts to assess and plan instruction based on PBIS data to promote high expectations.
- September-December 2013- Teachers will participate in a **workshop and/or book study** of *Breaking the Poverty Barrier: Changing Student Lives with Passion, Perseverance, and Performance*, by R. LeBlanc-Esparza & W. Roulston, to gain a deeper understanding of our high poverty community and ways to break the poverty barrier and improve student efficacy and achievement.
- January 2012-June 2014- **Long range planning with the curriculum** will be on-going through Backward Design model and district support.

Extended/ Increased Learning Time Hamilton Elementary Reform Plan

1. Extended Learning Time for Students and Staff

Extended learning time will be implemented to further and maintain skills of students with fidelity, using the specific standards and strategies identified by the Reform Team through the “data dig” done as a staff and in conjunction with the Priority Schools Intervention Specialist (IS)/MDE, School Improvement Facilitator (SIF)/RESA, District Executive Director/ School Improvement & Innovation and Lead Facilitator/ MDE. All Extended Learning Time will focus the strategies chosen based on the above data.

-Extended Learning/ Extended School Year Programs and transportation will be offered to all students will be held during the summer four (4) days per week , three (3) hours per day, and will include parent components with a focus on specific best practice strategies in two different programs for the areas of ELA, Math and science (*Teaching with Poverty in Mind, 2009*) The programs are as follows:

- A 5-6-week summer school program at Hamilton Elementary for incoming 1st-4th grade students running mid June through the end of July each year
- A 4-week Incoming Kindergarten Jump Start Camp running from the end of July to the end of August each year

- Hamilton High Tech Language Arts and Science Academy will be offered to all students in grades K-4 and held either before or after school with transportation provided for after school sessions. Academies for each grade level will run three times per year as early as possible in the Fall, Winter and Spring, four weeks at a time, 3 days per week, 1 hour per day. In order to offer transportation effectively and allow for families with more than one student attending Hamilton who may participate, sessions will be held during the same timeframe each year. Approximate timelines for the programs are as follows for K-4:

- 1st session: September 30- October 25th, 2013 and following years
- 2nd session: January 13- February 7, 2014 and following years
- 3rd session: March 3- March 28, 2014 and following years

- Hamilton High Tech Math Academy will be offered to all students in grades K-4 and held either before or after school with transportation provided for after school sessions. Academies for each grade level will run three times per year as early as possible in the Fall, Winter and Spring, four weeks at a time, 3 days per week, 1 hour per day. In order to offer transportation effectively and allow for families with more than one student attending Hamilton who may participate, sessions will be held during the same timeframe each year. Due to the high number of students who enroll after the first day of school, sessions will be started a bit later to accommodate those students. Approximate timelines for the programs are as follows for K-4:

- 1st session: September 30- October 25th, 2013 and following years
- 2nd session: January 13- February 7, 2014 and following years
- 3rd session: March 3- March 28, 2014 and following years

- In order to Extend Learning Time for students, all incoming Kindergarteners and newly registered 1st through 4th grade students will be offered several days prior to school to have their reading and other assessments completed by a qualified staff member. This will allow for placement of students in enrichment or intervention groups or Academy sessions much more quickly and lessen the amount of time taken from core classroom instruction.

-Bright Futures after school and summer program, provided through Eastern Michigan University will provide for 25 students at a time to attend enrichment and academic sessions three hours at a time, Monday through Thursday, both throughout the school year and for six weeks during the summer. Fifteen (15) of the students chosen will be based on the need to improve their attendance and strive for continued improvement in school these students’ involvement will meet the Drop-Out Challenge requirements of the Reform Plan.

-All students K-4 will be offered the opportunity to be involved in a Summer Reading Program in order to prevent the “summer slide” in reading fluency. During the summer, books will be mailed home to

students at regular intervals, so they can continue reading during the summer. Students will choose books before the end of school in June, since student choice of reading materials is a strong motivator for reading. This is a research-based process (Allington). Data from the Summer 2012 program showed that 38 students participated in this summer reading program. Out of the 38 students, 9 students (23%) moved and did not return to Hamilton Elementary this fall. The other 87% of students, who return to Hamilton, either sustained or increased their reading level.

-During the first 4 weeks of school, a “highly qualified” staff member will be available one day per week (or 2 half days as needed) in order to give district reading, writing, and math assessments to those students who have enrolled late. This will minimize the time out of the classroom, provide the teacher with timely data to guide his/her differentiated instruction with the student and allow for timely additional enrichment or intervention sessions. As you recall, 42 students enrolled after the start of the school year just during the months of September and October.

-Additional collaboration time of 50 minutes/weekly will be provided to teachers through the use of roving substitutes. Every effort will be made to provide this time back-to-back with their regular planning time in order to give teachers 110 minutes of grade level collaboration time weekly.

-Two times per month, teachers will be expected to use this time in PLCs to create differentiated lessons based on formative assessment and PBIS data at the grade level. As needed, set aside funding will be provided for stipends or substitutes to provide increased collaboration time for staff to work on how to meet the goals of the 3 Big Ideas.

-One time per month would be used for “Learning Partners” in which teachers would observe in other teachers’ classrooms for *Teach Like a Champion* techniques, differentiation strategies or other strategies in the areas identified by the SEC. This job-embedded professional development will increase the consistency of implementation of research-based strategies across the school. Teachers will be given a simple observation form to be submitted to the principal and designed around aspects of the 3 Big Ideas, as an accountability piece. To provide focus on continuous improvement, teachers will spend a portion of the collaboration time talking about the lesson and then having the observer go in again to view a new lesson, see what changes were made in the lesson and determine what he/she would implement within his/ her own classroom.

-If there is a fourth week available in the month, grade level teams will focus on planning/ assessing their parent engagement activities and/or planning/ assessing Leader in Me classroom culture activities as indicated in the Reform Plan.

These times are in addition to the weekly Professional Learning Community (PLC) meetings, district PD and planning days and efforts to allow for common planning times per grade level which are already in place.

- All K-4 families will be invited to Math and Science Family Learning Nights (2 per year), Language Arts/ Social Studies Family Learning Night (1 per year), Math and Language Arts Game Night (1 per year), Assemblies related to school/ classroom culture or core subjects (4-5 per year) and Book Fairs (2 per year) as enrichment activities through extended learning time. The focus for those nights will be around the Common Core and Culture areas indicated in question #1 and #2 of the plan.

2. Differentiated Instruction Based on Formative Assessment

With a focus on Differentiated Instruction Based on Formative Assessment, time during the school day is utilized more effectively because skills the students are still in need of mastering are targeted. During the school day, teachers will maximize instructional time by providing uninterrupted reading workshop and writing workshop blocks. Also, teachers will integrate science and social studies multiple times per week with reading and writing through the use of leveled texts, *Making Meaning* lessons, and weekly writing about science and social studies topics. This is different than previously done, as each subject was taught separately. In addition, students most in need of additional assistance will be provided Tier II or Tier III services in reading and behavior skills during an intervention time, outside of core instructional time.

Targeted standards by student or groups of students allows for enrichment time to be built in directly to the lesson plan, as those who have already mastered certain skills can work more independently.

All students and their families will be offered enrichment activities through evening family activities (i.e. 2 Math and Science nights, 1 Reading and Writing About Social Studies night, and Family Game Nights) focused on ELA, math and science. Students may also apply to participate in the Bright Futures after-school enrichment program which is sponsored in cooperation with Eastern Michigan University. Fifteen of the twenty-five students identified to participate in Bright Futures yearly beginning in the Fall of 2013 and each year thereafter, will be chosen based on their attendance. This will be one way to meet the standards of the Drop Out Challenge and improve attendance and achievement success for those children.

3.School/ Classroom Culture and Relationships

The strategies described previously (e.g. The Leader in Me, PBIS, Second Step) have a research-base that show decreases in severe behaviors, increase in the ability to take responsibility, increase in conflict resolution skills, increase in leadership behaviors and thus, an increase in time on task for students and staff.

Increased Enrichment Time Hamilton Elementary Reform Plan

Bright Futures after school and summer program, provided through Eastern Michigan University will provide for 50 students at a time to attend enrichment and academic sessions three hours at a time, Monday through Thursday, both throughout the school year and for six weeks during the summer. Fifteen (15) of the students chosen will be based on the need to improve their attendance and strive for continued improvement in school these students' involvement will meet the Drop-Out Challenge requirements of the Reform Plan.

All students K-4 will be offered the opportunity to be involved in a Summer Reading Program in order to prevent the "summer slide" in reading fluency. During the summer, books will be mailed home to students at regular intervals, so they can continue reading during the summer. Students will choose books before the end of school in June, since student choice of reading materials is a strong motivator for reading. This is a research-based process (Allington). Data from the Summer 2012 program at another Priority building in the district showed that 38 students participated in this summer reading program. Out of the 38 students, 9 students (23%) moved and did not return to Hamilton Elementary this fall. Of the 77% of students, who returned to that building, 93% either sustained or increased their reading level, showing not only a research base, but an evidence base with student similar to Hicks' population.

The strategies described previously (e.g. *The Leader in Me*, PBIS, Second Step) have a research-base that show decreases in severe behaviors, increase in the ability to take responsibility, increase in conflict resolution skills, increase in leadership behaviors and thus, an increase in time on task for all students and staff.

Building Level Engagement: Building level engagement will be offered in the form of four (4) evening program opportunities per year at the building level and one (1) time per month per teacher at the classroom level. Classroom engagement could range from field trips to writing celebrations to math workshop centers to District Literacy Corp, as examples. Along with simply engaging parents and the community, these options would increase their understanding of academic programs and the Leadership philosophy, areas that showed on the perception data as areas of need during the 2011-2012 school year.

Hamilton Elementary will provide for continuous improvement and ongoing family and community engagement by adding a Parent Coordinator position to the building at 20 hours per week. The Coordinator, in cooperation with the Reform Team's guidance would offer parent tips and workshops that link to *The Leader in Me*, in addition to ideas based on parent surveys of their needs (e.g. academic support, nutrition). This parent will work with Hamilton staff to provide the Parent Handbook from *The Leader in Me*, specifically the last chapter entitled, "Bringing It Home", geared toward parents. Additionally, the Coordinator and at least one other member of the staff will be trained to provide workshops for parents yearly on "The 7 Habits of Highly Effective Families", with the goal of training at least 20 parents/ guardians per year. These pieces will be coupled with the Love & Logic series already offered by the School Social Worker (SSW). The Parent Coordinator will also help plan with the Leadership Team and coordinate all family and community engagement events in the school related to academics.

Examples- Back to School Night; Parent-Teacher Association activities, such as monthly P.T.A. meetings, Family Fun Nights, field Day, Book Fairs; Extra-curricular family activities, such as Math/Science Nights, Game Nights; Parent Workshops; School Leadership Team; PBIS Monthly Building Reward activity.

District/Community Level Engagement: Local businesses and organizations provide assistance to families in the form of holiday help, school supplies, and clothing. One local business also provides support for Positive Behavior and Intervention Support (PBIS) rewards and our Annual Field Day rewards. The local senior citizens' organization organizes the donation of backpacks to our incoming kindergarten students.

As a district support, the Family Resource Center works with families of students who are homeless or are simply in need of resources and connects them to those resources.

Examples- Family Resource Center Liaison meetings; Family Resource Center assistance, District School Improvement Team; Literacy Corps Volunteer

Teacher Collaboration Time Hamilton Reform Plan

Learning Partners: Teachers will participate in job-embedded learning through released time to visit other classrooms and observe for *Teach Like a Champion* techniques in the areas of “Creating a Strong Classroom Culture” and “Building Character and Trust” in order to see these techniques in action and learn to apply them more effectively in their own instruction. They would share what they learned with others during their grade-level professional learning communities. Additionally, they will increase Professional Learning Community (PLC) time via stipend work at grade levels and cross-grade levels to review the observations and improve instruction for all students.

Summer Institute will include training to help teachers extend learning time during the day through the use of technology in all content areas. Technology will help teachers offer new and engaging ways for students to get additional practice. Additionally, Leader in Me and time for planning instruction and behavioral lessons based on data will occur.

Teachers will participate in a **Book Study** on *Next Steps in Guided Reading* in order to learn to develop high quality, rigorous, small group lessons that focus on the specific reading skills each student needs.

Teachers will receive support through **Instructional Coaching and debriefing** to increase their capacity to successfully differentiate instruction using guided math groups, increase their capacity to successfully differentiate reading instruction using non-fiction texts, especially science texts.

Common Core Modules: Staff will participate in at least 12-15 modules centered on the characteristics of an effective classroom and changes in teaching that will be required for students to meet the demands of the Common Core Standards. This training will impact instruction across all core content areas by preparing teachers to implement Common Core State Standards.

All staff will attend 5 days of **The Leader in Me** training (Covey), including training of the Reform/ School Improvement Team (Lighthouse Team) of an additional 2 days in order to begin implementation of the program with students during September 2013. A smaller team of 2 school personnel and the Executive Director of School Improvement & Innovation will be trained in the 7 Habits Signature Certification and as Parent Workshop Coaches. This will be done in order that the program can be sustained long-term as new staff members come in, as more buildings in the district want the training and in order to provide workshops for “7 Habits of Highly Effective Parents” each year of the Reform Plan and beyond. Additional job-embedded coaching will be provided for staff in the building up to 3 times per year to ensure the process is adhered to by all and provide support. This program was chosen based on PBIS and perception data from students, input from parents about their needs, knowledge of the population and the research base behind the program encompassing school culture, academics, leadership and behavioral strategies, student ownership, and parent engagement opportunities.

Additional collaboration time of 50 minutes/weekly will be provided to teachers through the use of rotating substitutes to give teachers grade level collaboration time once each week, in addition to the time they already spend during their daily planning. This time will be utilized to create differentiated lessons based on recent professional development and formative assessment. Additionally, teachers will have an opportunity to discuss the “Learning Partners” time they spent in the classrooms. Teachers will bring the observation form they were given as a point of reference, designed around aspects of the 3 Big Ideas. To provide focus on continuous improvement, teachers will spend a portion of the collaboration

time talking about the lesson. They will discuss which of the focus strategies they saw and how they will implement those ideas into their own classroom. This time can also be used to focus on planning/ assessing their parent engagement activities and/or planning/ assessing Leader in Me classroom culture activities as indicated in the Reform Plan. These times are in addition to the weekly Professional Learning Community (PLC) meetings, district PD and planning days and efforts to allow for common planning times per grade level which are already in place.

**LETTER OF UNDERSTANDING
BETWEEN
WAYNE-WESTLAND COMMUNITY SCHOOLS BOARD OF EDUCATION
AND THE
WAYNE-WESTLAND EDUCATION ASSOCIATION**

The purpose of this Addendum is to achieve compliance with the provisions of Section 1280c of the Revised School code and to support the redesign plan for Alexander Hamilton and David Hicks Elementary Schools. The Wayne Westland Community Schools Board of Education (the "District"), the District's administration and the Wayne-Westland Education Association are committed to making the redesign plan, transformation model, a success and, to that end, have carefully considered the input and guidance of the reviewers from the Michigan Department of Education ("MDE"). This executed Addendum to the applicable collective bargaining agreement, required of the parties by MCLA 380.1280c, only applies to Alexander Hamilton and David Hicks Elementary Schools and will be in effect only as long as these schools are subject to the redesign plan. The Addendum shall expire upon the District receiving written correspondence from the MDE releasing it from the requirements of the Redesign Plan.

THEREFORE, IT IS AGREED:

The parties, the Wayne Westland Education Association and the Wayne Westland Board of Education, agree that any teacher rated as minimally effective or ineffective by the agreed upon evaluation process shall be required to bid out of either school at the end of the school year in which they receive such rating.

It is agreed that any teacher bidding into a priority school must have the consent of the principal, while this letter is in effect. It is agreed that no teacher in a priority school as of the date of this agreement may be bumped out of their position by a more senior teacher, during this model.

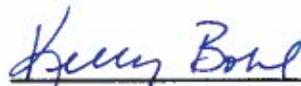
It is agreed that teachers in a priority school may bid out in accordance with the W-WEA Master Agreement.

Extra work opportunities at Hicks and Hamilton will be offered to building staff first, at the W-WEA hourly rate of pay. Unfilled positions will be offered to qualified staff. The parties agree to bargain any modifications to work days or times if required as part of the redesign plan.

The parties agree to work collaboratively to address any recommendations for changes by the SRRO and to continue to work collaboratively to resolve any issues as they relate to the redesign plan.



Don Harris, President Date
Wayne-Westland Education Association 3/7/13



Kelly Bohl Date
Senior Executive Director of 3/7/13
Human Resources



Evelyn Baran, Executive Director Date
Wayne-Westland Education Association 3/7/13