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GOVERNOR

STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

December 28, 2011

Mr. Ronald Wollen, Superintendent  
Port Huron Area School District  
Central Middle School  
200 32<sup>nd</sup> Street  
Port Huron, MI 48060

Dear Mr. Wollen:

The redesign plan submitted by your team for Central Middle School has been received and reviewed by the State School Reform/Redesign Office. The redesign plan was incomplete and requires changes before it can be approved. This letter fulfills the requirement of MCL 380.1280c, section 3, for the State School Reform/Redesign Officer to "issue an order" approving, disapproving, or requiring changes of redesign plans.

**Status of Redesign Plan: Changes Needed**

**Deadline: Wednesday, February 8, 2012 by 5:00 p.m.**

Reviewer comments have been provided to assist with the revision of the redesign plan. The review document will also be posted on the Michigan Department of Education's website on the [State School Reform/Redesign District link](#) by Friday, January 6, 2012.

Please email the revised redesign plan to [MDE-SROPlans@michigan.gov](mailto:MDE-SROPlans@michigan.gov) with a cover page that identifies the pages on which changes were made and highlight sections changed in the plan.

A letter approving or disapproving your final redesign plan will be sent via email by March 9, 2012. If you have questions, please contact the School Reform/Redesign Office at 517-335-2741.

Sincerely,

  
Deborah Clemmons  
State School Reform/Redesign Officer

cc: Principal  
Board President  
State Superintendent of Public Instruction

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PART A: DEVELOP AND INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p><b>REQUIREMENT 1</b></p> <p>Replace the principal.</p>	<p><input type="checkbox"/> YES</p> <p>Continuing with existing principal who does <b>not</b> meet the two year rule.</p>	<p><input type="checkbox"/> YES</p> <p>Continuing with existing principal. An incomplete or incorrect description given as to how the principal meets the two year rule.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>New principal in place or complete rationale given for keeping principal that falls under the two year rule.</p> <ul style="list-style-type: none"> <li>✓ Advertise, screen, interview, select, and hire new principal based on using turnaround competencies or criteria.</li> <li>✓ Establish a pipeline of potential turnaround leaders.</li> </ul>	
<p><b>REQUIREMENT 2</b></p> <p>Collaborative process used to create a teacher/leader evaluation plan that includes student growth as a significant factor.</p>	<p><input type="checkbox"/> YES</p> <p>Plan states that a collaborative process was used, but no details given.</p>	<p><input type="checkbox"/> YES</p> <p>Plan states that a collaborative process was used. Some details are provided. No mention is provided about how student growth will be included as a significant factor in the evaluation.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Plan states that a collaborative process was used. Complete details are provided, including how student growth will be included as a significant factor in the evaluation.</p> <ul style="list-style-type: none"> <li>✓ Percentage of student growth used in the evaluation. (MCL 380.1249 Section 2 (a) (i) states 25% by 2013-2014.)</li> </ul> <p><b>Leader and Teacher Evaluation tool is attached in Appendix A.</b></p>	<p>MDE recommends teacher involvement in any redesign of the teacher evaluation, and future union involvement in the process.</p>

TRANSFORMATION REQUIREMENT 3	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>Identify and reward school leaders/teachers/staff who have increased student achievement and remove those who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.</p>	<p>No plan or minimal plans are indicated in either the reward or remove categories.</p> <p><input type="checkbox"/> YES</p>	<p>A partial plan is in place that identifies how staff members can be rewarded and/or removed.</p> <p>No mention is made of opportunities that staff will have to improve practice.</p> <p><input checked="" type="checkbox"/> YES</p>	<p>A plan has been completed to identify and reward school leaders, teachers, and staff that have increased student achievement.</p> <ul style="list-style-type: none"> <li>✓ A transparent and fair plan detailing how academic achievement are rewarded.</li> <li>✓ Identify and establish non-monetary incentives for performance.</li> <li>✓ Provide training to those conducting evaluations to ensure fidelity to standardized procedures and to ensure that the evaluation process is documented.</li> </ul> <p>A plan has been completed to remove personnel that have been given multiple chances to improve professional practice and did not.</p> <ul style="list-style-type: none"> <li>✓ A transparent plan that details how leaders and/or staff will be removed if instruction and student achievement does not improve.</li> <li>✓ Work with teachers and unions at each stage of development and implementation.</li> <li>✓ Secure sufficient funding or alternative methods for long-term program sustainability.</li> <li>✓ Established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.</li> <li>✓ Provide performance-based incentives using valid data on whether performance indicators have been met.</li> </ul> <p><input type="checkbox"/> YES</p>	<p>Rewards are not addressed for school leaders. Teacher rewards/incentives are adequately discussed, yet it is unclear how funds will be repurposed.</p> <p>Removal is not addressed for school leaders. Teacher removal is adequately discussed and planned for.</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p><b>REQUIREMENT 4</b>            Provide staff with ongoing, high quality, job embedded professional development that is aligned and designed to ensure that staff can facilitate effective teaching and learning.</p>	<p><input type="checkbox"/> YES</p> <p>No plan or minimal planning is in place to provide staff with job embedded staff development.</p>	<p><input type="checkbox"/> YES</p> <p>A plan is in place, yet it is not job embedded, focused, or lacks a timeline.</p> <p>Professional development consists of a series of workshop activities that are not connected to the student outcomes indicated in the plan.</p> <p>Plan includes opportunity for staff to demonstrate new learning about effective teaching.</p>	<p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for employees receiving an unsatisfactory evaluation or warning.</p> <p>Reform seniority rights, and other job protections, to enable quick performance-based dismissals.</p>
			<p><input checked="" type="checkbox"/> YES</p> <p>A plan is in place (with timelines) that is well defined and occurs on a regular basis with follow-up and support aligned with instructional needs.</p> <p>The timeline for professional development includes a schedule of options for job-embedded professional development, options for determining implementation of PD, and options for sharing changes in classroom practice.</p> <p>The plan indicates that school staff was an integral part of designing the professional development activities to meet instructional needs.</p> <p>The plan differentiates for the varying needs of school personnel.</p> <p>Align professional development with identified needs based on staff evaluation and student performance.</p>	<p><input checked="" type="checkbox"/> YES</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p><b>REQUIREMENT 5</b></p> <p>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.</p>	<p><input type="checkbox"/> YES</p> <p>The plan does not address strategies in these categories.</p>	<p><input type="checkbox"/> YES</p> <p>The plan addresses strategies for some of these categories.</p> <p>The plan includes providing a mentor and additional professional development activities to new teachers.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Structure professional development to provide adequate time for collaboration and active learning.</p> <p>Create a school culture in which professional collaboration is valued, emphasized, and fosters a culture of continuous learning.</p> <p><b>Professional Development calendar is attached in Appendix B.</b></p> <p><input checked="" type="checkbox"/> YES</p>	<p><input checked="" type="checkbox"/> YES</p>
<p><b>PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES</b></p>				
<p><b>REQUIREMENT 6</b></p> <p>School uses 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.</p>	<p><input type="checkbox"/> YES</p> <p>Plan does not describe how school has or is using data to identify and implement instructional programs.</p>	<p><input type="checkbox"/> YES</p> <p>Plan describes how school has/is using data to identify and implement instructional programs.</p> <p>Plan does not describe how programs are aligned vertically and with state standards.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Plan describes how data have been used to identify and implement researched based instructional programs.</p> <p>Plan discusses how programs are aligned with state standards.</p> <p><input checked="" type="checkbox"/> YES</p>	<p><input checked="" type="checkbox"/> YES</p>

TRANSFORMATION REQUIREMENT 7	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>The school promotes the continuous use of individual student data to inform and differentiate instruction.</p>	<p>Plan describes minimal use of student data to Inform Instruction. Data use is primarily from state assessment results.</p> <p>No mention is made of how data is used to differentiate instruction.</p>	<p>School has a plan for using student data to inform instruction.</p> <p>Some mention is made of data use that comes from formative and interim assessments to differentiate student instruction.</p>	<p>School has a plan for using student data to inform instruction.</p> <p>Plan details PD on data use and describes how teachers have easy access to data on their students.</p> <p>Details are provided on the use of data in addition to state assessments (formative, interim) and how it will be used to inform and differentiate instruction.</p> <p>Teachers are trained on data usage and can access assigned student's data with ease.</p> <p>Teachers prepare standards-aligned lessons and differentiated activities.</p> <p>Student learning assessed frequently using standards-based classroom assessments.</p> <p>Parent communications are frequent and include useful information about homework practices.</p> <p>Plan includes varied modes of instruction (teacher-directed whole-class; teacher-directed small group; student-directed small group, etc.).</p> <p>Teachers employ effective classroom management.</p>	<p><input checked="" type="checkbox"/> YES</p>
<b>PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT</b>				
<p><b>REQUIREMENT 8</b></p> <p>Increased time for core academic subjects; enrichment activities for students; collaboration time for teachers.</p>	<p>Plan does not address the three components of the requirement.</p>	<p>Plan only partially addresses all three components of the requirement.</p>	<p>Plan addresses all of the components of increased time:</p> <p>Use creative strategies to allocate funds or flex schedules to support extended learning time.</p>	<p><input checked="" type="checkbox"/> YES</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
			<p>All Core academic subjects included.</p> <ul style="list-style-type: none"> <li>✓ Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications.</li> </ul> <p>Enrichment activities for all students.</p> <ul style="list-style-type: none"> <li>✓ Assess areas of need, select programs, and strategies to be used and identify community partners. Create and sustain partnerships to support extended learning.</li> <li>✓ Create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders, and faith-based organizations through information sharing, collaborative planning, and regular updates.</li> </ul> <p>Collaboration time for all teachers.</p> <ul style="list-style-type: none"> <li>✓ Ensure that teachers use extra time effectively when extended learning is implemented within the school program by providing targeted PD.</li> </ul> <p><b>The following schedules are attached in Appendix C.</b></p> <ul style="list-style-type: none"> <li>a. Daily school schedule.</li> <li>b. Teacher collaboration schedule.</li> <li>c. Student schedule that demonstrates increased learning time.</li> </ul>	<p><input checked="" type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> YES</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<b>REQUIREMENT 9</b> Provide ongoing mechanisms for family and community engagement.	<input type="checkbox"/> YES Plan gives minimal information regarding how families and the community will be involved.	<input type="checkbox"/> YES Plan gives some information about how families and/or the community will be engaged in the transformation efforts.	<input checked="" type="checkbox"/> YES Plan contains detailed information about multiple strategies that will be used to integrate the family and the community into the improvement efforts.	
<b>PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT</b>				
<b>REQUIREMENT 10</b> Provide operational flexibility to the school (staffing, calendars, time, and budgeting) to implement a comprehensive approach to increase student achievement and graduation rate.	<input type="checkbox"/> YES Plan gives minimal information about the flexibility the district will provide to the school.	<input type="checkbox"/> YES Plan describes some details pertaining to the operational flexibility that the district will provide to the school.	<input checked="" type="checkbox"/> YES Plan details the operational flexibility in staffing, calendars, time, and budgeting. <input checked="" type="checkbox"/> Align resource allocation (money, time, human resources) with the school's instructional priorities. <input checked="" type="checkbox"/> Negotiate union waivers if necessary. <input checked="" type="checkbox"/> Consider establishing a turnaround office or zone to also include transformation and other models. <input checked="" type="checkbox"/> Examination of current district policies and structures related to central control and make modifications to fully support transformation. <input checked="" type="checkbox"/> Re-orient district culture toward shared responsibility and accountability, and establish performance objectives for the school.	
<b>REQUIREMENT 11</b> The district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, the ISD, MDE, or other external partners.	<input type="checkbox"/> YES Plan gives minimal details about how the district will support the school's efforts.	<input type="checkbox"/> YES Plan describes how the district will support the school's efforts, but does not mention any assistance from other partners.	<input checked="" type="checkbox"/> YES Plan details how district will support the school's reform efforts.  <input checked="" type="checkbox"/> YES Plan describes technical assistance that will be sought from outside sources to assist the school that should include at least one from the list below: <ul style="list-style-type: none"> <li>• ISD</li> <li>• MDE</li> <li>• External Provider</li> </ul>	

PART E: RUBRIC REVIEW OF OVERALL PLAN				
TRANSFORMATION REQUIREMENT 12	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
Plan is clear and cohesive.	<input type="checkbox"/> YES Plan shows little evidence of planning for a cohesive approach that will lead to significant gains in student achievement. No plans are in place to sustain improvements after the end of the plan.	<input checked="" type="checkbox"/> YES Planning appears to be complete for year 1, but years 2 & 3 are not well spelled out. Minimal reference is made to the longer term plan to sustain improvements after the end of the plan.	<input type="checkbox"/> YES Plan shows evidence of a well-thought out approach to improving student achievement over a three-year period. Cohesive activities are planned that are designed to lead to significant gains in student achievement. Appropriate staff is in place to oversee implementation activities. Plans are in place to sustain improvements.	To strengthen this narrative and to be fully compliant, the district must address: school leader rewards and removal. See Requirement #3. All other Requirements are adequately addressed.

### SCHOOL INFORMATION

District: Port Huron Area School District

School Name: Central Middle School

Address: 200 32nd Street

School Code: 3091

#### REFORM MODEL SELECTED: PLEASE READ EACH MODEL DESCRIPTOR AND THEN SELECT ONE.

- Transformation** – 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.
- Turnaround** - The Turnaround Model includes among other actions; replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.
- Restart** – The Restart Model closes the school and reopens it under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.
- Closure** – The Closure Model would close the low-achieving school and enroll the students who attended that school in other high-achieving schools in the district.

#### -DIRECTIONS-

**FIRST TIME SUBMISSIONS:** If you are submitting a reform/redesign plan for the **first time** please complete page 2 and then proceed to the following pages to complete your plan:

Transformation Model:	Your plan will start on page 4
Turnaround Model:	Your plan will start on page 6
Restart Model:	Your plan will start on page 8
Closure Model:	Your plan will start on page 11

**REVISIONS ONLY:** If you are submitting revisions, please place an X indicating whether it is the first or second revision:

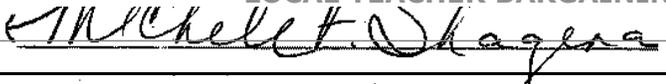
REVISION:  1  2

All revisions must be submitted in a different, **BOLD** font, and clearly identified in the table of contents. Only submit the section(s) you want to revise.

**ALL COMPLETED REDESIGN PLANS MUST BE SUBMITTED ELECTRONICALLY TO:**

[MDE-SROplans@michigan.gov](mailto:MDE-SROplans@michigan.gov)

For additional help, please contact the State Reform Office at 517-335-2741.

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN	
District: Port Huron Area School District School Name: Central Middle School Address: 200 32 <sup>nd</sup> Street School Code: 3091	Name: Erin Eastman Position and Office: Director for Secondary Curriculum Telephone: 810.984.3101 Fax: 810.989.2797 Email: eeastman@phasd.us	
<b>LEA SCHOOL SUPERINTENDENT/DIRECTOR</b> Printed Name: H. Ronald Wollen Signature: x  _____ Date: 11/28/11	Telephone: 810.984.3101 Fax: 810.989.2797 Email: rwollen@phasd.us	
<b>LEA SCHOOL PRINCIPAL/DIRECTOR</b> Printed Name: Michael Palmer Signature: x  _____ Date: 11/28/11	Telephone: 810.984.6533 Fax: 81.989.2709 Email: mpalmer@phasd.us	
<b>LEA SCHOOL BOARD PRESIDENT</b>		
Signature: X  _____		Date: 11/28/11
<b>LOCAL TEACHER BARGAINING UNIT</b>		
Signature: X  _____		Date: 11/28/11
<p>The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.</p>		

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## **THE TRANSFORMATION MODEL STARTS HERE:**

**Descriptor:** 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.

**Directions:** The following items are required elements of the **Transformation Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

### **I. TRANSFORMATION MODEL COMPONENTS**

#### **PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS**

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leaders name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)  
Mike Palmer was hired August 2010 and a new assistant principal was hired August 2011. Mr. Palmer does meet the two year rule and it is the desire of the District to maintain Mr. Palmer as the principal of CMS. The District is confident that Mr. Palmer demonstrates the criteria required of a turnaround leader. He has a relentless focus on student learning outcomes. He has set clear expectations for student achievement and he holds staff accountable for performance despite barriers. He also takes personal responsibility and will do whatever is required to accomplish the goals. One of Mr. Palmer's strengths is his ability to analyze data and use the results to inform his decisions. He has systematically assessed the current resources of CMS and identified the need to reallocate resources in a way to better meet student needs. Mr. Palmer restructured the school day. By doing this he deviated from the cultural norms of the school and achieved some early results. Students are in learning teams, and common planning times have been established for grade level teams, there has been a change in structure of class schedules to allow for different passing times for 7 and 8th grade students to help alleviate congestion in the hallways. Through this restructuring Mr. Palmer was able to reassign some staff positions which will help the school reach its student learning goals. Mr. Palmer has a strong background in effective instructional practices. He has set up a process to measure and report results frequently. Although Mr. Palmer has not had the opportunity to lead a school turnaround, the District believes he has the required competencies and understands what is required to be the turnaround leader for CMS.

To establish a pipeline of turnaround leaders, a cohort of four individuals will be formed for the 2012/2013 school year for an Administrative Internship Program. It is expected that those selected will:

- Be assigned to the program for one marking period.
  - Follow the principal calendar, starting prior to and ending after the PHEA calendar.
  - All follow the principal time commitment outside of the school day (PTA meetings, concerts, other activities) during their marking period assignment.
  - Hold a Master's Degree.
  - Meet 4 times during the school year as a cohort with the principal and other administrators to be determined.
  - Be responsible for administrative duties (exception of staff evaluation) as assigned by the principal.
2. 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. (Maximum 1250 characters)

In order to comply with State legislation, the PHASD did not collectively bargain a new teacher evaluation tool for the 2011/2012 school year. The existing evaluation tool was revised by a representative group of central office and building administrators in order to meet components of the legislation, the Standards for Effective Teaching and goals set forth by the PHASD. This revised evaluation tool was shared with the Port Huron Education Association for input.

- Beginning in the 2011/2012 school year, student growth is a significant factor (12.5%) in the final rating of effectiveness of a teacher.
- Student growth is measured by 3 years of National, State, or Local assessments and one other objective criterion to the extent possible.

The evaluation tool for the administrators at Central Middle School complies with School Code 1249 mandates. A collaboration between the Assistant Superintendent, BAA, the Human Resources Department, and the Curriculum Department began in the fall of 2011 to revise the evaluation tool to include:

- Student growth -25%

PHASD intends to adopt and implement the state evaluation tool for school administrators and teachers when it presented by the State for the 2013/2014 school year.

Please attach a copy of the Evaluation Tool in Appendix A of this template.

3. 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. (Maximum 3750 characters)

**RECRUITING:** Postings are on the District web page, college placement web sites, on-line application system, Recruitment Fairs, and In-District recruitment strategies specifically for CMS.

Specific growth targets will be developed by the staff and Administration. Based on the whole school's student performance, teachers will receive an amount equal to ½% of their annual salary.

If professional practice has not improved and student achievement has not increased, a teacher will receive a rating of ineffective, an IDP will be developed, training to support the deficit area will be provided, and a mid-year evaluation with more support and coaching will occur. If a teacher has an ineffective rating for a second year in a row, the contract will be non-renewed.

The district has provided training to ensure that those conducting evaluations are doing so with fidelity to standardized procedures. Monthly training, classroom visits by teams of administrators are conducted to improve inter-rater reliability, a common observation tool is used and participation in out-of-district trainings.

All teachers are evaluated annually by April. Non-tenured teachers receive a mid-year evaluation by the end of first semester. After two years of ineffective ratings, contracts will be non-renewed.

To make awards transparent and fair the system will be communicated in the staff handbook, during staff meetings and on the district website.

The district worked in cooperation with teachers and teachers' union to address issues related to the transformation model during the development of the plan and will continue to throughout implementation.

The Superintendent assures that sufficient funding is secure for long-term sustainability of the extended school day, professional development sessions, and the human resources that are required to implement with fidelity the redesign plan.

Performance incentives will be based on 3 objectives. 1. Student academic growth will be based on an average increase of Math and Reading scores using both the MEAP scale scores and EXPLORE data, improved grades and decreased failure rates. 2. Change in classroom practice due to professional development will be measured using an observation checklist, created by the staff, regarding instructional strategy implementation. 3. Increase in positive culture and climate will be measured by decreased suspensions, decreased behavior referrals and increased attendance.

Non-monetary incentives for teachers who demonstrate increased student growth, building relationships with students and going above the call of duty will be recognized as "Teacher of the Month/Year."

There are multiple exit points for employees. Staff can leave via the evaluation or recommitment process. During the recommitment process the principal will meet with teachers to discuss their future. There are staff that will not return due to their own choice or that of the principal. For those not returning to CMS, a transfer list will be made available for staff to bid on positions district-wide. Clear goals and measures for employees' performance have been established within the evaluation based on student growth including: variety of teaching techniques, knowledge of subject matter, well planned and organized classroom activities, sensitivity to each

student's needs and problems, classroom management, fulfills professional responsibilities and exhibits willingness to go beyond tasks. Targeted training will be provided for employees receiving an unsatisfactory evaluation or warning.

Per recent legislation at the state level, seniority rights have been addressed; seniority is no longer the primary reason for placement of staff.

4. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development 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. (Maximum 6250 characters)

All CMS staff will receive **RRR** (rigor, relevance, relationships) training in the following areas: teaming, co-teaching and school-wide positive behavior support. Upon completion of master scheduling in April, teams of core teachers will be identified to work/team together for the following school year. These teams will receive training in how to team/collaborate and have time to work together, creating a common language for RRR in their classrooms. Co-teachers will be identified by certification for training.

CMS staff will begin the development of a school-wide positive behavior intervention support (SWPBIS) in April 2012. The SWIS School-Wide Information System (SWIS) will be purchased as a data gathering system that will allow staff to analyze behavior referral data and develop school wide and individual student behavior interventions. The SWIS system will be used to evaluate and monitor SWPBIS.

We are repurposing an 80% assistant principal (AP) position and creating a new 100% position called the Student Success Coach (SSC). The SSC will be the SWPBIS point person and facilitate staff professional development, coach staff and students on the implementation and fidelity, evaluate, analyze and present SWIS behavior data, manage the Student Responsibility Center (SRC) and facilitate behavior interventions on a school-wide and individual student basis. This position replaces a reactive AP position with a position that is proactive in efforts to help students become behaviorally successful.

The third emphasis is training in the **use of data**. Training in how to use the DataDirector data warehouse, how to analyze the data to inform instruction and plan interventions is included. We will begin using the Northwest Evaluation Association (NWEA) assessment tool to provide both screening and progress monitoring data, training in how to administer and analyze data will begin in April 2012. To provide this job embedded training, the current Media Specialist position will be eliminated and replaced with a Technology Literacy and Data Coach, someone highly skilled and trained in decision making for results, to facilitate the teacher collaboration times and provide the necessary training for school staff.

All instructional staff began **content literacy training** in the Fall of 2011 provided by the International Center for Leadership in Education (ICLE). This is a three-year series continually supported by follow-up coaching from ICLE, the district and RESA staff. All teams will be trained in engagement strategies, practice their skills and receive follow-up support between visits from the trainer.

The plan differentiates for the needs of personnel. All teachers will receive the core training of RRR, content literacy and use of data. Different content areas/groups of teachers will receive training pertinent to their area of expertise and deficit. Based on information gathered during classroom observations and through teacher self evaluation, targeted support will be provided in the form of coaching, modeling, and additional training sessions. The administrators are also receiving executive coaching from ICLE to support their leadership efforts in the building. John Harrison is a middle-school leadership expert that is supporting the redesign work with bi-monthly visits to the building for coaching in teacher evaluations and building operations.

The St. Clair County RESA offers a new teacher induction program for the county; we will supplement this program beyond the one year offered at the RESA with follow-up training on areas identified as a need for new teachers in their IDP/evaluation.

Professional development needs have been identified based on student performance and staff evaluations. Evaluations indicate teachers need a variety of teaching techniques in addition to well-planned and organized activities.

The structure of the professional development is as follows: students will be released from school at 2:05 on Mondays and Fridays for teacher professional studies, providing 120 minutes per week. This is time for initial training and collaboration among teams (vertical, grade-level, etc). As teachers practice and implement training into their practice, follow-up coaching and support will be available during teacher preparation time. Teachers will keep agendas and minutes of all meetings that will be facilitated by the Data Coach, Student Success Coach or Teacher Leader for the team/subject area. See requirement 5.

School staff helped design the professional development; feedback during the needs assessment indicated a need for stronger instructional support. This information was gathered through staff surveys, small group interviews and staff meeting conversations.

In order to provide administrators more time to function as instructional leaders it is imperative they are in classrooms to provide support and feedback. Additional support in the form of noon-hour supervisors and student success coach will free up time for classrooms.

The district will measure how the PD is translated into the classroom with data that shows improved student achievement, higher engagement in classrooms, improved teacher performance and evaluations, a balanced use of formative and summative assessments, fewer office referrals, fewer bus tickets, and students who are

cognizant of their learning strengths and deficiencies. This data will be shared with the staff weekly during collaboration time, the staff meeting or during the weekly memo/update.

Changes in classroom practice as gained by PD activities will be tracked in individualized development plans and administrator evaluations will provide documentation to show instructional strategies.

The timeline for professional development allows for job-embedded PD and sharing collaborative practices.

CMS will create a culture in which professional collaboration is valued, emphasized and fosters a culture of continuous learning. The bedrock of this redesign plan is in teacher learning and professional development; this school culture values those that take risks, implements new strategies and learns together.

Please attach a copy of the Professional Development calendar into Appendix B

5. 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. (Maximum 3750 characters)

Strategies for promotion and career growth include:

- Teachers will have the opportunity to attend PD to support personal career growth that is aligned to the school improvement plan.
- Teacher Leader role opportunities will be available for those who stand out as talented educators. A set of specific competencies and responsibilities will be required in order to address the school's highest priorities. There will be an application process, candidates will be interviewed and selected by the principal. These roles may include department or team leadership, School Improvement Chairperson(s), mentor teachers and supervision of student teachers, piloting new researched-based programs, and the instructional development council (IDC) for curriculum development.
- An administrative internship program under the supervision of a building principal and assistant superintendent.

Strategies for flexible working conditions designed to recruit and retain staff:

- Teachers will attend the back-to-school professional academy for either pay or they may choose to receive professional development hours that will be applied toward the district's 38-hour requirement.
- Staff meeting days and times will be determined by staff consensus creating a flexible working condition.

The strategies for a recruitment plan are as follows:

- Postings available on District web-based Human Resource page

- College placement web sites
- On-line application system (Applicant Central)
- State-Wide College/University Recruitment Fairs
- In-District recruitment specifically for Central Middle School (using Intranet, personal letter, personal contact for recruiting highly effective staff within district)

Interview Questions:

1. Tell us 2 things about yourself that best explain the type of person you are and the type of teacher you will be if hired at CMS.
2. Share with us something you are passionate about.
3. What types of information do you use when planning a lesson in order to ensure all students will be successful? How do you allow for different ability levels?
4. Please describe to us a lesson you taught using one of Robert Marzano's Essential Strategies.
5. Please tell us about a lesson you have taught that integrated technology in your instruction.
6. How do you know when students are learning? What do you do if they are not?
7. What is your course of action when a student does not turn in an assignment or pass a test?
8. What is the difference between teaching special education and regular education?
9. Describe a situation in which you had to work with a team of teachers.
10. When we walk into a classroom where you are the co-teacher, what will we see?
11. Tell us about a time you had a difficult conversation with a parent, a colleague, and an administrator.
12. Why didn't CMS make AYP for the 2010-11 school year? Explain how your teaching will help CMS students improve their MEAP scores helping Central make AYP.
13. Why is CMS on the PLA list? Explain how you will contribute to the efforts to increase student achievement.

All new teachers will have an IDP and a mid-year progress report with written goals and objectives in each year of their probationary period. In addition, teachers new to a subject level or grade level will also have an IDP. This will be developed by the teacher in conjunction with the principal.

**PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES**

6. 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. (Maximum 6250 characters)  
In assessing our areas of need, the MEAP data shows achievement is significantly below state average in math and reading. The rate of decline in achievement is steeper than that of the state. Central Middle School demonstrates a significant gap

between MEAP Reading proficiency levels of students with disabilities and students without disabilities. The result is that CMS did not make AYP in this area with this subgroup.

The average percent of students proficient in reading over last two years is 69%. Nine percent more students are declining than improving in reading. The average percent of proficiency in math in the last two years is 61%, which is very significantly below the state average. Nineteen percent more students are declining than are improving in math.

Feeder school information from PHASD Instructional Time Standards indicates students in 5th grade receive on average 90 minutes of uninterrupted reading instruction per day. When students enter 6th grade, they receive anywhere from 0-60 minutes of reading instruction per day. When students enter middle school they no longer receive reading instruction, but receive a broader based ELA course which covers all areas of the English language arts.

The ELA program will change for the 2012-13 school year. All students will take a reading class (60 minutes) that specifically targets reading comprehension and fluency. Common Core puts a focus on performance on complex texts which is the clearest differentiator in reading between students who are more likely to be ready for college and those who are not. The six aspects of complex texts will be a cornerstone to the course: relationships, richness, structure, style, vocabulary and purpose. All students will be reading two texts, one they can read independently and one at their instructional level, with the support of the teacher.

6th grade students will also have an additional writing course that will use St. Clair County RESA's writing program, WriteWell. The results from the WriteWell program evaluation offer promising preliminary evidence about the effectiveness of the WriteWell program. The results show statistically significant and educationally meaningful gains in writing for general education, special education, and socio-economically disadvantaged students using the program, with special education students showing the greatest gains, especially in informational writing. We will also look at the common core writing expectations and shift our narrative writing to more informative and argumentative writing to reflect the demands of college and career readiness.

The PHASD will adopt the Measures of Academic Progress (MAP) from NWEA as screeners to properly place students in the correct ELA course for 7th and 8th grades. These courses include the following options:

- Systems 44 for students with lexile scores at 0-400
- READ 180 for students with lexile scores from 400-1000
- Additional ELA support class with a focus on deficit areas for students not at benchmark in lieu of a world language course
- Reading course for all benchmark students

The data from the screeners will be used to identify further student instructional needs as well as professional development needs for staff. This will tightly align with the core reading instruction course, any supplemental course as well the intervention block.

The reading courses were developed around essential questions, common core state standards, complex texts and themes to connect students to their community. They are vertically aligned and support the common core. All ELA teachers (grades 6-8) will be trained in the middle school program to gain a deeper understanding of the vertical alignment of the program. This will be done with a perspective of knowing what skills students should come to each grade knowing and what skills they should leave with in order to be successful in the next grade.

With Heidi Hayes Jacobs's work as our foundation, we are creating assessments as a form of evidence of learning reflection. We are developing these assessments and replacing dated content with dynamic and current materials while creating interdisciplinary content choices rich in rigor and relevance. Inquiry is the heart of the program.

The professional development connected to the ELA program and common core state standards will focus on the textual complexity model. It is imperative teachers have a deep understanding of the qualitative and quantitative evaluations of the text to effectively match reader to the text and task.

During the 2010-2011 school year, the district middle school math teachers met to review the current curriculum and to develop a deeper understanding of the desired student outcomes in relation to the Common Core State Standards. The sessions included a review of the K-5 Common Core expectations and a vertical alignment from 6th, 7th, and 8th grade topics. The vertical alignment was done with the perspective of knowing what skills students should come to each grade knowing and what skills they should leave with in order to be successful in the next grade.

The 8th grade math curriculum was revised, aligned to the CCSS and ready for implementation during the 2011-2012 school year. District assessments were created to evaluate students' understanding of the standards throughout the year and to provide time for instructional adjustment. Teachers will use the data from each assessment to provide instructional intervention for concepts not mastered. The 6th and 7th grade curriculums were revised and aligned to CCSS but were written for a transition during the 2011-2012 school year to ensure students do not miss important topics before entering high school. The current assessments remain in place while new assessments with more frequent monitoring points are being written during the 2011-2012 school year. The current assessments provide data to review the instruction by marking period but teachers also use the unit tests to evaluate what needs to be reviewed on a more timely basis.

Each grade level curriculum was reviewed for alignment to the CCSS, which are the state standards. To cover any area of weakness, each grade level supplemented the adopted text with

7. 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. (Maximum 6250 characters)

The PHASD is developing a balanced assessment program in which the use of formative and summative assessments indicates a true evaluation of what a student knows and is able to do. CMS staff will be trained in assessment: for learning, as learning, is feedback and is learning. Assessment will be a part of everyday classroom planning and effective, timely feedback the cornerstone to student growth. Assessment is not a particular test, but an ongoing process used by teachers and students during instruction to adjust the ongoing instructional practice. Teachers will also be trained on what a balanced assessment program looks like and how to use various types of assessments.

CMS staff has a plan for using student data to inform instruction. The data provided on state summative tests will drive curricular changes and also target broad concepts that were missed on a large scale across the building and grade levels. The NWEA MAP screener (Measures of Academic Progress) will pinpoint student gaps and target interventions for classroom instruction. Formative classroom data will pinpoint gaps in instruction and background knowledge so the teacher can quickly adjust instruction, formulate small skill-based groups and adjust assessment. After the next data point, students can be re-assigned to other small groups for intervention or stretch learning for enrichment. The staff will develop multiple data points for all subjects to determine student growth in any content area.

Teachers have started training on the DataDirector warehouse and will be supported throughout the year during teacher collaboration time and prep time. Staff will also be trained on NWEA screeners and diagnostic tests: Measures of Academic Progress, Dynamic Reporting Suite, giving teachers the ability to analyze their student data from fall-to-fall, spring-to-fall, or fall to spring and DesCartes, a learning continuum resource aligned to state standards. It is designed to help translate the raw data from students' assessments into actionable plans for instruction, grouping and more reports and analysis of individual teacher and building data.

The staff will use the data and make sure the teachers have easy access to it. All teachers have computers in their classroom for data input and disaggregation. The technology literacy and data coach will also support teachers in their collaboration time to dig into their data and focus instruction strategies to meet the needs of the students and help teachers plan interventions based on their classroom data.

Teachers will assess student learning frequently using standards-based classroom assessments. Mondays and Fridays during teacher collaboration time and any day during teacher preparation time, teachers may work on creating these assessments together as well as analyzing the data and planning the instruction to follow-up the

reteaching. Teachers will be assessing more often than is current practice, either formatively or summatively. These assessments of and for learning will drive teacher planning and instruction.

Teachers will receive professional development (rigor/relevance/relationships) in preparing standards-aligned lessons and differentiated activities. Using the data from multiple sources (NWEA, classroom, MEAP) teachers will create multiple opportunities for expression of learning for their students.

It is the expectation that teachers will provide sound instruction in a variety of modes. Class periods are 55 minutes. The expectation is that teachers use teacher-directed whole group with processing pauses for student engagement every 7-10 minutes. It is also expected teachers will employ teacher and student directed small groups for every class period, in every subject area. At this time, teachers will work with students based on data gathered during instruction or from homework/daily work to teach specific skills or strategies in student deficit areas. Just as teachers focus on a rigorous lesson opening, lessons should end on a highly rigorous note with thought-provoking homework or questions to promote inquiry and further exploration and study of any given topic.

Teachers will demonstrate sound homework practices and communication with parents. The teams will coordinate homework nights (Mondays-ELA, Tuesdays-Science, etc.) so parents know what to expect as well as students. The teams will also stay in contact with parents via classroom/team blogs/websites, parentconnect, classroom newsletters, parent/teacher conferences as well as making initial contact with parents via home visits before school begins.

Preliminary behavior data indicates that the majority of office discipline referrals come from the classroom. Teachers will employ effective classroom management that aligns to the school-wide positive behavior support initiative by attending CHAMPS training. CHAMPS assists teachers in creating a proactive and positive classroom management plan that overtly teaches students how to behave responsibly. Research indicates that when CHAMPS strategies are implemented with fidelity there is a reduction in classroom disruptions and office referrals, an improvement in classroom culture, an increase in student on-task behavior, and establishment of respectful and civil interactions. CHAMPS training will support teachers in their efforts to: establish logical and fair responses to student misbehavior, teach students responsible behavior and increase instructional time by managing student behavior and preventing problems in the classroom.

### **PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT**

8. 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. (Maximum 3750 characters)

Assessing our areas of need, we have determined the data suggests challenges in all content areas; overall achievement levels are low and are declining.

CMS is increasing learning time from 390 minutes/day, five days a week to 470 minutes/day, three days a week and the base 390 minutes/day twice a week for an increase in instruction of 160 minutes per week. This additional time is for all students and will be used for a "morning meeting" and the Cougar Challenge. Including the staff meeting, there will also be a minimum of 120 minutes of teacher collaboration every week.

The morning meeting is an additional 15 minutes added to first period for all students to receive free breakfast, check-in with an adult, receive character education, announcements, school-wide positive behavior support lessons and to prepare students for the day.

The Cougar Challenge is designed as an intervention block and time for stretch learning. This block will be three days a week for 60 minutes for students to receive research-based math or ELA intervention, as determined by team, or for students to receive enrichment in science/social studies, world language, robotics or Destination Imagination.

Student progress for interventions and stretch learning will be monitored by multiple data points on intervention/success logs, successful completion of assignments and growth in areas being measured in instruction.

We are creating enthusiasm for our extending learning programs among various stakeholder groups by involving them in the planning of activities, sharing of information via one-call system, community newsletter, parent-teacher conferences, the school website and surveys. The plans for the stretch learning activities/programs will be guided by student passion and interest; students will constantly be providing feedback and steer the content of the time.

Funds have been allocated for this time by the general fund; teachers will be compensated for the additional four hours of instruction a week. CMS will also work closely with the 21st Century After-School Program to align the interventions in the day school to the after school program.

We have created partnerships to support extended learning with the community. The After School program will be an integral part of this time, community support for robotics and destination imagination will sustain the duration of our extended learning program.

The spring of 2012 we will begin providing targeted professional development to support the intervention and stretch learning time. Teachers will have a new ELA

program with screeners and diagnostic tools to target and align the interventions. All students will use the MAP screener and diagnostic tool to monitor reading and math progress, set achievement goals and match students to reading/math skills and concepts. Teachers will also receive training on how to successfully implement the stretch learning portion of the plan through the RRR portion of the back-to-school academy.

The plan addresses increased time for learning, stretch learning for students and collaboration time for teachers.

On the Monday/Friday when students leave at 2:05, teachers will have a mandated 60 minutes for professional development that is collaborative, structured and scheduled. These professional development sessions will be targeted and for teams to collaborate around student achievement data and how to change instruction as a result of data.

We will monitor progress of the extended learning time and strategies being implemented using data collected during principal walk-throughs and evaluations that indicates: student engagement, student success and achievement in core instruction, improved grades and NWEA assessment

Attach a copy of the daily school schedule, teacher collaboration schedule and a copy of a student schedule that demonstrates increased time in Appendix C

9. Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement. (Maximum 3750 characters)

We have multiple strategies in place that will be used to integrate the family and the community into our redesign plans. We have relied upon our building and district parent committees to help guide our planning efforts. These groups meet monthly and are kept abreast of our building's student academic performance and the challenges we face as we try to reach our desired redesign outcomes. We have encouraged leadership and ownership amongst these groups as we shared information, facilitated discussions, and incorporated their feedback. Parents view themselves as a critical piece of the puzzle as we move forward with a common agenda based upon shared responsibility and accountability. We will continue our efforts to meet with parents, survey them, hold focus groups, and involve them every step of the way. We will ask them to complete time and talent questionnaires and to provide the necessary supports to encourage their participation. This may include working with our partners (i.e., Blue Water Transportation Commission, Michigan Department of Human Services, and the Community Foundation of St. Clair County) to assist with barriers such as transportation, child care, and obtaining project materials.

We understand the importance of families having their basic needs met before they can go on to meet their educational goals. We plan to utilize the services of our local AmeriCorps VISTA program affiliated with the Port Huron Housing Commission as

one source available to connect our families to community services when needed for basics, such as assistance for housing, food, and clothing. We also plan to tap many of our other partner agencies as we refer families and link them to vital community supports. We feel that by providing a parent education component, we can influence their level of involvement. We would like to engage parents by using all of our technology resources as well including: mass emails, webinars, automated phone messages, public service announcements on the radio, and district sponsored cable television programs. Our 21st Century Community Learning Center (21st CCLC) Academic Supervisor is working closely with many of these groups to bring them in as partners, some compensated and others as volunteers. We plan to replicate many of the 21st CCLC's disguised learning activities offered by our community partners. These include a variety of project based learning activities aligned with our grade level content expectations such as: community vegetable gardens, fitness clubs, robotics, adventure reading groups, science fairs, filming, and community service projects designed to reinforce the core subject areas. We have found that once a community group gets involved with the schools, we've got them hooked. They report a high level of personal satisfaction as they help to make learning more relevant for our students. We plan to continue to meet with our community groups to maintain their enthusiasm.

We will include them in our program's ongoing plan; obtain and share evaluation data with them; encourage their participation as we analyze this information and make program modifications for improvement. We would like our partners to assume leadership positions as we move forward with our restructuring plans and will provide whatever support is necessary for them to do so (i.e., training, mentoring, building office space). We also believe that as they become more involved in our program, it is more likely that we will get their support as we write grants to enhance project components.

The principal will assign staff to participate in parent involvement activities such as home visits, parent training workshops and family nights to support the aforementioned initiatives.

#### **PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT**

- 10 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. (Maximum 3750 characters)

The principal will have decision making power regarding staffing, building based budgeting as far as total instructional and operational budgets to make decisions based on needs of Central. The approval time and agendas used for staff meetings will no longer include the union. The school calendar has been altered to include additional professional development prior the beginning of school as well as increased learning time.

Examining the current district policies related to central control, the principal will have more autonomy when hiring or allowing staff members into his building. All union members will need to meet CMS and the principal's standards in order to be a part of this team.

We are reorienting the district culture towards shared responsibility and accountability; the success of the students at Central Middle School is a reflection of the entire school community and their resolve to support our most at-risk building. Student achievement and growth for all students is paramount. Central's performance objectives are:

1. Student academic growth will be based on an average increase of:
  - Math and Reading scale scores on the MEAP
  - Composite mean scale scores on the EXPLORE
  - Decreased failure rates
2. Change in classroom practice due to professional development
3. Increase in positive culture and climate

We are aligning resource allocation with the school's instructional priorities. The resources we are spending are in our most precious commodity, quality teaching. We are committed to providing training for all of our instructors and compensating them for their efforts in the classroom. The greatest gains and successes will be made through rigorous and relevant planning and instruction; hence the largest cost of the plan lies in teacher training and additional time in the classroom. 31a funds have been reallocated and targeted to support the Central redesign plan.

The district turnaround office is in the Administration building.

The Union has been cooperative in initial stages of Central Middle School transformation.

- 11 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. (Maximum 3750 characters.)

The district will support Central's school improvement efforts in various ways. Money will be allocated so Central will receive more days with their executive coach from ICLE than other middle schools, additional training with their Content Literacy Coach from ICLE, additional support from the St. Clair County RESA to assist in follow-up coaching for implementation, and implementation support from District Curriculum staff, Human Resources and the Department of Finance.

The district will support with technical assistance through our contract with the International Center for Leadership in Education. Their expertise and support will provide the building with alternative perspectives and support during this process. The district and Board of Education have developed the selection criteria and negotiated with ICLE to support Central's efforts for next school year.

The district has appointed a transformation team that will support the building and their efforts as well as replicate what is working and take it district-wide. The Assistant Superintendent, Directors of Finance, Elementary and Secondary Curriculum as well as Central Middle School's Principal, an Elementary and Secondary Principal serve the district in this capacity.

The transformation team will meet monthly to create a plan to work and communicate with stakeholders. This collaboration time will ensure fidelity to implementation of the plan and hold the district accountable for accurate, timely and effective communication of the plan.

The external lead partner for the transformation is the International Center for Leadership in Education. The research provided for turnaround efforts is vast and the support for Central is based in the school redesign research to promote rapid improvement.

In assessing team and district capacity to support the transformation, the district is working on creating the proper environments for success. Our strengths are in the freedom to act and commitment to the process. Opportunities for growth would be accountability and our ability to monitor and publicly report school achievement and progress. We need to share successes frequently. Our last opportunity for growth lies in effective school practices and accepting deviations rather than trying to have a school fit a predetermined mold. We are prepared and excited to support the transformation of Central Middle School as well as other district schools.

The district transformation team has provided team members with information on what districts can do to promote rapid improvement. Research provided by the Michigan Department of Education and the International Center for Leadership in Education has been the foundation for our transformation.

The assistant superintendent is the internal lead partner for Central Middle School. His office will coordinate the efforts of all district department directors to ensure proper implementation of the plan occurs in a timely and efficient manner.

The principal of Central Middle School will lead the transformation effort at the school and the Superintendent will lead the transformation effort at the district level.

**TRANSFORMATION SCHOOLS WILL STOP HERE.  
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS  
PAGE NUMBERS AND MAKE SURE TO UPDATE APPENDIXES A-C**

**THE TURNAROUND MODEL STARTS HERE:**

**Descriptor:** The **Turnaround Model** includes among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.

**Directions:** The following items are required elements of the **Turnaround Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

## **II. TURNAROUND MODEL COMPONENTS**

### **PART A: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS**

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leaders name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)

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 or increase graduation rates. (Maximum 3750 characters)

2. Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school. (Maximum 3750 characters)

Please attach a copy of the adopted competency tool or the evaluation tools that includes a significant connection with student growth in Appendix A of this template.

3. Specify how the school will screen all existing staff and rehire no more than 50 percent. (Maximum 3750 characters)
4. 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. (Maximum 3750 characters)

### **PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES**

5. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development 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. (Maximum 6250 characters)

Please attach a copy of the Professional Development calendar into Appendix B

6. Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent. (Maximum 6250 characters)
7. Detail how the use of data will identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. (Maximum 6250 characters)
8. Describe how the school will promote the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs. (Maximum 6250 characters)

**PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT**

9. 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. How much extra time has been added? Also how will the increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers? (Maximum 6250 characters)

Attach a copy of the school schedule, teacher collaboration schedule and a sample student schedule which demonstrates the increased learning time in Appendix C

Or

Executed Addendum to Support the Implementation of the Extended Learning Time Model

10. Detail how the school will provide appropriate social, emotional and community services that support students. (Maximum 3750 characters)

**TURNAROUND SCHOOLS WILL STOP HERE.  
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS  
PAGE NUMBERS AND MAKE SURE TO UPDATE APPENDIXES A, B AND C**

**THE RESTART MODEL STARTS HERE:**

**Descriptor:** The **Restart Model** School is when districts close the school and reopens it under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.

**Directions:** The following items are required elements of the **Restart Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

### **III. RESTART MODEL COMPONENTS**

#### **PART A: District Narrative**

1. Explain how the district will engage parents and community members to discuss the charter school option, including the parameters of converting a school to charter status. (Maximum 2500 characters)
2. Specify how the district will research and prioritize Charter Management Organizations (CMOs) that may address district needs. (Maximum 2500 characters)
3. Describe how the district will develop and use a rigorous selection process to identify charter school applicants. (Maximum 2500 characters)
4. Detail how the district will develop a databank of individuals interested in serving on charter school boards. (Maximum 2500 characters)
5. Describe how the district will clearly articulate the autonomy to be provided to newly formed charter schools. (Maximum 2500 characters)
6. Specify how the district will develop a set of non-negotiable performance benchmarks to serve as the basis for holding and sustaining a charter. (Maximum 2500 characters)

### **RESTART/Charter School Narrative Section**

#### **Part B: COMMUNITY ASSESSMENT**

1. Describe the characteristics of the population and community where the proposed charter school will be located. Provide detail as to the assets and liabilities of the community within a given radius for the proposed location of the school. (Maximum 2500 characters)
2. Provide a thoughtful and detailed description of the unmet educational needs of the

community with enough specificity that it becomes apparent throughout the narrative how the proposed school will serve these unmet needs. (Maximum 2500 characters)

3. Provide measurable or quantitative evidence that the community recognizes the need for the proposed school, paying particular attention to the impetus for and level of parent and other interest in the school. Where possible, detail any objective market research, surveys, or other measures of local demand for the proposed educational program. (Maximum 3750 characters)

### **Part C: STUDENT POPULATION**

4. Detail the proposed grade levels and range of ages of students to be served, along with plans for future growth. Detail the proposed charter school's anticipated enrollment in years one through five, projecting the minimum and maximum enrollment the school is prepared to serve in each year. (Maximum 2500 characters)
5. Identify the demographic makeup of the proposed population and where these students are most likely being educated currently. Estimate the percentage of students the proposed charter school expects to qualify for federal free and reduced lunch subsidies. (Maximum 2500 characters)
6. List and describe the existing schools in the area (public, private and parochial) serving the community, and detail the competitive advantages that will set the proposed charter school apart and attract students. (Maximum 2500 characters)
7. Show how your plan has been shaped by the developmental and learning needs of students to be served. (Maximum 2500 characters)

### **Part D: EDUCATIONAL PROGRAM**

8. Describe the vision, mission and educational goals of the proposed charter school. The description of educational goals should be complete, measurable, ambitious, tailored to the expected student population, and coordinated with the mission and vision. (Maximum 2500 characters)
9. Describe the evaluation process and the criteria used by the development team to compare curricular and instructional approaches. Describe the approaches considered and explain why the approach chosen fits the Public School Academy (PSA) target market and its educational goals. Explain why other specifically identified approaches considered were not chosen. (Maximum 3750 characters)
10. Provide a general description of the curricula to be used. Explain how you have determined (or will determine) that these curricula will lead *all* students to mastery of the Common Core Standards, Michigan's Grade Level Content Expectations (GLCE) or High School Content Expectations (HSCE), as appropriate. (Maximum 2500 characters)

11. Provide an overview of the instructional design and program to be emphasized by the

school, with particular emphasis on how this approach is unique and will enhance student achievement. Be sure to detail the research foundations for the educational approach to be utilized. Outline steps the school will take to ensure that its teachers understand, gain skills needed for and practice the instructional model chosen. (Maximum 2500 characters)

12. Detail the interventions and support services to be provided by the school, such as - extended time, Head Start, latchkey, extracurricular activities, tutoring, computer training, social work services, accelerated learning for advanced students. Additionally, explain why these services were chosen to address the needs of the target population. Describe the plan for how the proposed services will be implemented. (Maximum 3750 characters)
13. Describe the ways in which the proposed charter school will ensure high-quality services to students with special needs. Describe how the services to students with special needs will be innovative. Include a description of how the proposed charter school will participate in development of the county-specific Intermediate School District (ISD) special education plan, which ensures compliance with the Individuals with Disabilities Act (IDEA). (Maximum 3750 characters)
14. Specify the proposed charter school's anticipated date of opening, and briefly describe the proposed school calendar and school day schedule. Identify if you will seek any waivers of federal or state requirements that you believe will be necessary to implement the proposed calendar and schedule. (Maximum 2500 characters)

#### **Part E: STUDENT RECRUITMENT AND COMMUNITY INVLOVEMENT**

15. Briefly describe the proposed charter school's advertising and recruitment plans, and provide an outline of the planned policy and procedures for enrollment and how the proposed school will meet state and federal requirements for open enrollment. Indicate if the proposed school plans to enter into any matriculation agreements for the purpose of providing enrollment priority to student applicants for enrollment. (Maximum 2500 characters)
16. Describe any early intervention and/or other retention strategies which will be employed to maximize the number of students who remain enrolled year-to-year, and to ensure equal access for all. (Maximum 2500 characters)
17. Describe proposed methods for involving parents and community members in the design of the school and the education of enrolled students. Describe parent involvement in the design and development process to date. (Maximum 3750 characters)

**RESTART SCHOOLS WILL STOP HERE.  
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS  
PAGE NUMBERS.**

#### **IV. CLOSURE MODEL COMPONENTS**

**Directions:** The following items are required elements of the Turnaround Model. Write a concise, cohesive and comprehensive description after each requirement discussing how the requirement will be implemented in your school. Each description should also identify who is responsible for implementation and when implementation will take place.

**PART A: ESTABLISH POLICY**

1. Describe how closing a low-achieving school contributes to the larger district reform effort? Describe the extent to which current (or past) school interventions have failed to improved school performance and detail the strategies used to increase student performance and why they failed. (Maximum 6250 characters)

**PART B: ESTABLISH CLEAR PROCEDURES AND DECISION CRITERIA FOR CLOSING SCHOOLS**

2. Identify the key stakeholders; including parents, teachers, the community and business leaders that were involved in developing the criteria for closing schools Describe how the criteria and data is used to assess school performance, such as achievement, attendance and enrollment. (Maximum 6250 characters)

**PART C: OPERATE TRANSPARENTLY**

3. Describe how the decision to close the school will be communicated to the students, staff, parents and the general community. Provide any protocols or speaking scripts that might be used. (Maximum 3750 characters)

**PART D: PLAN FOR THE ORDERLY TRANSITION OF STUDENTS AND STAFF**

4. Detail your transition plan for students and staff and the final closing of the school building. (Maximum 12500 characters)

**CLOSURE SCHOOL MODELS WILL STOP HERE.  
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS  
PAGE NUMBERS.**

**APPENDIX A**  
**COPY AND PASTE YOUR:**

Copy of Leader and Teacher Evaluation Tool (for Transformation Schools)  
Or  
Copy of Adopted Competencies Tool (for Turnaround Schools)  
(unlimited characters)

**Port Huron Area School District**  
**Building Administrators' Evaluation**

A. The performance of all Building Administrators shall be completed annually.

The written evaluation shall be on the agreed form, Appendix B. The evaluation of each Administrator shall be made only on the following criteria, except where performance goals are to be evaluated as provided by Section B below:

1. The administrator shall be evaluated according the requirements and expectations established by the Board.
  
2. General characteristics applicable to all administrators include but are not limited to the following:
  - a. School Improvement and Educational Leadership
  - b. Professional Growth
  - c. Human Relations & Feedback from Staff, Students, and Parents
  - d. Cooperation
  - e. Fiscal Management
  - f. Communication Skills
  - g. Dependability and Enthusiasm
  - h. Pupil Attendance & Community Relations
  - i. Effectiveness in Organizing and Planning
  - j. Development of Professional Staff and Evaluation Proficiency
  - k. Routine Administrative Responsibilities
  - l. Student Growth

All evaluations, regardless of effectiveness rating, will include:

m. SPECIFIC PERFORMANCE GOALS TO IMPROVE EFFECTIVENESS FOR  
THE NEXT SCHOOL YEAR

n. RECOMMENDED TRAINING/PROFESSIONAL DEVELOPMENT FOR THE NEXT SCHOOL YEAR

3. The formal evaluation process will be completed by the conclusion of the evaluatees' contracted duty year.

B. The Immediate Supervisor shall follow the procedures listed below in making the evaluations:

1. A conference will be held between the Immediate Supervisor and the Administrator to discuss the Administrator's goals for the year (*Individual Development Plan may be written at this time*). These goals will be based on but not limited to, the general characteristics outlined above. The evaluator shall establish performance objectives for areas the evaluator deems deficient. Such performance objectives shall be specific and shall relate to the major goals that have been established.

2. There shall be at least one conference during the first semester with the Immediate Supervisor and Administrator evaluating progress toward the attainments of stated goals (*Mid-Year Progress Report may be written at this time*). At this time, the objectives established in the initial conference will be reviewed. Areas of inadequacies shall be identified, and the Administrator shall be offered assistance in said area(s).

C. The official evaluation by the Immediate Supervisor shall be made on the agreed form, Appendix B and shall be based on the criteria of Section A of this Article.

The Administrator shall be given a copy of the final evaluation by the Immediate Supervisor, and he/she shall sign it to indicate he/she has received it. He/she may also request that a copy of his/her own personal statement be submitted and attached to the official record.

APPENDIX B

**Building Administrator's Performance Evaluation**

Administrator: \_\_\_\_\_

Position: \_\_\_\_\_

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

Highly Effective      Effective      Minimally Effective      Ineffective

**A. School Improvement & Educational Leadership**

\_\_\_\_\_

*Provides leadership for staff in-service training*

*Encourages and initiates curriculum improvements/implementations*

*Involves staff in decision making process*

*Utilizes School Improvement and other funding sources in alignment with School Improvement Plan.*

*Establishes clear-cut short and long-term goals*

Coordinates building special education services

Demonstrates good judgment in decision making

**Comments:**

Highly	Effective	Minimally	Ineffective
Effective		Effective	
—	—	—	—

**B. Professional Growth:**

Keeps informed of current educational trends and requirements

Involved with professional organizations

Actively participates in professional staff development activities participates in District-

wide committees

**Comments:**

Highly	Effective	Minimally	Ineffective
Effective		Effective	

**C. Human Relations & Feedback from Staff, Students, and Parents:**

—	—	—	—
---	---	---	---

*Demonstrates leadership for maintaining the overall morale of the building or departments*

*Maintains professional relationships*

*Respects students, staff and parents*

*Develops methods for receiving feedback from students, staff and community*

*Shows genuine concern and warmth for others*

**Comments:**

Highly	Effective	Minimally	Ineffective
Effective		Effective	
—	—	—	—

**D. Cooperation:**

Accepts administrative decisions and works toward achieving goals even though they may not conform to personal opinions

Accepts constructive criticism

Works effectively and cooperatively with others

**Comments:**

Highly	Effective	Minimally	Ineffective
Effective		Effective	

**E. Fiscal Management:**

—	—	—	—
---	---	---	---

Assesses the fiscal needs of all programs prior to allocating funds

Implements District accounting procedures

Involves colleagues in budget development

**Comments:**

Highly	Effective	Minimally	Ineffective
Effective		Effective	

**F. Communication Skills:**

—	—	—	—
---	---	---	---

Facilitates effective staff, student and parent communications

Communicates with parents about school programs

Communicates effectively with central office staff

**Comments:**

Highly	Effective	Minimally	Ineffective
Effective		Effective	
—	—	—	—

**G. Dependability and Enthusiasm:**

Attends appropriate District meetings

Performs assigned duties promptly and effectively

Maintains a positive attitude

**Comments:**

Highly	Effective	Minimally	Ineffective
Effective		Effective	

**H. Pupil Attendance & Community Relations:**

—	—	—	—
---	---	---	---

*Procedures in place to encourage,  
increase (if needed), and  
maintain student attendance.*

Encourages and facilitates community and  
parent involvement in school functions

Effectively communicates District and school  
goals with community

Maintains the respect and support of the  
community

Seeks community advice for the improvement  
of the educational environment

**Comments:**

Highly	Effective	Minimally	Ineffective
Effective		Effective	
_____	_____	_____	_____

**I. Effectiveness in Organizing and Planning**

Possesses effective organizational skills for the job

Possesses & promotes visionary thinking

Uses time efficiently

Establishes appropriate and effective follow-up procedures

**Comments:**

Highly Effective      Effective      Minimally Effective      Ineffective

**J. Development of Professional Staff**

\_\_\_\_\_

**& Evaluation Proficiency:**

Mentors current and future administrators

Coaches and mentors others as appropriate

*Evaluates performances of professional staff effectively*

*Designee (ie.assistant principal)trained and effectively evaluates professional staff*

**Comments:**

Highly Effective      Effective      Minimally Effective      Ineffective

**K. Routine Administrative Responsibility:**

\_\_\_\_\_

Communicates expectations and effectively supervises the maintenance of buildings, grounds and equipment

Prepares and submits reports and forms required by federal, state and local authorities

Administers terms and master agreement contracts

Organizes and implements effective building operation procedures

**Comments:**

#### **L. School's Performance Objectives**

1. Student academic growth will be based on an average increase of: **(see table 1)**
  - Math and Reading scale scores on the MEAP
  - Composite mean scale scores on the EXPLORE
  - Decreased failure rates
  
2. Change in classroom practice due to professional development:
  - Will be measured using an observation checklist
  - Created by staff
  - Regarding instructional strategy implementation
  
3. Increase in positive culture and climate will be measured by :
  - Increased attendance
  - Decrease referrals/suspensions
  - Decrease in behavior referrals

**Table One**

- 2012 Fall Reading and Math 7th and 8th grade MEAP mean scale scores will reflect an increase of 5+ points=***highly effective***
- 2012 Fall Reading and Math 7th and 8th grade MEAP mean scale scores will reflect an increase of 3-5 points=***effective***
- 2012 Fall Reading and Math 7th and 8th grade MEAP mean scale scores will reflect an increase of 1-2 points=***minimally effective***
- 2012 Fall Reading and Math 7th and 8th grade MEAP mean scale scores will reflect a regression of mean score points=***ineffective***
  
- 8th grade 2013 Spring EXPLORE Composite mean scale scores will reflect an increase of 5+ points=***highly effective***
- 8th grade 2013 Spring EXPLORE Composite mean scale scores will reflect an increase of 3-5 points=***effective***
- 8th grade 2013 Spring EXPLORE Composite mean scale scores will reflect an increase of 1-2 points=***minimally effective***
- 8th grade 2013 Spring EXPLORE Composite mean scale scores will reflect no increase or regression in points=***ineffective***

\*Staff will set the measurement for the rest performance objectives.

**M. SPECIFIC PERFORMANCE GOALS TO IMPROVE EFFECTIVENESS FOR THE NEXT SCHOOL YEAR**

**N. RECOMMENDED TRAINING/PROFESSIONAL DEVELOPMENT FOR THE NEXT SCHOOL YEAR**

*All above items in italicized print are mandated by Revised School Code 1249*

**Overall Rating and Recommendations**

Additional areas of strengths may be noted on an appendage to this form. An Individual Development Plan may be attached to this evaluation. The plan will include required changes and/or activities necessary to improve the administrator's performance.

Highly Effective

Minimally Effective

Effective

Ineffective

**Comments:**

Renewal of Contract

First Year of Conditional Contract

Renewal of Conditional Contract

Non renewal of Conditional Contract

EMPLOYEE COMMENT SECTION (To Be Completed By Employee)

---

Building Administrator Signature

---

Date

SIGNATURE:

---

Evaluating Supervisor

---

Date

PORT HURON AREA SCHOOL DISTRICT  
PORT HURON, MICHIGAN  
EVALUATION OF PROFESSIONAL STAFF

Teacher received \_\_\_\_\_

Initial and date

Name \_\_\_\_\_ Date \_\_\_\_\_

Building \_\_\_\_\_ Grade or Subject \_\_\_\_\_

<u>Evaluator</u>	<u>Date of</u> <u>Observation</u>	<u>Time Spent in</u> <u>Classroom</u> <u>Observation</u>	<u>Lesson Observed</u>
------------------	--------------------------------------	--	------------------------

- Scale:
- |    |                     |   |
|----|---------------------|---|
| 1. | HIGHLY EFFECTIVE    | Exceptional performance in the area measured              |
| 2. | EFFECTIVE           | Often exceeds in the performance of the area measured     |
| 3. | MINIMALLY EFFECTIVE | Performs minimal responsibilities in an acceptable manner |
| 4. | INEFFECTIVE         | Often deficient in the area measured                      |
| N. | NOT OBSERVED        |   |

The **final, year-end** evaluation is based on all observations conducted throughout the year.

Circle the number or letter which best expresses your rating. It is important that supporting statements be presented in each area. Where necessary, use additional sheets. See page 7 for explanation of terms used in evaluation.

**I. STUDENT GROWTH**

**1      2      3      4      N**

Student growth assessments used to determine rating (3 years of data, if available):

*(Examples of Acceptable Student Growth Measures, but not limited to: MEAP Scaled Scores, MLPP, DIBELS, Student Performance Project Based, Portfolios, Pre & Post Tests, IEP Goals, MI-Access, Brigance Inventory, Woodcock Johnson, KTEA, MME Scaled Scores, and ACT Work Keys.)*

Supporting Statements:

Assessments Used:

**II. TEACHING QUALIFICATIONS**

**A.      Variety of teaching techniques**

**1      2      3      4      N**

Supporting Statements:

**B.      Knowledge of subject matter**

**1      2      3      4      N**

Supporting Statements:

**C.      Well-planned and organized  
         classroom activities**

**1      2      3      4      N**

Supporting Statements:

<b>D.</b>	<b>Sensitivity to each student's needs and problems</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N</b>
-----------	---	----------	----------	----------	----------	----------

Supporting Statements:

<b>E.</b>	<b>Classroom Management</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N</b>
-----------	-----------------------------	----------	----------	----------	----------	----------

Supporting Statements:

<b>F.</b>	<b>Fulfills Professional Responsibilities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N</b>
-----------	---	----------	----------	----------	----------	----------

Supporting Statements:

<b>G.</b>	<b>Exhibits Willingness to go beyond assigned task</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N</b>
-----------	--	----------	----------	----------	----------	----------

Supporting Statements:

**III. STRONGEST ASSETS**

**IV. SPECIFIC PERFORMANCE GOALS TO IMPROVE EFFECTIVENESS FOR THE NEXT SCHOOL YEAR**

**V. RECOMMENDED TRAINING/PROFESSIONAL DEVELOPMENT FOR THE NEXT SCHOOL YEAR**

**VI. SELECTED ACTIVITIES WHICH HAVE CONTRIBUTED TO THIS TEACHER'S PROFESSIONAL GROWTH SINCE THE LAST EVALUATION.**



The following are some suggested explanations of the terms used in the evaluation.

## I. STUDENT GROWTH

Shall be measure by national, state or local assessments and other objective criteria.

See Teaching Qualifications The Professional Standards for Michigan Teachers statements in sections A, B, C, D, E, F, G below.

## II. TEACHING QUALIFICATIONS

### A. Variety of teaching techniques – looks for and uses new approaches to vary class work.

- Demonstrated Pedagogical Skills
  - Ability to impart that knowledge through: planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom.
- (2A) Apply knowledge of human growth, development, and learning theory to design and implement instruction for the continuing development of students' cognitive, affective, physical, emotional, and social capacities
- (2C) Understand the connections between instructional decisions, grading, and assessment data. Use formal and informal, as well as formative and summative, assessments to evaluate learning and ensure the academic achievement of all students.
- (2F) Design and implement instruction based on Michigan curriculum standards, using multiple approaches to accommodate the diverse backgrounds, abilities, and needs of students, and modify instruction based on assessment data.
- (3D) Design instruction so that students are engaged in actively integrating and transferring knowledge across the curriculum.
- (3F) Evaluate, adapt, and modify instructional strategies, technologies, and other educational resources to enhance the learning of each student
- (3G) Embrace teaching through appropriate and creative activities utilizing instructional techniques that are supported by current research.
- (4F) Use a variety of teaching methodologies and techniques (e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities, and technology- enhanced lessons), and objectively assess the effectiveness of various instructional approaches and teacher actions for impact on student learning.

### B. Knowledge of subject matter – brings adequate, scholarly preparation to the field of assignment, and continues to develop his scholarship

- Demonstrated Pedagogical Skills
  - Knowledge of subject area
  - Ability to impart that knowledge through: planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, **and** managing a classroom.
- (2F) Design and implement instruction based on Michigan curriculum standards, using multiple approaches to accommodate the diverse backgrounds, abilities, and needs of students, and modify instruction based on assessment data.

### C. Well planned and organized classroom activities – plans purposeful activities to meet the needs and abilities of the students.

- Demonstrated Pedagogical Skills
  - Ability to impart that knowledge through: planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom.
  - Consistent preparation to maximize instructional time

- (2H) Exercise informed judgement in planning and managing time and resources to attain goals and objectives
- (3A) Design and implement instruction aligned with the Michigan curriculum standards, Universal Education Vision and Principles, and the Michigan Educational Technology Standards;
- (3B) Create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and provide connections beyond the classrooms to promote substantive conversation and clear structured writing among teachers and learners regarding subject matter acquisition;
- (3C) Help each student to learn how to safely and responsibly access and use resources to become a discerning independent learner and problem solver (e.g., print materials, information technology, assistive technology);
- (3D) Design instruction so that students are engaged in actively integrating and transferring knowledge across the curriculum;
- (3E) Engage students in activities that demonstrate the purpose and function of subject matter to make connections to the world beyond the classroom and enhance the relationship and relevance to a global society;
- (3F) Evaluate, adapt, and modify instructional strategies, technologies, and other educational resources to enhance the learning of each student.
- (3G) Embrace teaching through appropriate and creative activities utilizing instructional techniques that are supported by current research.
- (4A) Engage students in meaningful learning experiences while maximizing the use of instructional time;

**D. Sensitivity to each student's needs and problems** – provides for individual differences.

- (2B) Assess learning and differentiate instruction to maximize student achievement and to accommodate differences in backgrounds, learning modes, disabilities, aptitudes, interests, and levels of maturity;
- (2D) Discern the extent to which personal belief systems and values may affect the instructional process and grading, and adjust instruction and interactions accordingly;
- (2E) Differentiate instruction in an environment that facilitates each student's learning and access to an equitable education;
- (2F) Design and implement instruction based on Michigan curriculum standards, using multiple approaches to accommodate the diverse backgrounds, abilities, and needs of students, and modify instruction based on assessment data;
- (2G) Understand, design, and implement grading processes and assessments, using multiple approaches to accommodate diverse backgrounds, abilities, and needs of students;
- (2J) Design, adopt, implement, and *advocate for* accommodations including assistive communicative devices, assistive technologies, and multiple strategies to enhance learning opportunities according to each student's needs.
- (3F) Evaluate, adapt, and modify instructional strategies, technologies, and other educational resources to enhance the learning of each student;
- (4B) Structure the classroom environment to promote positive peer interactions and positive self-esteem, to ensure that each student is a valued participant in an inclusive learning community;
- (4D) Design and implement a classroom management plan that utilizes respectful disciplinary techniques to ensure a safe and orderly learning environment, (e.g., instructional procedures utilizing the concepts presented in the SBE's Positive Behavior Support policy, 2006) which is conducive to learning and takes into account diverse needs of individual students.
- (5D) Analyze the effects of teacher dispositions, decisions, and actions upon others (e.g., families, other personnel, and all students, including those with disabilities) and adjust interactions accordingly;
- (5H) Participate in the development of individualized plans for students with disabilities (Individual Education Plan (IEP)).

**E. Classroom Management** – is consistent in policy, firm but friendly, develops effective class morale, provides healthy classroom climate for learning.

- Demonstrated Pedagogical Skills
  - Ability to impart that knowledge through: planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom.
- (4A) Engage students in meaningful learning experiences while maximizing the use of instructional time;
- (4B) Structure the classroom environment to promote positive peer interactions and positive self-esteem, to ensure that each student is a valued participant in an inclusive learning community;
- (4C) Construct a learning environment and grading process where both teacher and students have high expectations and mutually understand what is expected of each other to foster optimal achievement of all students;
- (4D) Design and implement a classroom management plan that utilizes respectful disciplinary techniques to ensure a safe and orderly learning environment, (e.g., instructional procedures utilizing the concepts presented in the SBE's Positive Behavior Support policy, 2006) which is conducive to learning and takes into account diverse needs of individual students.
- (4E) Understand and uphold the legal and ethical responsibilities of teaching (e.g., federal and state laws and SBE policies pertaining to positive and effective learning environments, appropriate behavioral interventions, student retention, truancy, child abuse, safety, first aid, health, and communicable disease);
- (4F) Use a variety of teaching methodologies and techniques (e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities, and technology-enhanced lessons), and objectively assess the effectiveness of various instructional approaches and teacher actions for impact on student learning;
- (4G) Establish a learning environment which invites/welcomes collaborative teaching practices;
- (4H) Differentiate between assessment and evaluation procedures and use appropriately.

**F. Fulfills Professional Responsibilities** – has ability to inspire student's enthusiasm for learning, indicates pride in chosen profession to his colleagues and to the public.

- Teacher-Pupil relationship – makes students feel they are important and wanted in class.
- Teacher-Administrator relationships – accepts school policies, follows them while in effect, has sound reason for any opposition, brings counter-suggestions.
- Teacher-Parent relations - willingly consults with parents regarding student's needs and presents a positive image of the education program.
- Teacher-Consultant relationship – seeks consultant's ideas, is willing to try them, and adapts those suitable to own classroom situation.
- Teacher-Teacher relationships – is considerate of other teachers, willing to share ideas, appreciative of good teaching, makes a point of becoming acquainted with new staff, has ability to discuss professional competencies intelligently.
- (5D) Analyze the effects of teacher dispositions, decisions, and actions upon others (e.g., families, other personnel, and all students, including those with disabilities) and adjust interactions accordingly;
- (5E) Embrace and model teaching as a lifelong learning process and continue efforts to develop professionally.
- (6B) Synthesize a teacher's role in a changing society with the evolution of educational foundations and policy perspectives;
- (6F) Participate with professional educators, school personnel, and other stakeholders in collaborative and cooperative planning, decision-making, and implementation, to improve educational systems at all levels.

**G. Exhibits Willingness to go Beyond Assigned Task**

- This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance.

- **These statements are taken directly or adapted from *The Professional Standards for Michigan Teachers*, adopted by State Board May 13, 2008 and from MCL 380.1248.**

**APPENDIX B**  
**COPY AND PASTE YOUR:**

Professional Development Calendar or Timeline  
(unlimited characters)

**Port Huron Area School District**  
**Central Middle School**

The following is a professional development progression that outlines the next three years of professional development for Central Middle School. Upon completion of allocations, master scheduling and the recommitment of Central Middle School staff in April, the professional development for the 2012-13 CMS staff will commence. This progression was created to reinforce the importance of deeply understanding standards and expectations the teachers have with regard to professional development. These aren't items to be "checked off a list" and move onto the next. Some PD might take longer to understand and implement into practice, therefore dates are more general and the principal and leadership team will have autonomy to execute the professional development as needed.

Those items highlighted in pink have already commenced.

Those items highlighted in yellow will be the first items for training, Spring 2012.

Those items highlighted in blue will be the next items for training, Fall 2012.

Those items highlighted in green will begin Winter/Spring 2013.

Those items highlighted in gray will begin Summer/Fall of 2013.

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

Content Area	Instruction					School Wide Positive Behavior Support	Teacher Leader
	Rigor/Relevance Relationships	Co-Teaching	Content Literacy	Curriculum	Assessment		
PD Progression	Mission, vision, belief statements	Identification of co-teaching pairs and teambuilding	Rigorous and Relevant Literacy Part 1	Middle School ELA curriculum committee-Best Practice Study	Creating a balanced assessment system	Establishing behavior team	R/R/R Leadership Training
	Rigor and Relevance Framework	Shared ownership and parity in the co-taught classroom	Evaluation of Initial content Literacy Strategies	Common Core State Standards-ELA/MATH	Initial NWEA Training	Provide SWPBIS training to entire staff	Coaching Heavy/Coaching Light
	Planning Rigorous and Relevant Instruction	Topics for co-teachers to discuss, creating a teacher's model for co-teaching	Identification of strategies that best impact student data	Best Practice Curriculum Mapping/Development	Formative assessment training	Implementing a multi-tiered model of behavior support	Building Teams
	Rigorous engagement strategies	Co-Teaching, models, framework and background	Content literacy strategies with Lin Kuzmich	Identification of essential questions and material purchase	NWEA data analysis	Identifying and teaching behavior expectations	Building Trust
	Initial training on math and reading interventions and stretch learning	Evaluate co-teaching model and analysis of co-taught student data	Job embedded PD specific content literacy strategies	Training for entire ELA staff	Rewrite 7 <sup>th</sup> and 8 <sup>th</sup> grade math formative assessment pieces	Monitoring behavior expectations and SWIS data	New Teacher Induction-Building Level
	Gathering data on implementation of rigorous and relevant instruction		Evaluate content literacy strategies and analysis of data	WriteWell training for entire ELA staff		CHAMPS: Classroom Management	
			Job embedded PD specific content literacy strategies	Analyze EXPLORE data to impact curriculum and instruction		Bully Prevention	

Student Success coach analyzes behavior data and SWPBIS and devises PD plan

**Central Middle School**

Content Area	Instruction					School Wide Positive Behavior Support	Teacher Leader
	Rigor/Relevance Relationships	Co-Teaching	Content Literacy	Curriculum	Assessment		
<b>PD Progression</b>							
<b>Monthly PD/Data Analysis Loop</b>	Implementation Support	Implementation Support	Implementation Support	Implementation Support	Implementation Support	Implementation Support	Implementation Support
	Evaluation of rigorous	Evaluation of co-teaching	Evaluation of content literacy strategies and analysis of data	Evaluation co-teaching model and analysis of	Analyze EXPLORE data to impact		



**REDESIGN PLAN TEMPLATE**

	and relevant instruction and analysis of data	model and analysis of data		data	student success		
	Provide individualized job embedded PD for all staff as it relates to Rigorous and Relevant instruction, interventions, and stretch learning.	Provide individualized job embedded PD for all staff as it relates to co-teaching	Provide individualized job embedded PD for all staff as it relates to content literacy.	Provide individualized job embedded PD for all staff as it relates to curriculum development and alignment	Provide individualized job embedded PD for all staff as it relates to balanced assessment and data analysis	Provide individualized job embedded PD for all staff as it relates to SWPBIS	Provide individualized job embedded PD for all staff as it relates to building leadership capacity.

**School**

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REDESIGN PLAN TEMPLATE  
012-13 School Schedule

Tuesday	Wednesday	Thursday
<b>7:35 am – 3:25 pm- All Students and Teachers</b>		
Morning Meeting Regular courses  Intervention/ Stretch Learning	Morning Meeting Regular courses  Intervention/ Stretch Learning	Morning Meeting Regular courses  Intervention/ Stretch Learning

Monday	Friday
<b>7:35 am – 2:05 pm- Students 2:15 pm - 3:15 pm-Teachers</b>	
Regular courses  Collaboration	Regular courses  Collaboration

### Student Schedule

PERIOD	MONDAY [7:35–2:05]	TUESDAY [7:35–3:25]	WEDNESDAY [7:35–3:25]	THURSDAY [7:35–3:25]	FRIDAY [7:35–2:05]
<b>Morning Meeting</b> [7:35–7:50]		Morning Meeting	Morning Meeting	Morning Meeting	
<b>1<sup>st</sup></b> M, F [07:35–08:35] T-TH [07:50–08:48]	ELA	ELA	ELA	ELA	ELA
<b>2<sup>nd</sup></b> M, F [08:39–09:35] T-TH [08:52–09:50]	PRE-ALGEBRA 7	PRE-ALGEBRA 7	PRE-ALGEBRA 7	PRE-ALGEBRA 7	PRE-ALGEBRA 7
<b>3<sup>rd</sup></b> M, F [09:39–10:35] T-TH [09:54–10:52]	SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE
<b>4<sup>th</sup></b> M, F [10:39–12:05] T-TH [10:56–12:26]	WORLD LANGUAGE	WORLD LANGUAGE	WORLD LANGUAGE	WORLD LANGUAGE	WORLD LANGUAGE
<b>5<sup>th</sup></b> M, F [12:09–1:05] T-TH [12:30–1:28]	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES
<b>6<sup>th</sup></b> M, F [01:09–2:05] T-TH [1:32–2:30]	ART	ART	ART	ART	ART
<b>Cougar Challenge</b> T,W,Th [2:34–3:25]		INTERVENTION STRETCH LEARNING	INTERVENTION STRETCH LEARNING	INTERVENTION STRETCH LEARNING	

PERIOD	MONDAY [7:35–2:05]	TUESDAY [7:35–3:25]	WEDNESDAY [7:35–3:25]	THURSDAY [7:35–3:25]	FRIDAY [7:35–2:05]
<b>Morning Meeting</b> [07:35–07:50]		<b>Morning Meeting</b>	<b>Morning Meeting</b>	<b>Morning Meeting</b>	
<b>1<sup>st</sup></b> M, F [07:35–08:35] T-TH [07:50–08:48]	MATH	MATH	MATH	MATH	MATH
<b>2<sup>nd</sup></b> M, F [08:39–09:35] T-TH [08:52–09:50]	MATH	MATH	MATH	MATH	MATH
<b>3<sup>rd</sup></b> M, F [09:39–10:35] T-TH [09:54–10:52]	TEACHER PREP Collaboration Teacher Discretion				
<b>4<sup>th</sup></b> M, F [10:39–12:05] T-TH [10:56–12:26]	MATH	MATH	MATH	MATH	MATH
<b>5<sup>th</sup></b> M, F [12:09–1:05] T-TH [12:30–1:28]	MATH	MATH	MATH	MATH	MATH
<b>6<sup>th</sup></b> M, F [01:09–2:05] T-TH [1:32–2:30]	MATH	MATH	MATH	MATH	MATH
<b>Cougar Challenge</b> T,W,Th [2:34–3:25]		Intervention Block	Intervention Block	Intervention Block	
<b>Teacher Collaboration</b> <b>2:15-3:15</b>	<b>Teacher Collaboration</b> <b>2:15-3:15</b>	Collaboration Teacher Discretion	Collaboration Teacher Discretion	Collaboration Teacher Discretion	<b>Teacher Collaboration</b> <b>2:15-3:15</b>

**MEMORANDUM OF UNDERSTANDING**

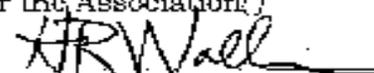
**Between the  
Port Huron Education Association  
And the  
Port Huron Area School District.**

Beginning in the 2012-2013 school year and effective for the duration of a school's designation as a **Persistently Low Achieving School (PLA)**, the Port Huron Area School District Board of Education and the Port Huron Education Association agree as follows;

- Instructional time will be increased by four (4) hours per week, professional collaboration by one (1) hour per week, and summer professional development by three (3) days. The addition of the (four) 4 hours per week instructional time and one (1) hour of professional collaboration time per week will be compensated at \$30 per hour, while the summer professional development days will be uncompensated at the rate of \$100 per day.
- The provisions of Article V, A., 1., 2., and 3., shall not apply during the existence of an approved redesign plan. Determination of such staff meetings will be decided by the leadership council with input from the membership.
- If it becomes necessary for the Parties to deviate from additional collective bargaining agreement provisions not already addressed in this Memorandum of Understanding in order to implement a redesign plan, the Parties will reach mutual agreement on applicable changes during the term of the Memorandum of Understanding.

It is recognized and acknowledged that the above provisions have application to any Port Huron school during the term of an approved transformation redesign plan. These provisions and modifications shall remain in effect for the duration of that plan.

Signatures:

	<u>11-22-11</u>
For the Association	Date
	<u>11-22-11</u>
For the District	Date