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GOVERNOR

STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

December 28, 2011

Ms. Pamela Balint, Superintendent  
South Lake Schools  
23101 Stadium Blvd.  
St. Clair Shores, MI 48080

Dear Ms. Balint:

The redesign plan submitted by your team for South Lake High 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>New principal, but rationale is not provided beyond noting "a strong record of success."</p>
<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 checked="" 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 type="checkbox"/> YES</p> <p>Plan states that a collaborative process was 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>Mentions student growth, but does not provide the percentage of growth.</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>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><input 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 personnel that increase 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>Response is minimally developed. It basically restates the requirement rather than providing a description.</p> <p>Opportunities for leaders are not addressed. Include strategies for improvement.</p> <p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</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>No plan or minimal planning is in place to provide staff with job embedded staff development.</p>	<p>A plan is in place, yet it is not job embedded, focused, or lacks a timeline.  Professional development consists of a series of workshop activities that are not connected to the student outcomes indicated in the plan.  Plan includes opportunity for staff to demonstrate new learning about effective teaching.</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.  ✓ Reform seniority rights, and other job protections, to enable quick performance-based dismissals.</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.  ✓ 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.  ✓ The plan indicates that school staff was an integral part of designing the professional development activities to meet instructional needs.  The plan differentiates for the varying needs of school personnel.  ✓ Align professional development with identified needs based on staff evaluation and student performance.</p>	<p>No explanation of what job embedded PD is provided. PLCs are mentioned. Timeline only describes dates and times, limited content is provided.</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p><b>REQUIREMENT 5</b> 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>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 <input type="checkbox"/> YES</p>	<p> <input checked="" type="checkbox"/> Structure professional development to provide adequate time for collaboration and active learning.  <input checked="" type="checkbox"/> Create a school culture in which professional collaboration is valued, emphasized, and fosters a culture of continuous learning.  <b>Professional Development calendar is attached in Appendix B.</b>  <input type="checkbox"/> YES         </p>	<p>Plan is a brief summary. Does not mention mentors, flexibility, recruitment/retention, or plans for new teachers.</p>
<p><b>PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES</b></p>				
<p><b>REQUIREMENT 6</b> 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>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 type="checkbox"/> YES <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 type="checkbox"/> YES <input type="checkbox"/> YES</p>	<p>No description of how the data will be used beyond utilizing to review for gaps. Makes brief mention of common core.</p> <p>Curriculum alignment / development activities are described but no instruction of program identified.</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> <ul style="list-style-type: none"> <li>✓ Plan details PD on data use and describes how teachers have easy access to data on their students.</li> <li>✓ 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.</li> <li>✓ Teachers are trained on data usage and can access assigned student's data with ease.</li> <li>✓ Teachers prepare standards-aligned lessons and differentiated activities.</li> <li>✓ Student learning assessed frequently using standards-based classroom assessments.</li> <li>✓ Parent communications are frequent and include useful information about homework practices.</li> <li>✓ Plan includes varied modes of instruction (teacher-directed whole-class; teacher-directed small group; student-directed small group, etc.).</li> <li>✓ Teachers employ effective classroom management.</li> </ul>	<p>Formative assessment is not addressed beyond saying they support district team.</p> <p>Plan talks about common district summative assessments, data learner meetings, and support/interventions for students. The plan must describe how data will be used to differentiate instruction.</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> <ul style="list-style-type: none"> <li>✓ Use creative strategies to allocate funds or flex schedules to support extended learning time.</li> </ul>	<p>Enrichment activities were not addressed.</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
			<p>All Core academic subjects included.  <input checked="" type="checkbox"/> Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications.  <input checked="" type="checkbox"/> Enrichment activities for all students.  <input checked="" type="checkbox"/> Assess areas of need, select programs, and strategies to be used and identify community partners. Create and sustain partnerships to support extended learning.  <input checked="" type="checkbox"/> 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.            Collaboration time for all teachers.  <input checked="" type="checkbox"/> Ensure that teachers use extra time effectively when extended learning is implemented within the school program by providing targeted PD.  <b>The following schedules are attached in Appendix C.</b> <ol 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> </ol> </p>	<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> <p>Unclear what the PD is.</p>

<b>TRANSFORMATION REQUIREMENT 9</b> Provide ongoing mechanisms for family and community engagement.	<b>GETTING STARTED</b> <input type="checkbox"/> YES Plan gives minimal information regarding how families and the community will be involved.	<b>PARTIALLY COMPLIANT</b> <input type="checkbox"/> YES Plan gives some information about how families and/or the community will be engaged in the transformation efforts.	<b>COMPLIANT</b> <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>COMMENTS</b> Family and community engagement activities are not related to transformation 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 checked="" type="checkbox"/> YES Plan describes some details pertaining to the operational flexibility that the district will provide to the school.	<input type="checkbox"/> YES Plan details the operational flexibility in staffing, calendars, time, and budgeting. ✓ Align resource allocation (money, time, human resources) with the school's instructional priorities. ✓ Negotiate union waivers if necessary. ✓ Consider establishing a turnaround office or zone to also include transformation and other models. ✓ Examination of current district policies and structures related to central control and make modifications to fully support transformation. ✓ Re-orient district culture toward shared responsibility and accountability, and establish performance objectives for the school.	Plan only outlines the authority of the administration, rather than going into detail about the operational flexibility.
<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 checked="" 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 type="checkbox"/> YES Plan details how district will support the school's reform efforts.  <input 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: • ISD • MDE • External Provider	Plan identifies providers/partners, but offers no detail as to the type of assistance that will be provided.

**PART E: RUBRIC REVIEW OF OVERALL PLAN**

<b>TRANSFORMATION REQUIREMENT 12</b>	<b>GETTING STARTED</b>	<b>PARTIALLY COMPLIANT</b>	<b>COMPLIANT</b>	<b>COMMENTS</b>
<p>Plan is clear and cohesive.</p>	<p>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.</p> <p align="right"><input type="checkbox"/> YES</p>	<p>Planning appears to be complete for year 1, but years 2 &amp; 3 are not well spelled out. Minimal reference is made to the longer term plan to sustain improvements after the end of the plan.</p> <p align="right"><input checked="" type="checkbox"/> YES</p>	<p>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.</p> <p align="right"><input type="checkbox"/> YES</p>	

**SCHOOL INFORMATION**

District: South Lake Schools  
 School Name: South Lake High School  
 Address: 21900 East Nine Mile Road, St. Clair Shores, MI 48080  
 School Code: 3520

**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:

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

**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.

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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)  
The building principal was removed at the end of the 2010 - 11 school year. A new principal, Carmen Kennedy, was hired in August of 2011 with a strong record of success in the Grosse Pointe Schools. Ms. Kennedy will lead the High School through the transformation model and will work closely with the Michigan Department of Education and the Macomb Intermediate School District.
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)  
South Lake Schools and South Lake Schools Education Association (SLEA) collaborated with teachers and administrators to develop a new evaluation system over a period of four years. A committee comprised of Central Office administrators, Building administrators, and Elementary/Middle School/High School teachers began this process during the 2008-2009 school year. This committee convened again on numerous occasions during the 2009-10 and 2010-11 school years to finalize revisions in evaluation procedures, documentation, and the incorporation of student data and student growth progress using state, district, and local assessments. Due to new State mandates, Central Office administrators and SLEA representatives met at the start of the 2011-12 school year to finalize the incorporation of student growth as a "significant factor" in the overall evaluation of each teacher and include "Highly Effective", "Effective", "Minimally Effective", and "Ineffective" teacher effectiveness ratings. Building administration will also set time aside to evaluate all teachers' professional goals as well as student performance.  
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)

South Lake Schools has established that if a teacher is considered "Highly Effective", then he/she will receive a \$100 stipend which can be used to purchase materials and supplies for their classroom. Highly Effective is defined as meeting all aspects of the teachers' individualized development plan, which includes professional domains and student achievement/growth goals. The evaluation system for South Lake Schools is aligned with all State mandated legislation and teachers evaluated as "Minimally Effective" or "Ineffective" will be provided the support/resources needed to improve or counseled out of teaching.

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)

Based upon the analysis of multiple sources of data, including MEAP, ACT, PLAN, MME, and data collected from the Scholastic Reading Inventory, some South Lake High School students have demonstrated deficiencies in the areas of reading and mathematics. In order to meet the needs of all students and teachers, South Lake Schools implemented a data team model through the use of Professional Learning Communities (PLCs). Teams were established by content area and will follow the data team process of identifying essential core concepts; creating common assessments and setting goals; analyzing assessment data by concept and student; identifying interventions and enrichments; and reporting out results to their team and the principal. Teams will continually repeat this process throughout each school year. Teams are allotted 17 PLCs for 90 minutes each for collaboration, data analysis, and work time. After each meeting, the team leader will send an accountability report to the principal. Additionally, sixty minutes per month of staff meeting time is dedicated to professional development that is aligned with North Central Accreditation goals and building-wide initiatives.

In addition to job-embedded professional development, PD opportunities are available to teachers based upon student achievement data and teacher Individualized Development Plan (IDP) goals.

In terms of a school-wide approach to instructional reform, South Lake High School is in the first year of implementing multiple systems of student support with the help of the Michigan Behavior and Learning Support Initiative (MiBLSi) grant. School administration, teachers, a Central Office representative, and consultants from the Macomb Intermediate School District will regularly meet to facilitate the implementation of an intervention system at South Lake High School. Universal screening is currently being implemented in reading through the use of the Scholastic Reading Inventory.

Additionally, the staff and administration will implement a plan that:

1. Personalizes the school environment using small learning communities; advisory programs for all students; and culturally responsive teaching/instructional strategies
2. Connects students directly to the world beyond school using community-based learning; one-on-one relationships with adults in careers; career exploration embedded in the curriculum; and hands-on experience with technology
3. Inspires teacher ownership through common planning time for teacher teams; teachers in leadership roles; support and resources for teachers' learning; and training for effective small group process
4. Achieves our mission of developing students who are inquirers, learners, and have the knowledge and skill necessary to be successful, valuable citizens in our community, our state, and the global society using: common core goals across the curriculum; curriculum integration across vocational and academic areas; cross-curricular standards developed and assessed internally; assessment focused on what students understand and can do; field experiences that connect with academics, and vice-versa; and program standards that allow all students to qualify for four-year college

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)

South Lake Schools will provide the following opportunities to High School staff members in order to meet the needs of its students:

1. Staff members who achieve a "Highly Effective" evaluation rating will receive additional funds for classroom materials
2. Select staff members will receive updated classroom technology equipment
3. Select teachers will participate in the Galileo Teacher Leadership Program (paid by the district)
4. Staff members have opportunities to attend professional development trainings at no cost
5. Staff members with advanced degrees (MA, MA+15, MA+30, and Ed. Specialist) receive additional compensation

## **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)

After a review of student achievement data, it has been determined that the areas of weakness are in mathematics and reading achievement. To address mathematics, teachers are attending Common Core Standards Rollout Training held at the Macomb Intermediate School district. After this training, grade level representatives will form a district mathematics steering committee where the complete scope and sequence of math instruction will be analyzed and aligned to the Common Core State Standards. New curriculum maps, unit plans, and common assessments will be

created and implemented. Current resources will be reviewed for gaps and new resources acquired as needed. Students identified with skill deficiencies in mathematics will attend support classes daily beginning with the 2012-13 school year.

To address the area of reading, South Lake Schools will implement a data driven/needs based intervention model. Teachers will regularly screen all students in the fall, winter, and spring using the Scholastic Reading Inventory. Students with the highest need will attend a reading support class daily for the 2012-13 school year. All students will also receive support in every classroom through the use of school-wide reading strategy initiatives.

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)

All professional staff will regularly participate in data team meetings, staff meetings, and School Improvement/NCA meetings to analyze student achievement data to inform instructional/assessment/curricular decisions. In addition, South Lake High School will continue to utilize the PLC model for professional collaboration and data analysis at each content level.

South Lake Schools also supports a district-wide formative assessment team in conjunction with the statewide Formative Assessment for Michigan Educators (FAME) initiative. This team will meet monthly to discuss the development of learning targets and the integration of formative assessment strategies such as: Goal Setting, Peer Assessment, Self Assessment, Activating Prior Knowledge, and the Appropriate Use of Feedback.

South Lake High school staff will implement unit based common assessments for all core classes using a pre and post test model. This will allow staff to accurately measure student growth. Elective class teachers will develop unit based common assessments and begin implementation during the 2012-13 school year.

In addition, South Lake Schools will implement the Macomb Intermediate School District's plan to assess every student in grades seven through eleven using a standardized benchmarking assessment. The seventh grade students will take a decommissioned EXPLORE; eighth grade students will take the EXPLORE; ninth grade students will take the PLAN; and tenth grade students will take a decommissioned ACT. The data collected each year will be used to predict the probability of success on the ACT/MME. Students identified with a low probability of success will receive appropriate support and/or interventions to ensure success.

### **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)

South Lake High School will add 35 minutes of instructional time to each school day (not to exceed 7.5 hours per day), add a seventh period of instruction, and modify the student calendar. This will increase the total instructional time to 1228.625 hours for the 2012-13 school year.

The additional 35 minutes of instruction will increase every student's daily instructional minutes to 415. The student day will begin at 7:30 AM and end at 3:00 PM with a 30 minute lunch period.

The addition of a seventh period of instruction for all students will allow greater flexibility for administration, staff, and students when scheduling. This extra class period will provide the opportunity for all students to have additional support classes/academic intervention, core academic classes, teacher-to-student and student-to-student mentoring, and/or additional elective instruction.

Days of instruction will also be modified in the student calendar to accommodate greater instructional time (i.e., half days of instruction will change to full days of instruction).

South Lake High School teachers will work a total of 25.5 hours in Professional Learning Communities developing interventions that will be implemented to meet student needs based on strategic and progress monitoring data. Staff will work together to review student work and adjust lesson delivery as needed. This time will enable the staff to respond to students quickly and effectively as needs arise. Attach a copy of the school schedule, sample student schedule, and teacher collaboration schedule or executed addendum to support the implementation of the extended learning time model 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)

South Lake High School staff will engage the public in a variety of ways: through local exhibitions of student work, through parent committees and newsletters, through family events that celebrate the school, and by inviting parents to serve as worksite mentors or tutors. Moreover, the staff will involve students/community in the following projects/activities that address community needs and make use of community resources:

1. Celebration of the Arts-annual celebration of art, instrumental music, and vocal music
2. Cavalier Connections-monthly meeting with community and administration
3. St. Clair Shores Youth Diversity Council-a nonprofit organization that works with students in South Lake, Lake Shore, and Lakeview districts in order to celebrate and recognize diversity in the community

4. CTE Advisory Council-Marketing, Culinary Arts, and Automotive Technology staff hold an advisory committee meeting biannually for the purpose of reviewing CTE programming with community stakeholders to ensure programs are meeting the needs of the community
5. LINK Mentoring Program-ninth grade students are paired with upper class students
6. Character Education Program
7. Cavalier Summer Enrichment Program
8. Turn Around Program – identifies at risk students, provide more support and open lines of communication with teachers, counselors, student and parent

**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 administrative team will have the autonomy to:

1. Determine teaching assignments based on student achievement results
2. Place the most highly effective teaching staff with the most at-risk student population
3. Develop a flexible schedule to meet the identified needs of students
4. Determine the need for additional services (i.e., after school tutoring sessions at no cost to the students)
5. Utilize instructional support staff as dictated by student need
6. Implement an "Early Warning" system to identify potential high school dropouts
7. Implement appropriate interventions, including Response to Intervention (RtI), to address individual student needs

- 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.)

South Lake Schools Director of Secondary Curriculum will work with the consultants at the Macomb Intermediate School District and staff teams to coordinate Technical Assistance and other related support. The Director of Secondary Curriculum, School Improvement Team/NCA members, Central Office administration, and MISD consultants will also meet on a regular basis to discuss the implementation of the Transformation Plan and problem solve any issues that may arise.

**TRANSFORMATION SCHOOLS WILL STOP HERE.  
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, sample student schedule, and teacher collaboration schedule or executed addendum to support the implementation of the extended learning time model in Appendix C.

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

**TURNAROUND SCHOOLS WILL STOP HERE.  
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.**

## 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.**

**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)

South Lake Schools

Probationary Teacher Evaluation

#### Purpose of Evaluation

A successful teacher evaluation program must encourage self-reflection and professional growth, and instill a collaborative and trust-filled relationship between teachers and administrators. The teacher and administrator will work together to discuss and reflect on the teacher's performance and professional growth and build on teacher strengths as well as identify possible areas for improvement.

#### Probationary Teachers

South Lake Schools supports the practice of teacher/administrator collaboration for professional growth. The beginning teacher development sequence is designed to assist those beginning teachers and experienced teachers new to South Lake with the initial period of their professional development. As a beginning teacher, the individual is considered to still be developing competency in his/her teaching skills, and our expectations and the ensuing Individual Development Plan will reflect their particular stage of development. Successful growth within this probationary sequence will result in a recommendation to the South Lake School Board for tenure.

#### Probationary Period

The initial probationary period for new teachers who have not previously acquired tenure in a Michigan public school district is five full school years. New teachers who have previously acquired tenure in a Michigan public school system will serve a two year probationary period.

#### Tenure

Prior to the completion of a teacher's probationary period, a recommendation will be made regarding the granting or denial of tenure. Probationary teachers must receive a "Highly Effective" or "Effective" rating within each of the three (3) most recent annual year-end performance evaluations (complying with Section 1249 of the Revised School Code, Art II, Section 2) to attain tenure.

#### Evaluation Procedure

The administration will meet with the probationary teachers to fully explain the IDP and evaluation process within the first two full weeks of school.

Probationary teachers will be formally evaluated annually as required by the Collective Bargaining Agreement. The evaluation will include an Individualized Development Plan (IDP) focusing on the four domains of the Framework for Professional Practice. The teacher will meet with the administrator at a pre-evaluation meeting on or before October 15 with a draft of his/her IDP focus (including 4 goals). The teacher and administrator will mutually agree upon the focus and plan of the IDP.

The administrator will visit the teacher’s classroom a minimum of two (2) times for a minimum of forty (40) minutes per visit. The first visit must be done by December 15 and the second one completed by March 1. Each evaluative visit will be followed by a conference within ten (10) school days. The time and day of all visits for evaluation purposes will be mutually agreed upon by the teacher and administrator. In the final conference, the teacher and administrator will bring their completed evaluation instrument to share and discuss each of the domains of the Framework for Professional Practice and the teacher’s progress in attaining their goals.

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
  - Domain 3: Instruction
- Domain 4: Professional Responsibilities

Completed evaluations are due in the Board Office by March 15.

Teachers have the opportunity to provide evidence of effective professional practice to support the teaching and learning in their classroom. Evidence of effective professional practice may include one or more of the following items:

- Teacher self-assessment
  - Reflection
- Planning documents, unit plans, assessment tasks, lesson plans
  - Teaching artifacts
  - Videotaped lessons
- Parent and community communication
- Logs of professional development activities
  - Logs of school or district projects
    - Samples of student work
- Student achievement or performance data
  - Peer feedback
  - Student surveys
  - Parent surveys

#### Individual Development Plan Form and Evaluation Instrument

The instrument will serve as the IDP form as well as the guide for the evaluation process.

#### Professional Development Form

Critical to the success of teaching is the continuing participation in professional development activities. A listing of each of the professional development activities participated in during the school year should be recorded on the Professional Development form and submitted to the Human Resources Department.

#### Tenured Teacher Evaluation

##### Purpose of Evaluation

A successful teacher evaluation program must encourage self-reflection and professional growth, and instill a collaborative and trust-filled relationship between teachers and administrators. The teacher and administrator will work together to discuss and reflect on the teacher’s performance and professional growth and build on teacher strengths as well as identify possible areas for improvement.

##### Evaluation Procedure

The administration will meet with tenured teachers to fully explain the IDP and evaluation process within the first two full weeks of school. Tenured teachers will be formally evaluated annually a minimum of two times (as required by the Tenure Act) for a minimum of 20 minutes per visit. The evaluation will include an Individualized Development Plan (IDP) focusing on the four domains of the Framework for Professional Practice. The teacher will meet with the administrator at a pre-evaluation meeting on or before October 15 with a draft of his/her IDP focus (including 4 goals). The time and day of all visits for evaluation purposes will be mutually agreed upon by the teacher and administrator. The first visit will take place by January 15 and the second visit by May 1. Completed evaluations are due in the Board Office by May 15.

Each evaluative visit will be followed by a conference within 10 school days. In the final conference, the teacher and administrator will bring their completed evaluation instrument to share and discuss each of the domains of the Framework for Professional Practice and the teacher’s progress in attaining their goals

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
  - Domain 3: Instruction
- Domain 4: Professional Responsibilities

Teachers have the opportunity to provide evidence of effective professional practice to support the teaching and learning in their classroom. Evidence of effective professional practice may include one or more of the following items:

- Teacher self-assessment
  - Reflection
- Planning documents, unit plans, assessment tasks, lesson plans
  - Teaching artifacts
  - Videotaped lessons
- Parent and community communication
- Logs of professional development activities
  - Logs of school or district projects
    - Samples of student work
- Student achievement or performance data
  - Peer feedback
  - Student surveys
  - Parent surveys

#### Directed Plan of Improvement

At the discretion of the building administrator, a teacher may be required to follow a Directed Plan of Improvement (DPI) in lieu of the aforementioned process. A Directed Plan of Improvement is a structured evaluation involving performance objectives established by the evaluator and increased frequency of observation and conferencing.

Prior to implementation of the DPI, the plan will be reviewed by the evaluating administrator, teacher, and human resource director. At the request of the teacher, a union representative may also review the plan. The union will be notified by the human resource director that a teacher has a DPI.

The frequency and duration of evaluative visits and conferences will be outlined in the DPI.  
 The completed evaluation is due in the personnel office by March 15.

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Element            Descriptor

Knowledge of content, prerequisite relationships, and the structure of the discipline  
 Teacher understands the important concepts in the discipline and how these relate to one another along with accurate understanding of prerequisite relationships among topics and concepts

Knowledge of content-related pedagogy    Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline

Component 1b: Demonstrating Knowledge of Students

Element            Descriptor

Knowledge of child and adolescent development and the learning process    Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns

Teacher applies this understanding to the class as a whole and to groups of students.  
 Understanding of students’ skills, knowledge, and language proficiency Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency and displays this knowledge for groups of students

Knowledge of students’ interests, cultural heritage, and special needs as it relates to teaching and learning    Teacher recognizes the value of understanding students’ interests, cultural heritage, and special needs

Component 1c: Setting Instructional Outcomes

Element            Descriptor

Value, sequence,

and alignment    Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning

Clarity All the instructional outcomes are clear, written in the form of student learning Most suggest viable methods of assessment.

Balance    Outcomes reflect several –different types of learning opportunities Suitability for diverse learners

Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups

Component 1d: Designing Student Assessments

Element            Descriptor

Congruence with instructional outcomes

Approach to assessment is aligned with the instructional outcomes in both content and process

Assessment methodologies have been adapted for individual students, as needed

Criteria and standards    Assessment criteria and standards are clear

Design of formative assessments

Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used

Use for planning    Teacher plans to use assessment results to plan for future instruction

Domain 2: The Classroom Environment

Component 2a: Establishing a Culture for Learning

Element            Descriptor

Importance of the content Teacher conveys understanding and importance of the content  
 Expectations for learning and achievement Instructional outcomes, activities and assignments, and classroom interactions convey high expectations  
 Component 2b: Managing Classroom Procedures  
 Element Descriptor  
 Management of instructional groups Group work is well organized and students are engaged productively  
 Management of transitions Transitions occur smoothly, with little loss of instructional time  
 Component 2c: Creating an Environment Conducive to Learning  
 Element Descriptor  
 Expectations for behavior Standards of conduct are clear to all students  
 Monitoring and responding to student behavior Teacher is alert to student behavior

Domain 3: Instruction

Component 3a: Communicating with Students

Element Descriptor

Expectations for learning Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning  
 Directions and procedures Teacher's directions and procedures are clear to students  
 Explanations of content Teacher's explanation of content is appropriate and connects with students' knowledge and experience  
 Component 3b: Using Questioning and Discussion Techniques  
 Element Descriptor  
 Quality of questions Most of the teacher's questions are of high quality  
 Adequate time is provided for students to respond  
 Discussion techniques Teacher creates a genuine discussion among students, stepping aside when appropriate

Student participation Teacher successfully engages students in the discussion

Component 3c: Engaging Students in Learning

Element Descriptor

Learning experiences and assignments Learning experiences and assignments are appropriate to students and most students are cognitively engaged in exploring content  
 Grouping of students Instructional groups are productive and appropriate  
 Knowledge and use of instructional materials and resources Instructional materials and resources are suitable to the instructional purposes and engage students  
 Structure and pacing The lesson has clearly defined structure around which the activities are organized

Pacing of the lesson is appropriate

Component 3d: Using Assessment in Instruction

Element Descriptor

Assessment criteria Teachers inform students of the criteria and performance standards by which their work will be evaluated  
 Monitoring of student learning Teacher monitors the progress of groups of students in the curriculum both summatively and formatively  
 Feedback to students Teacher's meaningful feedback to students is timely and meaningful  
 Student self-assessment and monitoring of progress Teacher encourages students to assess and monitor the quality of their own work against the assessment criteria and performance standards

Component 3e: Demonstrating flexibility and responsiveness

Element Descriptor

Lesson adjustment Teacher makes successful adjustments to a lesson when needed

Responsiveness to students Teacher accommodates students' questions or interests and persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies

Component 3f: Reflecting on Teaching

Element Descriptor

Self-reflection Teacher makes an accurate assessment of a lesson's effectiveness  
Uses in future teaching Teacher makes suggestions of what could be tried another time the lesson is taught

Domain 4: Professional Responsibilities

Component 4a: Maintaining Accurate Records

Element Descriptor

Student completion of assignments and progress in learning Teacher's system for maintaining information on student completion of assignments and progress in learning is effective

Component 4b: Communicating with Families

Element Descriptor

Information about the instructional program Teacher provides information to the families, as appropriate, about the instructional program  
Information about individual students Teacher communicates with families about students' progress, as appropriate, respecting cultural norms, and is available as needed to respond to family concerns

Component 4c: Participating in a Professional Community

Element Descriptor

Collaboration with colleagues and involvement in a culture of professional inquiry  
Collaborations with colleagues are characterized by mutual support and cooperation  
Teacher actively participates in a culture of inquiry

Component 4d: Growing and Developing Professionally

Element Descriptor

Enhancement of content knowledge and pedagogical skill Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill

Component 4e: Showing Professionalism

Element Descriptor

Integrity and ethical conduct Teacher displays high standards of integrity and confidentiality in interactions with colleagues, students, and the school community  
Advocacy Teacher works to ensure that all students receive a fair opportunity to reach their potential

SOUTH LAKE SCHOOLS

Evaluation Cover Page

Name: School:  
Evaluator: Assignment:  
Evaluation Activity Date Admin. Initials Teacher Initials

Signature acknowledges that these evaluation activities occurred.

Signature      Date  
 Teacher:  
 Administrator:  
 SOUTH LAKE SCHOOLS  
 Probationary Teacher Individualized Development Plan

Name:              School:  
 Evaluator:              Assignment:  
 Domain 1      Component      Action Plan and Timeline

Domain 2

Domain 3

Domain 4

Demonstrated Student Growth (Including Student Achievement Data Reflection):

Teacher Professional Practice Reflection:

Administrator Narrative:

Probationary Status/School Year	Effectiveness Rating
	Highly Effective
	Effective
	Minimally Effective
	Ineffective
First Year/2011-12	
Second Year/2012-13	
Third Year/2013-14	
Fourth Year/2014-15	
Fifth Year/2015-16	

Signature acknowledges completion of the evaluation. The teacher is permitted to attach an addendum to the evaluation if there is disagreement.

Signature      Date  
 Teacher:  
 Administrator:

SOUTH LAKE SCHOOLS  
 Tenured Teacher Individualized Development Plan

Name:              School:  
 Evaluator:              Assignment:

Domain 1      Component      Action Plan and Timeline

Domain 2

Domain 3

Domain 4

Demonstrated Student Growth (Including Student Achievement Data Reflection):

Teacher Professional Practice Reflection:

Administrator Narrative:

School Year	Effectiveness Rating	Highly Effective
	Effective	
	Minimally Effective	
	Ineffective	
	2011-12	
	2012-13	
	2013-14	

Signature acknowledges completion of the evaluation. The teacher is permitted to attach an addendum to the evaluation if there is disagreement.

Signature	Date
Teacher:	
Administrator:	

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

Professional Development Calendar or Timeline

(unlimited characters)

South Lake High School  
Professional Development Calendar

August 29, 2012 - 207.5 Minutes Professional Development  
September 12, 2012 - 90 Minutes Professional Development  
September 24, 2012 - 90 Minutes Professional Development  
October 5, 2012 - 90 Minutes Professional Development  
October 25, 2012 - 90 Minutes Professional Development  
November 12, 2012 - 90 Minutes Professional Development  
November 28, 2012 - 90 Minutes Professional Development  
December 11, 2012 - 90 Minutes Professional Development  
January 9, 2013 - 90 Minutes Professional Development  
January 31, 2013 - 90 Minutes Professional Development  
February 12, 2013 - 90 Minutes Professional Development  
February 27, 2013 - 90 Minutes Professional Development  
March 15, 2013 - 90 Minutes Professional Development  
March 26, 2013 - 90 Minutes Professional Development  
April 12, 2013 - 90 Minutes Professional Development  
April 23, 2013 - 90 Minutes Professional Development



May 9, 2013 - 90 Minutes Professional Development  
May 20, 2013 - 90 Minutes Professional Development

**APPENDIX C**  
**COPY AND PASTE YOUR:**

Daily School Schedule, Sample Student Schedule and Teacher Collaboration Schedule  
Or

Executed Addendum to Support the Implementation of the Reform Model

(Maximum 6250 characters)

South Lake High School Daily Bell Schedule

Hour	Time	Minutes
1st	7:30-8:25	55
2nd	8:30-9:25	55
3rd	9:30-10:25	55
4th	10:30-11:25	55
5th A Lunch	11:30-12:00	30
5th A Class	12:05-1:00	55
5th B Class	11:30-12:25	55
5th B Lunch	12:30-1:00	30
6th	1:05-2:00	55
7th	2:05-3:00	55
Student Day	7:30-3:00	415 minutes
Total Instructional Hours/Year		1228

Sample Student Schedule

Class	Time	Minutes
Band	7:30-8:25	55
Algebra 2	8:30-9:25	55
Academic Support	9:30-10:25	55
English 10	10:30-11:25	55
Lunch	11:30-12:00	
US History	12:05-1:00	55
Chemistry	1:05-2:00	55
Physical Education	2:05-3:00	55

Teacher Collaboration Schedule

September 12, 2012 - Professional Learning Community 1:30 to 3:00 PM  
September 24, 2012 - Professional Learning Community 1:30 to 3:00 PM  
October 5, 2012 - Professional Learning Community 1:30 to 3:00 PM  
October 25, 2012 - Professional Learning Community 1:30 to 3:00 PM  
November 12, 2012 - Professional Learning Community 1:30 to 3:00 PM  
November 28, 2012 - Professional Learning Community 1:30 to 3:00 PM  
December 11, 2012 - Professional Learning Community 1:30 to 3:00 PM  
January 9, 2013 - Professional Learning Community 1:30 to 3:00 PM  
January 31, 2013 - Professional Learning Community 1:30 to 3:00 PM  
February 12, 2013 - Professional Learning Community 1:30 to 3:00 PM  
February 27, 2013 - Professional Learning Community 1:30 to 3:00 PM  
March 15, 2013 - Professional Learning Community 1:30 to 3:00 PM  
March 26, 2013 - Professional Learning Community 1:30 to 3:00 PM  
April 12, 2013 - Professional Learning Community 1:30 to 3:00 PM  
April 23, 2013 - Professional Learning Community 1:30 to 3:00 PM  
May 9, 2013 - Professional Learning Community 1:30 to 3:00 PM  
May 20, 2013 - Professional Learning Community 1:30 to 3:00 PM

# Redesign Plan Signature Page



SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: South Lake Schools School Name: South Lake High School Address: 21900 East Nine Mile Road, St. Clair Shores, 48080 School Code: 3520	Name: John Thero Position and Office: Director of Assessment and Instruction Telephone: 586-435-1641 Fax: 586-445-4202 Email: jthero@solake.org
<b>LEA SCHOOL SUPERINTENDENT/DIRECTOR</b> Printed Name: Pamela Balint Signature: X <u><i>Pamela Balint</i></u> Date: <u>11-17-11</u>	Telephone: 586-435-1601 Fax: 586-445-4202 Email: pbalint@solake.org
<b>LEA SCHOOL PRINCIPAL/DIRECTOR</b> Printed Name: Carmen Kennedy Signature: X <u><i>Carmen Kennedy</i></u> Date: <u>11-22-11</u>	Telephone: 586-435-1401 Fax: 586-445-4243 Email: ckennedy@solake.org
<b>LEA SCHOOL BOARD PRESIDENT</b> Signature: X <u><i>Karla L. Anderson</i></u> Date: <u>11-21-11</u>	
<b>LOCAL TEACHER BARGAINING UNIT</b> Signature: X <u><i>Timothy [unclear]</i></u> Date: <u>11/18/11</u>	
<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, falls 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>	