



## **Redesign Plan**

Eisenhower School

Flint City School District

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# Transformation Redesign Diagnostic

## **Introduction**

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 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. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

## PART A: REFORM TEAM PERSONNEL

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

### PART A: REFORM TEAM PERSONNEL

Rachel Turner, Principal, rturner@flintschools.org

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## PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

### PART B: BIG IDEAS

#### Big Idea #1

Goal #1: All students at Eisenhower Elementary School will be proficient readers.

Strategy 1: We will implement a Balanced Literacy Block supported by Daily 5 (Boushey & Moser, 2006) which includes: Read to Self, Read to Partner, Listening to Reader, Word Work and Writing. Zemelman, Daniels and Hyde (2005) highlight eighteen areas that denote best practices in teaching reading. Some of these areas include, student interaction with leveled print, higher order thinking opportunities before, during and after reading, making meaning from text, teacher modeling, self-selected text, writing experiences and matched assessment. CAFÉ and The Daily 5 cover every single one of these eighteen highlighted areas sometimes with precise accuracy. Low performing students will be identified based on STAR Reading, DRA2, and MEAP assessments. Teacher observations, anecdotal notes, and running records will also be used to identify weaknesses.

Strategy 2: The teaching staff will implement a guided reading block daily which includes explicitly teaching and modeling reading comprehension strategies as described by the book, CAFÉ (Comprehension, Accuracy, Fluency, and Expanding Vocabulary) as developed by Boushey & Moser (2006). All teachers will use assessment data to guide instruction and meet the needs of all students.

Strategy 3: The teaching staff will introduce high impact vocabulary weekly by implementing the six steps of Marzano's Academic Vocabulary.

Strategy 4: The intervention teachers and staff will provide extended learning opportunities for below grade level students to improve their reading skills and strategies utilizing the Leveled Literacy Intervention Kits.

Strategy 5: All teachers will incorporate a variety of reading genres in their classroom libraries and will provide opportunities for students in an Accelerated Reader program as part of the student independent reading practice.

Strategy 6: All teachers will utilize district provided writing rubrics, aligned with the Common Core State Standards to score student writing, while analyzing strengths and weaknesses to guide and inform instruction for use during Writer's Workshop.

Strategy 7: All teachers will incorporate a Multi-Tiered System of Support to improve student behavior and academic achievement.

#### Big Idea #2

Goal #2: The culture and climate at Eisenhower Elementary School will support a community of learners who develop close, trusting relationships.

Objective #1: Student, staff, parent and community surveys will identify areas of strength and opportunities for building stakeholder relationships.

Objective #2: The number of referrals (students sent to the office for inappropriate behavior) will decrease by 10% each school year beginning the 2014/2015 school year.

Strategy 1: Eisenhower staff will attend a Book Study/Webinar using Turning High-Poverty Schools into High-Performing Schools (Parrett & Budge, 2012) to guide us in assisting students living in high poverty to succeed by adopting the same social/academic practices used by the individuals in the book.

Strategy 2: Our Eisenhower staff will use a building-wide discipline model that adopts the principles and elements of PBIS.

Strategy 3: All teachers will use strategies from the Multi-Tiered System of Support to improve student behavior and academic achievement.

Strategy 4: A behavior specialist will support the implementation of a Positive Behavior Support system and instruct on the appropriate social and emotional behaviors expected.

### Big Idea #3

Goal #3 All students at Eisenhower Elementary will be proficient in science.

Strategy 1: A science instructor will teach the district developed science curriculum based on the State of Michigan benchmarks for science for grades Kindergarten to sixth grade.

Strategy 2: A designated classroom will be transformed into a science lab for instructional purposes.

Strategy 3: The science instructor will be partnered with the general education teacher to support a system that embeds a coaching model of instruction.

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

#### DATA support

Big Idea #1: According to our MEAP reading data from 2012 it indicates that the overall reading scores for students meeting or exceeding state expectations in grades 3-6 was 58%. Although passing, these scores did not carry over into

science or social studies. During the fall of 2012, our staff looked at DRA2 and STAR Reading data and determined that our students in grades first through fourth are reading at a reading level which is a year and six months behind their current grade level. Our students in grades fifth and sixth are at least one year behind their current grade level.

**Big Idea #2: Culture and Climate-** Analysis of the results from surveys taken in, May 2013, from parents, staff, and students provided evidence from our stakeholders that there was a need for a safe, positive, and healthy organization. Referrals for less than acceptable behavior during the 2012-2013 school year were considered high based on prior years of discipline data. When children are sent to the office with a referral they are out of the learning environment and disengaged from learning. Re-engagement once back in the classroom, is very difficult for a high number of those students. Eisenhower has used the tenants of Positive Behavior Intervention Support to guide our staff and students toward a healthier school experience. Students are taught to make positive behavior choices. PBIS incentives will be developed to recognize students who meet and exceed our school wide behavioral expectations. A matrix of behavior expectations will be created and posted throughout our building, based on the MiBLSi model.

**Big Idea #3:** In 2012-2013, 28.6% of our students were partially proficient and 67.9% were not proficient as reported by the MEAP science data. Less than 10% of our students were proficient in science, as reported by the 2012-2013 MEAP science data. These percentages are lower than our county of Genesee, 12.2 proficiency, and a Statewide average of 13.1% proficiency. (Retrieved from [www.mischooldata.org](http://www.mischooldata.org)).

**References:**

Boushey, G., & Moser, J. (2006). *The daily 5*. Portland, ME: Stenhouse.

Parrett, W.H. & Budge, K., (2012). *Turning high-poverty schools into high-performing schools*.  
Faculty Authored Books. Book 302.

Zemelman, S., Daniels, H., & Hyde, A. (2005) *Best practices: Today's standards for teaching and learning in America's schools*. (3rd ed.) Portsmouth, NH: Heinemann.

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

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all four turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

Indicator 1A:

Ms. Rachel Turner was selected as the new transformational leader for Eisenhower School after an exhaustive search and interview process. Since taking over at Eisenhower, Ms. Turner has demonstrated her ability to focus on early wins and big payoffs. She has mobilized her staff around her leadership and helped them refine and focus the Big Ideas outlined in this Reform Plan. Ms. Turner's philosophy and work experience demonstrate her willingness to use data to confront the status quo and creatively identify strategies to address complex issues. In the three weeks in this new position, Ms. Turner has hit the ground running addressing existing challenges; replacing and restructuring staffing, reinforcing partnerships with community agencies, and meeting with parents and community.

Indicator 1B:

The District will support Ms. Turner through monthly meetings of the District administrative team. They have also assigned a Priority School Improvement Facilitator to work with her in finalizing and implementing the reform plan. The District has assigned Math and ELA coaches to lead professional learning activities and develop instructional skills in the Eisenhower teachers. The weakness in the school's Science achievement is evident in the data. A dedicated Science teacher will be selected to co teach Science to all grades. Classroom teachers will attend Science classes with their students so that they will be able to replicate the lessons on their own. The building leadership team will meet at least monthly and will share responsibility for planning, conducting, evaluating, and facilitating professional learning and Reform Plan implementation.

**Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

Requirement #2:

As principal, Ms. Turner will evaluate all staff, teaching and non-teaching, each year. The Acting Executive Director of Curriculum and Instruction, Mrs. Shamarion Grace, will evaluate Ms. Turner each school year. Documents related to the timelines and procedures are attached to this document.

Collaborative discussion regarding a revised Teacher Evaluation Instrument began fall of 2011. Monthly meetings were held and facilitated by Collins & Blaha, P.C. with administration and United Teachers of Flint representation to complete a teacher evaluation tool. In the Flint Community Schools Board Policy Regulation 5510-R on Performance Evaluation Systems, "guidelines have been developed to comply with these recent legislative changes and are in effect beginning with the 2011-2012 school year." In the future, these guidelines may need to be amended to comply with requirements that come from the Governor's Council on Educator Effectiveness. During the 2012- 2013 school year, student growth was used as a significant portion of the evaluation process. A committee including teachers, administrators, central office, and unions was developed in, March 2013, to build a collaborative process to seek agreement on defining a significant portion of the teacher and administrator evaluation instruments based upon student growth for the 2013-2014 school year and beyond. Teachers and administrators were provided with the resulting evaluation tools and rubrics which require student growth be used as at least 40% of the evaluation process, starting in the 2014-2015 school year.

During the 2011-2012 school year, a collaborative process was used to identify Flint Community Schools Leadership Expectations for both instructional and non-instructional administrators. Through a series of collaborative professional development meetings, the central office and district administrators worked to identify specific indicators/expectations for instructional leadership. These indicators/expectations were categorized into the areas of Vision/High Expectations, Laser-Like Focus on Student Achievement, Data-Based Decision Making, Professional Learning, and Effective Organization to support learning aligned with the new performance categories of Highly Effective, Effective, Minimally Effective, and Ineffective. Effective July 1, 2012 the Board of Education adopted the Administrator evaluation which will require that evaluations will dictate the layoff and recall of administrators and which emphasize student growth. We worked collaboratively with the union on the administrator evaluation instrument which provides that student growth is at least 25% in 2013-2014, at least 40% in 2014-2015 and at least 50% in 2015-2016. A joint committee continues to monitor, refine and define the evaluation process in order to align the evaluation process with current legislation.

In addition to the achievement objectives set by district policy aligned to state legislation, Ms. Turner will work toward her personal goals which include implementing strategies that insure all learners at Eisenhower are proficient in reading, math, and science, and using a building wide behavior and discipline model that will create a culture and climate at Eisenhower that supports a community of learners who have developed close, trusting relationships.

**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).**

**Indicator 3B: In your response, 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, and who have not met criteria based on the teacher evaluation system.**

Requirement #3

The Flint School District has established a committee, the Priority Schools Achievement Recognition Committee, with the purpose of identifying and rewarding school leaders, teachers, and other staff members who have increased student achievement. The committee is

chaired by the Priority School Improvement Facilitator and district administrators, principals, union representatives and teachers have been invited to participate. The committee is currently working on a performance recognition program which will be implemented in, February 2014, to recognize, on a quarterly basis to coincide with required quarterly updates to the Board of Education, those Priority School staff members who have been identified as having increased student achievement. The committee is currently seeking guidance from the Offices of Curriculum and Instruction and Research and Testing as to the criteria and measurement parameters for this first performance recognition. The Priority Schools Achievement Recognition Committee will continue to meet quarterly for the purpose of monitoring and evaluating implemented reward programs and creating new reward programs aligned with improved student achievement. These programs will be monitored using perception data collected during Priority School staff surveys and academic data from district and building level assessment resources including, but not limited to STAR Reading and Math, DRA, Benchmark testing and MEAP. Additionally, schools will be provided operational flexibility to add non-monetary rewards/incentives as determined at the building level.

At Eisenhower, a cost neutral system of staff recognition with the intention of attracting and retaining staff within the building will be developed prior to the end of the 2013-2014 school year. The committee will be created and a chair identified by February 11, 2014. The names of committee membership will be submitted to the state by February 18, 2014. This committee shall consist of representatives of the following groups: building administration, teacher union, a staff member from each upper and lower elementary, and non-load bearing staff. A chair will be selected from this group. The committee will be expected to create a reward system for staff members that have increased student achievement. Staff perception data on the reward system shall be gathered and compiled via staff surveys that will be administered prior to the first week of April, 2014. A final plan for Eisenhower will be approved by staff and ready for submission to the state by May 31, 2014.

Removal of staff shall follow guidelines as set forth by the district in accordance with state legislation.

Amendments to the Revised School Code govern the teacher/administrator Performance Leadership Evaluation Systems. Prior to the removal of leaders and staff members, there will be multiple opportunities given to improve professional practice through the District's redesigned performance evaluation process. The Tenure Law, Public Act 102, amended to the Employment Relations Act, prohibits evaluation as a topic of bargaining.

The implementation of the tenure reform requires a thorough understanding and knowledge of law. The district is taking a proactive approach to studying and analyzing the impact the language has on current bargaining agreements. Affected sections may need to be reviewed or removed from the Collective Bargaining Agreements and developed/implemented as Administrative Regulations. Highly Effectiveness shall be measured by (MCL380.1249): Student growth, teacher's demonstrated skills, classroom management, and teacher's attendance and disciplinary record. Such relevant criteria may include teacher's pedagogical skills, delivering rigorous content, preparation and planning to maximize instruction; significant relevant accomplishments and contributions to the school improvement plan and specialized training in content areas.

Teachers will, in collaboration with administration, set professional improvement goals for the school year focused on student growth, and reaching the goals established within the school's improvement plan.

Recent teacher tenure legislation has established clear expectations for all schools. School leaders are evaluated annually and leadership is linked to student achievement. Leaders will be expected to ensure that instructional practices produce achievement. The District will provide the necessary technical support for the leader and staff. The evaluation process will be utilized to replace the leader/and or staff whose professional practices are not yielding the expected outcome; increased student achievement. The current principal will receive professional development concerning the teacher evaluation process by the end of the Fall 2013 semester. By attending the Educator Evaluation training at the Genesee Intermediate School District, she will have a better understanding of the criteria and implications of the new evaluation

process.

Administrators who are rated as either "minimally effective" or "ineffective" on their most recent annual year-end evaluation will be placed on an improvement plan designed to improve their rating and effectiveness for the following year. The improvement plan will recommend development opportunities and other measures designed to improve the administrator's performance. If the administrator has not improved, the District will review the file.

**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of PD on instructional practices.**

**Goal 1:**

All stakeholders will improve school culture and climate

**Measurable Objective 1:**

collaborate to create a professional learning community by 10/01/2013 as measured by Stakeholder participation to agree on concise and concrete building decisions..

**Strategy1:**

Book Study - Staff will read, discuss, choose and implement strategies described in the book.

Research Cited: Educators As Learners: Creating a Professional Learning Community in Your School

Penelope Jo Wald and Michael S. Castleberry

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will read and discuss assigned chapters and report out information at grade level/ staff meetings	Professional Learning	09/09/2013	06/11/2014	\$160 - Title I Schoolwide	All staff

**Narrative:**

Requirement #4

Eisenhower Elementary has identified a few Big Ideas on which to focus in order to improve student achievement. These Big Ideas are to implement a reading program which helps all students to be proficient in reading, to foster a culture and climate at Eisenhower Elementary School that will support a community of learners who develop close, trusting relationships, and a co-teaching science position to build a common knowledge instructional base.

In order to implement these changes successfully, professional development and supports will be necessary in Balanced Literacy (The Daily 5, CAFÉ, Guided Reading, vocabulary instruction and best practices), in Think it Through Math, Thinking Maps, in current science benchmarks and in Multi-Tiered System of Support (MTSS, PBIS, and Mindfulness Training).

In addition to professional development and supports for learning, Eisenhower will embrace a culture of professional growth by developing a Professional Development Tracking Matrix which will be used by Professional Learning Communities (PLC) comprised of the principal, priority coaches, and certified staff to monitor and assess the implementation of the aforementioned instructional practices included in these programs utilizing district and collegial walkthroughs, and building-wide, content specific, grade-level, and classroom specific Instructional Learning Cycles.

The following ongoing professional development is planned to support our efforts to improve instructional practice and student achievement so that every student at Eisenhower is proficient in reading.

#### Balanced Literacy Block Support

Ongoing professional development and support will be provided during class time, data meetings and professional learning community times to demonstrate how to organize and manage the reading block using The Daily 5 Fostering Literacy and Independence in the Elementary Grades by (Boushey & Moser, 2006). Implementation of The Daily Five will be monitored using the Professional Development Tracking Matrix to insure that the Daily Five are used with fidelity in order to develop a common knowledge base and heightened understanding amongst teachers and increase student achievement.

Ongoing professional development and support will be provided for The CAFÉ Engaging All Students Daily Literacy Assessment and Instruction (Boushey & Moser, 2006), during class time, data meetings and professional learning community times to demonstrate how to teach reading for comprehension, accuracy, fluency and expanded vocabulary. Implementation of CAFÉ will be monitored using the Professional Development Tracking Matrix to insure that the CAFÉ strategies are used with fidelity in order to develop a common knowledge base and heightened understanding amongst teachers and increase student achievement.

The staff will participate in three book studies to support efforts in the Balanced Literacy Block.

#### 1. Building Academic Vocabulary Teacher's Manuel, by Robert J. Marzano and Debra J. Pickering

This book study will serve as professional development for the whole staff and will be presented by our Priority Coaches. The objective is to demonstrate how to teach high impact vocabulary found in the district's curriculum using Marzano's six step process. Following professional development, the teacher's will be expected to use the six step process during and as a supplement to CAFÉ. This implementation will be monitored using the Professional Development Tracking Matrix. Ongoing support will be provided once the book study is complete.

#### 2. Best Practice Today's Standards for Teaching and Learning in America's Schools, Reading, Writing, Mathematics, Science, Social Studies and The Arts, by Steven Zemelman, Harvey Daniels and Arthur Hyde.

This book study will serve as professional development for the whole staff and will be presented by our Priority Coaches. This will ensure staff is using the latest means of teaching children to high standards. Title I funds will be used to purchase the books. Implementation of strategies will be monitored by the using the Professional Development Tracking Matrix.

3. The Next Step in Guided Reading, Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader by Jan Richardson.

This book study will serve as professional development for the whole staff and will be presented by our ELA Coach, Pamela Mosher. The objective of this book study is to develop a common knowledge and heightened understanding amongst all teachers of best practices in guided reading. The expectation will be that all teachers will implement guided reading with consistency and fidelity. The implementation of guided reading will be monitored by using the Professional Development Tracking Matrix. Title I funds will be used to purchase the books.

All book studies will be completed by June, 2016.

Ongoing professional development will provide opportunities for all staff to develop strategies to enrich the culture and climate at Eisenhower Elementary School. By the fall of 2014, all staff will be trained in the theory outlined in Turning High-Poverty Schools into High-Performing Schools,(Parrett & Budge, 2012). Leadership team members attended the initial workshop at the Genesee Intermediate School District (GISD). "Twelve High Level Strategies" were presented by Parrett and Budge (2012) in Turning High-Poverty Schools into High-Performing Schools. Funds were provided through the GISD. The leadership team will provide professional development to all staff during a district appointed professional development day or designated professional learning community time. During the 2014-2015 school year, the Twelve High Level Strategies will be implemented. The Leadership PLC, which consists of the principal, lead teachers, grade level teachers, the LI and PD chairpersons, content area coaches and the school social worker, is developing a Professional Development Tracking Matrix to help monitor the implementation of the strategies, assess their results, and provide ongoing support for building capacity.

A Multi-Tiered System of Support (MTSS) Professional Learning Community has been developed to take a leadership role by participating in professional development directed at academic and behavior supports, and by providing training and ongoing to the Eisenhower staff so that all students will be exposed to the academic and behavior protocols of our school. These supports include but are not limited to MTSS, PBIS and Mindfulness training and resources.

Eisenhower has adopted the Parent Teacher Home Visit Project. Currently a small number of staff has been trained to make home visits focused on developing relationships with families. The staff members who have been trained in the process will take the responsibility for training other staff members so that each and every one will be prepared to make their own visitations during the 2014-2015 and 2015-2016 school years.

**Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.**

**Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.**

**Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.**

#### Requirement #5

In regards to recruitment and assignment of staff to schools with a Priority School designation, there currently exists a Memorandum of Understanding (MOU) between The Flint Community Schools (FCS) and the United Teachers of Flint, Inc. (UTA) created and signed in May, 2013. This MOU states that the UTF and FCS will collaborate on the process of how the school redesign plan will be implemented consistent with MCL 380.1280c (8) with respect to the districts' priority schools. It broadly allows for maintenance of district-wide seniority and tenure where permitted under MCL 380.1280c (8) however indicates that seniority will not be a factor in staffing or transferring for priority schools under MCL380.1280c. It calls for continued collaboration between the FCS and UTF regarding contractual and work rules that may "impede" the implementation of the redesign plan upon identification. It also indicates that the District's Layoff and Recall Policy 5515 will be followed to the extent that it does not "impede" implementation of the redesign plan.

In order to better serve the needs of the students of the Flint Community Schools and to provide clarity in the recruitment and assignment process, the current MOU is under revision. This revision process is a collaborative effort between the FCS and UTF and will be completed with a new MOU in place by March, 2014.

Performance and perception data regarding the students at Eisenhower Elementary demonstrates that students are not proficient in reading across content areas, in mathematics or in science and that there are a high number of referrals. The Flint Community Schools is dedicated to assigning staff to Eisenhower that are able to help students improve in these areas while adhering to current legislation and contractual obligations. It is for this reason that FCS works collaboratively with UTF to revise the current MOU. Since FCS is currently experiencing a period of reduced enrollment, recruitment of new teachers has not been a focus.

The Flint School District has established a committee, the Priority Schools Achievement Recognition Committee, with the purpose of identifying and rewarding school leaders, teachers, and other staff members who have increased student achievement. The committee is chaired by the Priority School Improvement Facilitator and district administrators, principals, union representatives and teachers have been invited to participate. The committee is currently working on a performance recognition program which will be implemented in February, 2014 to recognize, on a quarterly basis to coincide with required quarterly updates to the Board of Education, those Priority School staff members who have been identified as having increased student achievement. The committee is currently seeking guidance from the Offices of Curriculum and Instruction and Research and Testing as to the criteria and measurement parameters for this first performance recognition. The Priority Schools Achievement Recognition Committee will continue to meet quarterly for the purpose of monitoring and evaluating implemented reward programs and creating new reward programs aligned with improved student achievement. Incentives may include, but are not limited to, recognition at board meetings and opportunities to attend professional development.

These programs will be monitored using perception data collected during Priority School staff surveys and academic data from district and building level assessment resources including, but not limited to STAR Reading and Math, DRA, Benchmark testing and MEAP.

Additionally, schools will be provided operational flexibility to add non-monetary rewards/incentives as determined at the building level.

Eisenhower has indicated that they have created a committee to provide incentives to staff. Please see Requirement #3.



## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #6:** Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

**Indicator 6A:** In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

**Indicator 6B:** In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies for building-wide implementation, (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research, and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program.

**Goal 1:**

All stakeholders will improve school culture and climate

**Measurable Objective 1:**

collaborate to create a professional learning community by 10/01/2013 as measured by Stakeholder participation to agree on concise and concrete building decisions..

**Strategy1:**

Book Study - Staff will read, discuss, choose and implement strategies described in the book.

Research Cited: Educators As Learners: Creating a Professional Learning Community in Your School

Penelope Jo Wald and Michael S. Castleberry

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will read and discuss assigned chapters and report out information at grade level/ staff meetings	Professional Learning	09/09/2013	06/11/2014	\$160 - Title I Schoolwide	All staff

**Narrative:**

Requirement #6

All classroom teachers, coaches, and intervention specialists will use multiple data sources including STAR Reading/Math, DRA, Think Through Math, MEAP, and district content area benchmark tests to inform instructional and intervention practices.

During our Professional Learning Community's data review meetings, staff will have the opportunity to monitor the effectiveness and vertical alignment of the instructional programs.

In order to implement a school-wide Balanced Literacy Initiative, 100% of the certified staff will implement with fidelity the classroom management and instructional practices identified and outlined in Boushey and Moser (2006) *The Daily 5: Fostering Literacy Independence in the Elementary Grades* and Boushey and Moser (2009) *The CAFÉ Book: Engaging All Students in Daily Literacy Assessment and Instruction*, by June, 2015.

Professional Learning Communities (PLC) comprised of the principal, priority coaches, and certified staff will monitor and assess the implementation of the aforementioned instructional practices included in these programs utilizing district and collegial walkthroughs, and building-wide, content specific, grade-level, and classroom specific Instructional Learning Cycles.

Support for the implementation and vertical alignment of instructional methods will be provided by building and district-level coaches, the district's School Improvement Facilitator, and the state assigned school support team. In addition, redesign of daily instructional schedules will provide for job embedded professional development delivered during PLC time.

Continuous analysis of formative and summative data by the PLC will identify potential underlying causes of low student performance and necessary interventions will be formulated and implemented.

After collecting and analyzing multiple data sources (MEAP, STAR Reading, DRA2), it was evident that we have not met the needs of our students, including our lowest performing students. Therefore, we identified the need for a transformational change in our pedagogical practices based on research with the assurance that there would be fidelity and vertical alignment throughout the system. Job embedded professional development will address the identified instructional practices and programs, while developing members' competencies and confidence in their ability to analyze data to impact student achievement.

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) explain how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used to increase achievement and close achievement gaps.**

**Goal 1:**

Improve School, Teacher, and Parent Communication

**Measurable Objective 1:**

collaborate to make parents feel more involved and appreciated in building decisions by 06/11/2014 as measured by data collected from parent surveys.

**Strategy1:**

Parent-Teacher Home Visit Project - Teachers and Parents come together, as equal partners, to build trust and form a relationship where they can take the time to share dreams, expectations, experiences, and resources. Once a relationship is formed, the partners are

## Redesign Plan

Eisenhower School

empowered, finding accountability with each other to make the necessary changes to insure that students experience academic and social success.

Research Cited: Parent Teacher Home Visit Project

Sacramento, Ca

[www.teachervisits.org](http://www.teachervisits.org)

Activity - Parnet Teacher Home Visit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will visit 2-3 students at their home to meet family to develop an empowering relationship.	Parent Involvement	09/03/2013	06/11/2014	\$1500 - General Fund	All classroom teachers and LSS staff

### Strategy2:

Parent Survey - Parents will complete a survey at the beginning of the year in October and again in May.

Research Cited: Parent involvement Survey Website

[www.parent-engagement.com](http://www.parent-engagement.com)

Activity - Parent Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will take online survey at school at open house and parent teacher conference. They will also be able to complete survey at home online.	Parent Involvement	09/09/2013	06/11/2014	\$0 - No Funding Required	Principal Parent Facilitator Teaching staff

### Narrative:

All statistical student data will be collected and placed in Datawise and may be reviewed there. District academic coaches will help develop pre and post tests for each unit of study. In an effort to ensure that staff have continuous opportunities for professional learning concerning assessments, and curriculum delivery, Eisenhower has been allowed to have two full-time coaches (ELA and Mathematics) assigned to the building. These positions will work closely with another position (Full-time Lead Teacher) which has been placed in the budget for our school during the planning year, and will be in the budget in future years of implementation.

Weekly collaboration at Grade Level Meetings will continue to focus on curriculum, data and achievement. Data Books will be developed which hold a page for each child, with all pertinent assessment data (formative and summative), in addition to attendance and any other anecdotal notes. This data will be discussed a Grade Level Meetings and is a constant reminder to all that the sense of urgency (with regard to achievement) should be in front of us at all times.

Data for Star Reading and Star Mathematics will be collected in September, January and May. We will also progress monitor students who are below grade level more often to determine growth.

The student data will also be collected and will be used to establish accountability by monitoring progress as a guide for instruction.

Our students also lack the proper amount and level of academic vocabulary (as noted by teachers keeping track in Guided Reading Groups and re-checking problems from released MEAP Test conversations.

o Staff needs professional development by having training in Academic Vocabulary by one of our staff members that went through training and implemented the program at another school. Cinda Guibualt will provide learning for us by conducting studies from Marzano's book, Academic Vocabulary. Funds are set aside for the purchase of the books and materials, stipends, and food through Title 1.

In looking at our Staff surveys, Student surveys and Parent/Community Surveys administered during the spring of 2013 and checking the results of our data collected from discipline referrals, it is evident that we need to do more work with our PBIS (Positive Behavior Instructional Support) and with looking at those relationships between our students and students and students and staff and staff and staff. These relationships have a tremendous impact on how well students do in school. We must have professional development in the following areas:

o Revisit by all staff the PBIS Curriculum that we developed and implemented. We need to ask if all of the curriculum is implemented to all students and check to see if it is working and does it make a difference in suspensions.

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional learning that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

### Requirement #8

Eisenhower Staff is aware of the importance of explicit instructional time and its impact on student achievement. For the 2013 - 14 school year an instructional audit is being conducted to assess our current daily instructional schedule and inform a redesign plan for the 2014-2015 school year which supports increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers. The first goal is to decrease the number of interruptions (non-emergency announcements and assemblies) during protected instructional time and transitions times, in order to protect the fidelity of the instructional program. Research shows that to close the achievement gap for high poverty students more academic instructional time is needed. (Parrett & Budge, (2012). Therefore, the Eisenhower staff will provide students with additional learning time by offering after school tutoring in reading and math; the focus would be on targeted intervention. School assessment data (STAR Reading and Math, DRA) would be used to identify students who would benefit from an extended day. In order to implement the school wide Balanced Literacy initiative, beginning in the fall of 2014, the master schedule will be redesigned to include a Balanced Literacy Block using Daily 5, CAFÉ and Writer's Workshop.

In addition, the current schedule will be redesigned to include the addition of extended science instruction in a science lab setting delivered by a dedicated science teacher. This teacher's time will be utilized to deliver science instruction using best practices in order to improve students' achievement in science and to model through co-teaching, best practices in science in order to build capacity for all teachers. Co-teachers will be responsible for collaboration on the development and delivery of inquiry-based science instruction in order to build a common knowledge instructional base which fosters sustainability beyond priority designation. This additional science instruction is in response to the red rating in the area of science assigned to Eisenhower on its MI School Data Scorecard. (Retrieved from [www.mischooldata.org](http://www.mischooldata.org))

However, if the results of the 2013-2014 instructional audit or the data from tutoring indicate that the redesigned schedule is not sufficient to drive rapid turnaround, the instructional time for the 2015- 2016 school year will be extended to include an additional 15 to 30 minutes of dedicated reading and/or math instruction to accommodate specific instruction and interventions identified through student data.

when it is focused, continuous, constructed, and collaborative (Wagner, et. al., 2006, p. 99). To increase professional learning time, professional learning communities (PLC) will be established by grade level. Professional Learning Communities will meet at least once per week and will focus 30 of every 90 minutes together on profession development aligned with specific School Improvement Plan goals, objectives and strategies. In addition, a minimum of 15 minutes of each staff meeting will be devoted to professional learning opportunities. We have created a Year-in-a-Glance calendar that highlights the professional development scheduled for the year.

The collective Bargaining Agreement between the Board of Education of the School District of the City of Flint and the United Teachers of Flint, Inc. (EFFECTIVE: July 1, 2010 through August 31, 2013) in Article 32 describes a Shared-Decision -Making and Waiver Process which provides building administrators and teachers with the operational flexibility to establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding or redesigning the school day, week or year.

#### Article 32 Shared Decision-Making and Waivers

A. "Shared decision-making" means a process using site-based committee to reach a decision by consensus on a topic within the District's guidelines. The shared-decision-making process provides all site-based committee members with a fair opportunity to express views.

B. Under shared decision-making, identified portions of the Master Teacher Contract may be waived by the unanimous decision of a committee consisting of the Superintendent, the executive Director of Human Resources/Legal Affairs, and the President of the United Teachers of Flint, or their designee. Waiver requests must be submitted to the district and to the UTF on the form provided and must be signed by (1) the building Principal, (2) the Learning Improvement Chairperson, if applicable, (3) the building Professional Development Chairperson, if applicable, and (4) the head UTF building Representative or designee.

C. A waiver shall be for one year, specific to the site-based school requesting the waiver, and shall not be precedent setting. Participation in shared decision-making shall not be part of a teacher's evaluation or be otherwise used to discipline a teacher.

#### **Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**

The Eisenhower staff, students, parents and our community will work together to increase meaningful relationships which will help to strengthen our academic success. Through the PTHV (parent-teacher home visits), classroom newsletters, and an open door policy, Eisenhower's mechanism for engagement will be enhanced.

Our success with parent involvement is varied. We usually have the largest Open House with numbers exceeding 300 in attendance. In comparison, we experience low attendance by parents and community members at our Parent Meetings (10 - 20 in attendance). When our children perform, we have such high numbers of parents and relatives that there is not enough room to park in the school lot or on the streets around the school. We cannot have an entire school program as there would be no means to hold all of the cars of the participants.

Being able to communicate with our constituents is extremely important. Most recently we have begun to update our ability to communicate with our parents and community.

We will continue to communicate with our families through weekly newsletters and notes.

Each week, our IMC Clerk collects information from each Teacher to make a Newsletter to report to parents and families. This information goes out weekly.

Also, as of the fall of 2012, our school district has provided the means of each school developing their own website. We have worked to keep our own school website filled with the latest information about our school as we can.

Our school district now has a program which makes phone calls into the homes of families to give them important information as quickly as possible.

Our telephone system has been updated so that calls coming in may get directly to their party or they may easily leave a message.

We have a technological information board in the hallways of our school with updated information to keep all informed.

We have a computerized program where parents can check on their child's classwork, homework and attendance at all times.

Monthly parent meetings to help parents help their children with the school work they have in school.

Report Card Pick-Up is scheduled at least two times per year as a means of getting together with parents to discuss the progress of the child.

Parents have an open invitation to our school and classrooms as long as they stop in the office to let us know that they want to visit. We believe that children who see their parents, relatives or caregivers at school, will generally feel supported and do better as a result.

Eisenhower has been blessed with Church partnerships which have supported children and the school itself in a number of ways:

Court Street Methodist Church meets with us each September to determine what reading initiatives we need support with. One year they purchased leveled books for classroom libraries. Last year they purchased Intervention materials for struggling readers. This fall they provided items for our Accelerated Reader and PBIS Stores.

The Unitarian Universalist Church of Flint has supported us in so many ways. They have provided the supplies and work to make a natural, Outdoor Reading Area for our students. Their congregation makes up the major part of our Mentoring program. They were also the group that worked to get the funds we needed to begin our Weekend Food Back Pack Program.

General Motors supports our school with the funds necessary to provide weekend Food Back Packs from the Food Bank of Michigan.

CrimFit program supports a variety of programs to assist our students in being healthier by eating properly and exercising. Our K, 2, and 4th grade students are involved in the PE-NUT Program and Farmer Sara comes to work in the green house and garden.

Our school is also supported by the extended learning day program, 21st Century.

Mott Children's Health Center provides screening for dental needs for our students.

Department of Human Services(DHS) - housed on-site - offers assistance to parents and students for heat, clothing, food, etc.



## PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

**Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvacEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.**

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 through a variety of supports. This flexibility will be monitored and ensured by the Interim Chief of Schools for Elementary Grace. Our school has been provided staffing and professional development opportunities during our planning year to move us forward before the first year of implementation.

The existing United Teachers of Flint (UTF) contract with the Flint Board of Education includes language which allows building staff to submit a year-to-year waiver for the purpose of flexibility in the school calendar and daily instructional time schedule. The district will continue to support the school-level decision making and flexibility as it pertains to calendar and instructional time and seek a collaborative understanding with the UTF of the need for operational flexibility to increase calendars as determined by the priority planning process during the 2014 - 2015 school year and as it impacts the collective bargaining agreement.

The district will provide operational flexibility and support the principal in implementing the teacher evaluation process in an effort to improve student instruction and provide the principal with greater authority over the human resources of the school. The district has been subject to a multi-year student enrollment decline which has resulted in the layoff of numerous teachers. Thus, the district is not currently in a state of hiring. Principals will be provided flexibility to screen and interview candidates and have final authority over who is selected to be hired at the priority school.

The school implements the Board of Education adopted curriculum in all content areas and utilizes district created units of study in ELA and Mathematics. Due to the high mobility throughout the district, consistent instruction and pacing curriculum is utilized at the school. Effectively using data, the principal and teachers identify instructional gaps and needed resources to support closing those gaps. The principal will be provided operational flexibility to manage building funding sources to customize curriculum and instructional approaches.

Principals will have the flexibility to plan professional development beyond the district provided contractual days of professional developments. With the assistance of their school improvement team, the principal will plan targeted professional development based upon the building's data and needs both during the school day and outside of the school day. To make this happen they will be provided flexibility in budgeting utilizing their 10% Title 1 set-aside funds to support priority activities. In collaboration with the Executive Director of Elementary Education and Director of State, Federal and Local programs, the principal and the SIP Team will annually plan the coordination of funds to support the extended opportunities for professional learning.

(UTF) such as Recruitment/retention strategies and finalize operational arrangements during the 2013 - 2014 planning school year in order to have it in place for the implantation year 2014 - 2015.

A letter of assurance will be provided from Mr. Larry Watkins, Interim Superintendent of Schools.

**Requirement #11: The school and 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.**

**Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.**

**Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.**

The district will make certain that Eisenhower will receive support and assistance as necessary to correct the Priority status of the school. This ongoing technical assistance will be monitored and ensured by the Interim Chief of Schools for Elementary Education, Mrs. Shamarian Grace.

The district's Interim Superintendent and executive directors of elementary and secondary education provide monthly half day professional development for all administrators in its efforts to promote effective instructional practice and increased student performance. Sessions focus on topics such as Best Practice, effective use of data, culture and climate interventions and parent/family engagement topics. Principals are also engaged in small group "support team" meetings at school sites five to six times per year. The Executive Director of Elementary works to develop agendas specific to the improvement goals at the visited site. There is a data analysis component, a study component (articles, book study or video clips) and then focused building walkthroughs. This time is used to build consistency and continuity with curriculum implementation. Buildings are also supported through content walkthroughs two to four times a year with the involvement of school level improvement team members, academic coaches and central office representation. During these visits buildings share their progress towards school improvement from the previous visit, their intended focus for the walk-through and based on the observations next steps for improvement are established. The district will continue to support the buildings with their school improvement/priority school initiatives.

The district currently provides various means of external technical supports in order to increase student achievement and graduation rates. GISD provides the teachers and staff with professional development in Best Practices, Differentiated Learning and Positive Behavioral Intervention Support. Supporting the development and refinement of internal building processes and procedures around school improvement is the statewide System of Support (SSOS). A school support team (SST) consists of an ISD/ESA school improvement facilitator, district representative, and when applicable an MDE representative, and content coordinators provided professional development and work with individuals on instructional practice.

Eisenhower Elementary School continues to utilize technical assistance and resource programs and services from various sources ensuring an increase in student achievement through diverse teaching strategies raising the rigor of instruction for all students and staff. Such resources include but are not limited to US Department of Agriculture (Fresh Fruit and Vegetable program); US Department of Agriculture (Community Eligibility Option-Breakfast & Lunch Program); 21st Century Community Learning Centers (Before, during and after School programs).

Eisenhower Elementary School also receives technical assistance from Karen Stong and Sybil Lenzie, Genesee Intermediate School District School Improvement Facilitator and Ron Collins, provided through Michigan State University.

**PERFORMANCE PLANNING AGREEMENT  
FOR SCHOOL ADMINISTRATORS**

**APPENDIX K-1**

**Employee Name:**

**Position:**

**Location/Dept.:**

**School Year:**

**Evaluator:**

**INSTRUCTIONS**

**Part I – Performance Planning:**

- **Performance Standards:** Review and/or clarify performance standards.
- **Performance Elements:** Review and identify fourteen (14) priority performance elements applicable to employee’s job assignment for evaluation and documentation during the school year.

**Part II – Current School Year Goals:**

- **Goals:** The parties shall clearly specify 3-5 mutually established goals for the current school year. Goals should be measurable and related to the performance elements identified in Part 1. Goals should be established in the areas of professional goals, personal goals and one goal on AYP/MEAP targets. The progress toward the goals will be reviewed quarterly.
- **Special Support or Assistance:** Describe any special support or assistance, if any, employee will need to successfully achieve each goal.

**Part III -- Professional Development Plans:** Identify employee’s professional development needs and establish appropriate action plans.

**Part IV – Progressive Reviews:** Quarterly performance reviews should be utilized, as needed, to review and document performance deficiencies identified during the school year.

**Revised: 082003**

## PART 1 – PERFORMANCE PLANNING

<b>Performance Standard #1 – <u>Goals &amp; Objectives</u></b> Facilitates the development, articulation, and implementation of district/school goals and objectives, as well as stewardship of a vision of learning that is shared and supported by the school community.			
Performance Elements	Not Applicable	Priority Performance Elements	Initial
1. Researches and studies “Best Practices” information and considers possibilities.			
2. Analyses district/school demographics, achievement data and other relevant information to identify needs in supporting the vision.			
3. Collaborates with and includes all stakeholders (parents, staff, administrators, businesses, community and students).			
4. Ensures all parties share their personal visions and develops a set of professional beliefs.			
5. Articulates the vision and makes sure it is understood by the district/department/school and reports progress toward attainment through symbols, ceremonies, stories, and similar activities.			
6. Ensures barriers to achieving the vision are identified, clarified, and addressed.			
7. Collaboratively develops/reviews/implements the district/department/school Improvement Plan, including objectives, strategies and resources and ensures that plan is followed.			

<b>Performance Standard #2 – <u>Learning Environment &amp; Professional Development:</u></b> Advocates, nurtures, and sustains a work culture conducive to student learning and staff professional growth.			
Performance Elements	Not Applicable	Priority Performance Elements	Initial
1. Uses knowledge of current learning theories, programs and best practices.			
2. Facilitates the design, implementation, evaluation and research of best practices and program.			
3. Uses knowledge of adult learning methods and the change process..			
4. Facilitates the use of technology in each learning community in the form of research, delivery, and presentation.			
5. Uses a variety of measurement, evaluation and assessment strategies to analyze and plan for district/department/school improvement.			
6. Promotes professional development of staff focusing on district/department/school vision and goals through a shared decision making model.			
7. Understands and values the many meanings and applications of diversity to help all students and employees be successful.			
8. Ensures all staff feel valued and important through the recognition and celebration of accomplishments.			
9. Administers a fair and systematic procedure for evaluating all staff, which ensures high expectations and quality performance.			
10. Organizes and aligns the school to the District’s vision to maximize and improve student learning opportunities.			

**Performance Standard #3 – Management & Administration:** Manages school operations and resources to ensure a safe, efficient, and effective learning environment.

Performance Elements	Not Applicable	Priority Performance Elements	Initial
1. Creates and maintains a safe, clean, orderly work environment through the application of district policies and procedures in a fair, consistent, constructive manner.			
2. Manages and aligns human resources in an effective manner.			
3. Manages and aligns material resources in an effective manner.			
4. Promotes and uses technology effectively to manage operations.			
5. Develops, supervises, and manages department/school budgets and financial resources effectively following district policies and procedures.			
6. Maintains a record keeping system for operational and organizational effectiveness in compliance with local and state regulations and policies.			
7. Manages time in an effective and efficient manner.			
8. Demonstrates effectiveness in planning and directing staff and other meetings.			
9. Demonstrates knowledge of employee contracts to assure due process, minimize personnel problems, and promotes positive working relationships.			
10. Maintain involvement of appropriate stakeholders in decision-making process.			

**Performance Standard #4 – Community & Parent Relations:** Maintains effective community and parent relations, responds to diverse community interests and needs, and mobilizes community resources.

Performance Elements	Not Applicable	Priority Performance Elements	Initial
1. Maintains high visibility, active involvement, and communication with the larger community.			
2. Recognizes and responds to diverse community needs and expectations and mobilizes community resources (business, religious...).			
3. Promotes community and parental outreach activities (business, religious, political, and service agencies and organizations).			
4. Follow District procedures and policies regarding media relations.			
5. Develops and maintains comprehensive program of collaborative community relations.			
6. Serves as a role model for community cooperation and collaboration.			
7. Provides opportunity for community to develop collaborative skills.			
8. Creates a climate that encourages parents and community to participate in the learning process.			

**Performance Standard #5 – Professional Responsibility & Integrity:** Demonstrates professional responsibility, integrity, fairness, and high ethical standards.

Performance Elements	Not Applicable	Priority Performance Elements	Initial
1. Demonstrates an understanding of the importance of education in a global society.			
2. Comprehends and practices a professional code of ethics			
3. Uses effective written and oral communication skills.			
4. Demonstrates effective leadership through involvement in professional organizations.			
5. Demonstrates regular attendance and punctuality.			
6. Uses effective problem solving skills to improve student performance, resolve conflicts and improve operations.			
7. Shares responsibility to maximize ownership and accountability among staff.			
8. Meets deadlines and other timetables.			
9. Treats people fairly, equitable, and with dignity and respect.			
10. Protects the rights and confidentiality of students and staff.			
11. Fulfills legal and contractual obligations.			

**Performance Standard #6 – Social Responsiveness:** Understands and is actively involved in the political, social, economic, legal and cultural systems and/or processes in the larger community that impact Flint Community Schools.

Performance Elements	Not Applicable	Priority Performance Elements	Initial
1. Demonstrates behavior that positively impact the political, social, cultural, and economic systems/processes that impact Flint Communities Schools			
2. Participates in policy-making activities that impact the educational process.			
3. Uses the legal system to protect school district rights and improve educational opportunities.			
4. Ensures the district/department/school works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.			
5. Maintains ongoing dialogue and involvement with representatives of diverse community organizations and other relevant persons and/or groups.			
6. Follows policies and procedures of the Flint Board of Education.			
7. Attends and participates in Flint Board of Education meetings, events and activities, as required.			

**Performance Standard #7 – Teaching and Learning:** A school district administrator promotes success for all students by monitoring for appropriate teaching and learning strategies to support student learning.

<b>Performance Elements</b>	Not Applicable	Priority Performance Elements	Initial
1. Assures the process of continuous learning by appropriate modeling.			
2. Focus staff on strategies and practices to ensure personalization of instruction.			
3. Monitors lesson plans and instruction to ensure the implementation of Standards.			
4. Maintain a regular schedule of walkthroughs in order to monitor teaching and learning.			
5. Maintains regular meetings with management team (LCL) to coordinate all achievement efforts.			
6. Serves as an instructional leader inservicing staff on data analysis and instructional strategies (curriculum mapping, gap analysis, etc.)			

**PART II – CURRENT SCHOOL YEAR GOALS**

<b>School Year Goals</b>	<b>Special Support or Assistance Needed</b>

### PART III – PROFESSIONAL DEVELOPMENT PLANS

Professional Development Needs	Recommended Training and/or Other Action Plans

My signature acknowledges the mutual review and concurrence with the above responsibilities, objectives, goals, and developmental plans.

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

**PART IV – PROGRESS REVIEW (S)**

**Comments:**

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**Employee**

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

**Evaluator**

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

**Comments:**

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**Employee**

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

**Evaluator**

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

**Comments:**

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**Employee**

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

**Evaluator**

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

Flint Community Schools

PERFORMANCE IMPROVEMENT PLAN  
FOR SCHOOL ADMINISTRATORS

APPENDIX K-3

Employee Name: \_\_\_\_\_ Position: \_\_\_\_\_

Location/Department: \_\_\_\_\_ Evaluator: \_\_\_\_\_

School Year: \_\_\_\_\_ Date Completed: \_\_\_\_\_

INSTRUCTIONS

(This form should only be completed for employees whose job performance has been evaluated as “Below Standards”)

**Part I – Problem Identification and Action Plan:** Identify performance deficiencies, required improvement, corrective actions, and timetables.

**Part II – Progress Review (s):** Conduct at least three (3) progress reviews with employee, not less than thirty (30) days apart, to review employee’s performance improvement progress.

**Part III – Performance Improvement Evaluation:** Upon expiration of the final timetables in Part I, indicate whether or not the required performance improvement has been attained. If progress has been satisfactory, employee should be removed from the Performance Improvement Process and retained in his/her current assignment. If progress has been unsatisfactory, consult with the Human Resources Department to determine an appropriate resolution.

**PART I – CORRECTIVE ACTION**

<b>Performance Deficiencies</b>	<b>Required Improvement</b>	<b>Action Board Will Take To Help Employee Correct Deficiencies</b>	<b>Action Employee Will Take To Correct Deficiencies</b>	<b>Completion Date</b>

SIGNATURES:

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

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

2<sup>nd</sup> Level Supervisor \_\_\_\_\_ Date: \_\_\_\_\_

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

HR Department: \_\_\_\_\_ Date: \_\_\_\_\_

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

**PART II – PROGRESS REVIEW (S)**

**1<sup>ST</sup> Progress Review Date:** \_\_\_\_\_

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

**2<sup>nd</sup> Progress Review Date:** \_\_\_\_\_

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

**3<sup>rd</sup> Progress Review Date:** \_\_\_\_\_

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

### PART III – PERFORMANCE IMPROVEMENT EVALUATION

**Performance Improvement Evaluation:**                      Satisfactory                         Unsatisfactory  

**Evaluator's Comments and Recommendation:**

(If employee performance improvement has been unsatisfactory, consult with the Human Resources Department before reviewing with employee)

**Employee's Comments:**

**Signatures:**

Your signature does not necessarily signify that you agree with the Performance Improvement Evaluation; it simply means that it has been reviewed and discussed with you.

Employee's Signature: \_\_\_\_\_

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

Union: \_\_\_\_\_

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

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

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

HR Department: \_\_\_\_\_

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

2<sup>nd</sup> Level Supervisor: \_\_\_\_\_

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

Other: \_\_\_\_\_

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

**Teacher Evaluation**

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

Teacher \_\_\_\_\_

Subject: \_\_\_\_\_

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

Time:            From: \_\_\_\_\_

To: \_\_\_\_\_

Examples of Strengths in Anecdotal Form:

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Areas Needing Improvement in Anecdotal Form:

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Professional Assistance Given:

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Plan of Action:

- a.     Recommendations for Improving Performance and Length of Time for Achieving Results:
  
  
- b.     Consequences if No Improvement:

**Year-End Evaluation Rating**

- \_\_\_\_\_ Highly Effective
- \_\_\_\_\_ Effective
- \_\_\_\_\_ Minimally Effective
- \_\_\_\_\_ Ineffective

**Recommendation**

- Tenure Teacher
- \_\_\_\_\_ Continue Tenure Contract
  - \_\_\_\_\_ Terminate Tenure Contract
  - \_\_\_\_\_ Retain At Present Salary

Non-Tenure Teacher

- \_\_\_\_\_ Renew Contract
- \_\_\_\_\_ Give Tenure Contract
- \_\_\_\_\_ Do Not Renew Contract

I have read the above evaluation.

I understand that my signature does not constitute a concurrence or approval and that I may grieve the evaluation if I believe it to be untrue or to have been accomplished by a method or procedure not in accordance with the Master Teacher Contract. I understand, also, that I may have a representative of my professional organization present at this evaluation conference session with my supervisor or principal.

Remarks by Teacher:

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Teacher \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

HR/LA/03/2012

**This is a professional report and must be kept in approved confidence.**

**(This form is to be processed and a copy given to the teacher at the conference session.)**

**One copy each to Human Resources/Legal Affairs, Evaluator, and Employee**

**Teacher Performance Report**

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

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

Subject: \_\_\_\_\_

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

Time: From: \_\_\_\_\_

To: \_\_\_\_\_

Examples of Strength in Anecdotal Form:

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Areas Needing Improvement in Anecdotal Form:

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Professional Assistance Given, Recommended or Requested:

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Recommendations for Improving Services (Including a Reasonable Length of Time to Achieve the Improvements):

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If Improvement Is Not Shown, the Following Disciplinary Action May Occur:

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General Comments:

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Evaluator \_\_\_\_\_

Date \_\_\_\_\_

**One copy each to Human Resources/Legal Affairs, Evaluator, and Employee**

## STUDENT GROWTH TEACHER EVALUATION

The measurement of student growth constitutes a significant portion of the evaluation. Pursuant to Michigan Compiled Law Revised School Code 1249 (MCL 380.1249) Performance Evaluation System. Student growth constitutes a “significant factor” of the overall evaluation. Student growth may be measured by, but not limited to, student performance on national (ACT, PLAN, Explore), state (MME, MEAP) and local (DRA, STAR, common grade level and/or course) assessments. This category will also take into consideration the building’s progress toward meeting school improvement goals and the teacher’s participation as an active, contributing member of District and building school improvement, curriculum and professional learning community teams and his/her implementation of District initiatives and school improvement goal strategies in their classroom.

The evaluator shall consider each of the following when evaluating the Student Growth Measurement:

- (1) Teacher supports and implements district and building initiatives in the classroom.
- (2) Teacher actively participates in the school improvement planning process.
- (3) Teacher implements strategies developed by school improvement teams.
- (4) School shows adequate progress toward meeting school improvement goals as defined by the school improvement plan.
- (5) Teacher actively participates as a member of professional learning communities as established by each building.
- (6) Teacher actively participates in the district’s curriculum implementation process.
- (7) Teacher effectively uses formative and summative assessments to drive instruction and to assess student knowledge and understanding of content.
- (8) Student(s) demonstrates adequate (year for a year) growth on standardized assessments [MEAP/MME, (Explore, PLAN, ACT)].
- (9) Student(s) demonstrates adequate growth on local assessments (DRA, STAR, Common Grade Level/Course Assessments).

Evaluator Comments

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Remarks by Teacher:

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Dated: \_\_\_\_\_

\_\_\_\_\_

Teacher

Dated: \_\_\_\_\_

\_\_\_\_\_

Evaluator

HR/LA/03/2012

This is a professional report and must be kept in approved confidence.

**One copy each to Human Resources/Legal Affairs, Evaluator, and Employee**