



# **Reform Redesign Report**

## **Neithercut Elementary School**

**Flint City School District**

Mrs. Brenda Greer, Principal  
2010 CRESTBROOK LN  
FLINT, MI 48507

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## **Introduction**

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

# Executive Summary

## **Introduction**

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

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

## **Description of the School**

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

Neithercut has 322 students. The school serves a multi-cultural , transient population. The cultures include 58.8% black, 3.2% Hispanic, 8% Asian, 32.2% white and 1.1% multi-racial. The population also consists of 45% female and 55% male students. The demographic data also shows that approximately 95% of all students receive free or reduced lunch.

The current economic decline surrounding Neithercut has greatly impacted student achievement. Neighborhoods surrounding Neithercut have been affected by home foreclosure, job relocations, multi family mergers and an increase of rental homes. This rapid decline in economic status has created a challenge as the number of students from poverty has greatly increased.

The staff is highly qualified and experienced. Every staff member has 14+ years of teaching experience. A core group of teachers have been part of Neithercut staff for over ten years. The positive work environment, reputation of the school along with the building facilities make Neithercut a school of choice for many teachers in our district. The majority of staff members have a Masters' Degree. Most of the teachers have earned credits beyond a Masters Degree.

## School's Purpose

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

### Vision

We the staff of Neithercut Community School are committed to increasing our students' academic achievement. Our purpose is to develop learners who can live, work and contribute to an ever changing society.

### Mission Statement

We expect all students to be successful academically and socially. We use Positive Behavior Support (PBS) to set high expectations for student behavior. We focus on intentional instruction to increase student achievement in all areas. We also offer an opportunity for students to attend a free enrichment program beyond the traditional school day. The staff at Neithercut believes in learning and growing as professionals to meet the needs of our ever changing community.

### Beliefs Statement

Our School believes:

- Every child has the capacity to learn
- All students have the the right to a quality education
- Every person has worth, dignity and value

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Neithercut School has attained AYP over the last three school years. Neithercut staff are striving towards 100% proficiency in all content areas. For the last three years we have placed an emphasis on professional learning with weekly planning/collaboration meetings. Other notable achievements: Accelerated Reading, Family Curriculum Nights, Family Involvement Activities, Youth Quest, Rosehaven Manor Reading Mentor Program, community volunteers, Neithercut Honors Choir, and Student of the Month. The staff continues to seek opportunities to recognize and promote student learning.

## **Additional Information**

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

The Neithercut staff is committed to making the necessary improvements and adjustments in instructional practices that will result in increased student performance.

# Transformation Redesign Diagnostic

## **Introduction**

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

## PART A: REFORM TEAM PERSONNEL

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

Brenda Duckett Greer, Principal [bduckettjones@flintschools.org](mailto:bduckettjones@flintschools.org)

Jacqueline Kildee-Taylor, 2nd Grade Teacher ,Learning Improvement Chair, [jtaylor@flintschools.org](mailto:jtaylor@flintschools.org)

Diane Frazier, Math Intervention Teacher, Professional Development Chair, [dfrazier@flintschools.org](mailto:dfrazier@flintschools.org)

Mary Ellen Carritti, 1st grade Teacher, [mcarritti@flintschools.org](mailto:mcarritti@flintschools.org)

Julie Cronk, Kindergarten Teacher, [jcronk@flintschools.org](mailto:jcronk@flintschools.org)

Scott Davis, 6th grade Teacher, [sdavis2@flintschools.org](mailto:sdavis2@flintschools.org)

Jeffrey Banaszak, 5th Teacher, [jbanaszak@flintschools.org](mailto:jbanaszak@flintschools.org)

Melissa Bellinger, Academic Coach, [mbellinger@flintschools.org](mailto:mbellinger@flintschools.org)

Rachael Fisher, Academic Coach, [rfisher@flintschools.org](mailto:rfisher@flintschools.org)

## PART B: TEACHING AND LEARNING PRIORITIES

**State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)**

1. All students will increase reading proficiency in all academic subjects. Based on our data dialogue we found test scores were low in all subject areas. We are cognizant of the negative impact low reading proficiency has on all core subjects: Science, Social Studies, Writing and Math.

2. Differentiated Instruction will address the needs of students by helping them move towards 100% student achievement. The principal will monitor and support the implementation and practices of Differentiated Instruction.

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

2. Our MEAP data from school year 2011-2012 shows:
- 62% of students are partially/not proficient in Reading
  - 77% of students are partially/not proficient in Math
  - 87% of students are partially/not proficient in Writing
  - 100% of students are partially/not proficient in Science
  - 90% of students are partially/not proficient in Social Studies

In the fall of 2012, students' Beginning of Year (BOY) STAR reading test scores were also low. In the first grade, 78% tested below grade level. Fifty-six percent of the second grade students tested below grade level. In the third grade, 65% tested below grade level. Fifty-eight percent of fourth grade students tested below grade level, and in the sixth grade, 60% of the students tested below grade level.

Overall trend is flat and reflective in the scores listed above. We have not seen significant improvement in the core content areas during the past four years. Our scores are consistently below the state averages for the students respective grade levels. Local assessments (STAR, DRA) also show students below grade level in reading and math.

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

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

Mrs. Brenda Greer has been assigned to Neithercut Elementary effective Oct. 10, 2012 in order to be involved in the initial transformational plan development and writing. The Master Contract between the Board of Education and the Congress of Flint School Administrators allows for "voluntary movement of a bargaining unit employee from one position to another, which has the same or lower job grade than that currently occupied by the bargaining unit employee." In the interest of being a "start fresh" provider and to be involved from the onset of the process Mrs. Greer agreed to be reassigned at this time. Mrs. Greer is an experienced administrator that exhibits the qualities needed to turn Neithercut Elementary around. She holds a Master's Degree in Educational Leadership and has 36 years of educational experience. She has a strong desire to see children succeed and holds high academic expectations. She has also demonstrated the ability to pull teams of individuals together in order to accomplish difficult tasks. She has a history of being able to focus her grade level teams in order to analyze school achievement data and to be able to identify strategies and make instructional decisions. Mrs. Greer has the confidence and ability to stay strong during the difficult task of turning a school around.

### Principal Resume

Brenda J. Duckett-Greer

1917 Windsor Lane, Flint, MI 48507

Home: 810-235-4348 Cell: 810-407-2496 Office: 810-760-1359

bduckettjones@flintschools.org

### Professional Objective

Dedicated to students' educational well being and academic excellence.

Dedicated resourceful professional with proven ability to: create and monitor policies and practices that promote a safe learning environment and ensure a safe school culture that encourages continuous improvements for teachers and students. Develop an environment that encourages open communication with colleagues, students, the community and mentors educators in the creation and implementation of class instruction, classroom management, lesson plans and student assessment in conjunction with state learning standard.

### Administrative Experience Elementary Principal - Flint Community Schools

Neithercut Elementary

Brownell Elementary

CivicParkElementary

Gundry Elementary

Cody Elementary

Pierson Elementary

Reduced student discipline by implementing Positive Behavior Program

Maintained regular methods of communication between staff and administration. Such as newsletters, bulletins, memos and personal correspondence.

Planned and organized school orientation for new students and parents.

## Reform Redesign Report

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Turnaround school environment

Closed five elementary schools due to high unemployment and low student enrollment

Garfield Edison Partnership School

1st Edison Principal in FCS

600 students and over 60 staff

Successfully manage, monitored and evaluated Edison Research

Based Curriculum

National Edison Presenter 2012-Present

Brownell Elementary School Math Teacher 1990 - 1996

Pilot Connected Math Project, MSU

Team Leader for PDS Schools

School Improvement Chair - 1996-1990

Employee of the Month- Flint Community Schools 1995

Community School Director - Brownell Elementary, FCS

Develop Community Partnership

Provide Community Resources for Parents and Students

Liaison between community and school

Supervised all community programs, Adult Ed. Program

1990 - 1986

Education Advance Graduate Studies at various universities

MA in Education Leadership - Eastern Michigan University

BA Elementary Education - Michigan State University

Certifications State of Michigan Provisional Elementary Certification

Professional Development

Classroom Management

RTI

Success for All

Balanced Literacy

Discipline With Dignity

TCS ELA and Math Curriculum

Ruby Payne - A Framework for Understanding Poverty

Differentiated Instruction

Edison Leadership Training

Connected Mathematics

Leadership Training - Dr. Barbara Markle

Michigan Dept. of Education

Professional Involvement

Executive Board - Flint Congress of Administrators

Executive Board - MFMPA Region 10

**Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor.**

The Race to the Top legislation enacted on January 4, 2010 and codified in the Revised School Code which was amended by the legislature in a four bill tenure reform package (Public Acts 100-103) on July 19, 2011 requires school districts to adopt Board policies and administrative regulations on performance evaluation systems pertaining to teachers and administrators.

During the 2010-11 school year, it was agreed that the representatives of the FCS and the UTF, Inc. will work together during the 2010-11 school year to revise the teacher evaluation instrument to be effective during the 2011-12 school year. On November 16, 2011 the Flint Board of Education adopted Board Policy 5510 Performance Evaluation Systems and delegated to the Superintendent the responsibility of developing administrative regulations. On March 7, 2012 the Board of Education adopted the regulations and rubrics for use in the evaluation. The educator evaluation revisions comply with legislative requirements mandating new performance categories (Highly Effective, Effective, Minimally Effective, and Ineffective), lengthening the probationary period, making staffing decisions based on performance, mandating that student growth be a portion of the overall evaluation, and providing more flexibility on the format and timing of the evaluation process. The Board Policy and teacher evaluation process are currently in effect and may need to be amended in order to comply with future requirements that come from the Governor's Council on Educator Effectiveness. The district's current collective bargaining contract with the teacher's union expires August 31, 2013. We worked collaboratively with the union on the teacher evaluation instrument which provides that student growth is at least 25% in 2013-14, at least 40% in 2014-15 and at least 50% in 2015-16. By May of 2012-13 a joint committee will refine and define the student growth requirements to align with required legislature. The student growth model for the evaluation tool is in draft form and is attached.

During the 2011-12 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 and 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 emphasizes student growth. We worked collaboratively with the union on the administrator evaluation instrument which provides that student growth is at least 25% in 2013-14, at least 40% in

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2014-15 and at least 50% in 2015-16. By May of 2012-13 a joint committee will refine and define the student growth requirements to align with required legislature.

It should be noted that while we are attempting to enter into these negotiations it has been complicated by the announced retirement of the Superintendent of schools, effective February 2013, and the current vacancy of a Human Resources/Labor Relations Executive Director.

Please see the attached assurance document (2012.0309 Adm. Regulation Performance Evaluation.pdf) teacher evaluation form and protocol for the teacher evaluation process.

Please see the attached assurance document (FCS Administrator Evaluation Forms.pdf) building leader evaluation form and protocol for the leader evaluation process.# 2

Collaborative discussion regarding a revised Teacher Evaluation Instrument for use during the 2011-12 school year began Fall of 2011. Monthly meetings were held and facilitated by Collins & Blaha, P.C. with administration and United Teacher's of Flint Representation to collaborate on the teacher evaluation process to be used each school year.

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 2011-12 school-year. In the future, these guidelines may need to be amended in order to comply with the requirements that come from the Governor's Council on Educator Effectiveness.

During the 2012-13 school year, student growth is being used as a significant portion of the evaluation process. A committee including teachers, administrators, central office, and unions, will be developed by March 2013 to provide a collaborative process to seek agreement on defining a significant portion (10-15%) of the teacher and administrator evaluation instruments be based upon student growth for the 2012-13 school year. The deadline for the committee collaboration MOU signed by the Unions and district officials will be May 2013.

### 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.

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

The district's current teacher and administrator evaluation policies, procedures, and evaluation tools provide the necessary operational flexibility to remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not

increased student achievement outcomes. The district will establish a committee with union representation February 2013 to identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, schools will be provided operational flexibility to add non-monetary rewards/incentives as determined at the building level.

¢ The Professional Development Chair will establish a staff incentive committee that represents the diversity of the staff. This committee will be established by January 2013 and will work on developing staff incentives and awards for increased student achievement.

¢ We will develop a survey to solicit suggestions from staff on the incentive program that will be completed by January 2013.

¢ May 2013 will be our first incentive awards program. We will use benchmarks from January Star Assessments to measure student growth.

For removal of teacher/administrator, the following steps will be followed:

Step 1: Identify the ineffective teacher/ administrator through performance observations and evaluation.

Step 2: Individual will be monitored with time given for improvement.

Step 3: If improvement is shown, the individual will be removed from the ineffective category.

Step 4: Put teacher/ administrator on an Individual Development Plan (IDP)/ Professional Development

Step 5: If improvement is not shown, the teacher/administrator will be removed from staff.

We will utilize the district established protocol to remove teachers and administrators who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.

Staff responsible: Professional Development Chairperson: Diane Frazier and 1st Grade Teacher Mary Ellen Carritti

**Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

Our Professional Learning focus is Balanced Literacy and Differentiated Instruction. To address these areas we will use the Flint Community Schools' Meeting Protocol. The expectations are: 4 meetings per month, one data focused (formative assessment, benchmarks, exit slips, writing, etc.), one collaboration with Learning Support, Intervention & Classroom teachers focused on intervention support, two grade level collaboration/professional learning focusing on all content areas.

Job-embedded Professional Development will include all teachers and building administrator. A schedule has been created by using fine arts teachers to work with students while teachers have 70 minute schedules for weekly embedded -professional development. The schedule is a multi- grade design.

Staff will participate in book studies quarterly.

Lesson Studies are another approach to embedded professional learning which will allow teachers' to learn from practice. A group of grade level teachers will examine STAR ,DRA , and benchmark data to formulate a focus for student learning, then collaboratively work on designing a lesson while others observe student reactions' and understanding of the lesson focus. The lesson is revised and adjustments are made. The lesson study will be conducted over a two day period. Teachers will record their learning and next steps from the lesson studies.

All staff will need to be trained in Differentiated Instruction and Balanced Literacy. A Professional Development Calendar has been created for all staff for 2013-2014, 2014-2015 and 2015-2016.

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2012-2013

November AMO Targets Established Per Grade Level

December Week Dec. 3 STAR Assessment

Week Dec. 10 STAR Assessment

January Week Jan. 7 STAR Assessment

Week Jan. 14 DRA

Week Jan. 21 DRA

Week Jan. 28 DRA Results

February Week Feb. 4 MEAP Analysis - Math

Week Feb. 11 MEAP Analysis - ELA

Week Feb. 18 MEAP Analysis - Science

Week Feb. 25 MEAP Analysis - Social Studies

March Week Mar.4 Balanced Literacy

March 5 How Full Is Your Bucket (TEAM Building)

Week Mar. 11 Balanced Literacy

Week Mar. 18 Balanced Literacy

Week Mar. 25 Balanced Literacy

April Week Apr. 1 Balanced Literacy/FCS Units of Study

Week Apr. 8 Balanced Literacy/FCS Units of Study

Week Apr. 15 Balanced Literacy/FCS Units of Study

Week Apr. 22 Balanced Literacy/FCS Units of Study

May Week May 1 MEAP - AMO Targets

Week May 6 Planning for 2013-2014

Week May 13 Planning for 2013-2014

Week May 20 Planning for 2013-2014

Week May 27 Planning for 2013-2014

August Aug. 12 - 17 Differentiated Instruction

August 2013 Classroom Management (Ruby Payne)

September Classroom Management

\*Professional Development Calendar will be developed for the remainder of the year based on the 2012-2013 MEAP, STAR Assessment and DRA.

Lead teacher will be identified to support the implementation of Differentiated Instruction and Balanced Literacy. We will request to have Academic Coaches and Lead Teachers assigned to Neithercut full-time.

Principal observations will include monitoring the implementation of Balanced Literacy and Differentiated Instruction in addition to regular expectations of delivery of instruction.

We will request a waiver to extend the school day to provide staff with embedded professional development monthly.

Staff responsible: Principal- Brenda Greer, Professional Development Chair Diane Frazier, ELA Coach -Melissa Ballinger and Math Coach Rachael Fischer

**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.**

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Less than 10 years ago, Flint Community Schools allocated educational and student support services with access to a total/general fund budget in excess of \$250 million dollars, with another \$50 million in special external discretionary/competitive grants supporting academic innovation/experimentation. Due to declining property tax revenues, declining population base/outward mobility, a cataclysmic decline in the automotive/support industries tanking the area's employment potential -- exacerbated by a sour national economy -- those figures are now \$142 million General Fund and \$33 million federal sources. However, during the decline of school resources in this decade, the District has incrementally addressed school building closures, staff realignment/layoffs, reassessment/prioritization of academic offerings and has learned to provide its constituency with a quality education with less revenue, envied by most similarly-sized districts in the state. Considering the current economic and enrollment conditions which the district faces, promotion and career growth opportunities may be limited to attrition and promotion through vacancies as they arise.

The District currently manages state and federal dollars originating from:

General Funds (State School Aid/Membership Allowance)

Title I-Part A

Title I-Part C

Title I-Part D, Subpart II

Title II-Part A

Special Education

21st Century Community Learning Centers

Section 31A

Career Technical Education

The district and Board of Education have policies in place for the recruitment of staff (Policy 5170) and professional development opportunities (Policy 5190). It should be noted that while we are attempting to implement strategies such as, increased opportunities for promotion and career growth, and /or flexible working conditions designed to recruit and retain staff, it has been complicated by the announced retirement of the Superintendent of schools, effective February 2013, and the current vacancy of a Human Resources/Labor Relations Executive Director.

Staff Achievement Awards Celebration

Neithercut staff will have an end of the year celebration for teachers who have reached established building wide benchmarks for student achievement. We will use STAR Assessment for reading and math to establish guidelines. Teachers will be acknowledged for achieving 25% or higher on student achievement. Benchmarks will be established by using STAR ASSESSMENT Average grade equivalent in April 2013. Teachers will be awarded for 100%, 90%, 80% and 70% student achievement. Teachers will have the opportunity to receive awards that will be identified by the Staff Incentive Committee.

Staff Wall of Fame

Teachers will have their photographs mounted to a Wall of Fame. Photographs would include the teacher's name, school year and the percent of student achievement (25% or higher). The wall would be divided by the achievement.

Teacher of the Month

The Staff Incentive Committee will develop criteria for selecting the teacher of the month.

Peer-Mentor (Building Level)

¢ A staff handbook will be developed to outline the "Big Ideas" around our reform plan. This handbook will be given to all staff and every new staff member who comes to Neithercut. A road map will be included to explain every component of the implementation plan.

¢ We will identify a mentor for each new staff member.

☞ We will also identify a formal mentor program such as ASCD.

☞ On-going professional development is essential to the success of the implementation of Neithercut's reform plan.

### Team Building

We have also developed team building activities that we believe will help to retain staff. Research shows that a staff which is intentional about team-building will be able to achieve quick turnaround. The objective is to build collegial and collaborative relationships and maintain staff members. Monthly activities that will be included at every Staff/School Improvement Meeting:

December - Cookie Share, Secret Santa

January - Commit To Fit, Zumba, Walking Club

February - Positive Affirmations

March - How Full Is Your Bucket?

April - School Team Retreat-Renew-Refresh-Review Transformation

May - Awards Celebration and Recognition

Staff responsible:: Jacqueline Kildee, L.I. Chair, Mary Ellen Carretti, 2nd Grade Teacher and Principal Brenda J. Greer

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Specify how the school will use data to identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.**

The framework of our district units of study is researched based, aligned from one grade to the next, and are in the process of being aligned with the common core standards. Therefore, our curriculum will include the district units of study along with a balanced literacy approach. In addition, emphasis will be given to including guided reading into daily instruction to ensure that the needs of all students are met. Our data shows that students are scoring below state averages on MEAP and below grade levels as measured by STAR reading assessments. On sixth grade MEAP reading, 59% of our students were not proficient in 2011; 47% in 2010; 62% in 2009; and 70% in 2008. On fifth grade MEAP reading, 64% were not proficient in 2011; 72% in 2010; 53% in 2009; and 84% in 2008. On fourth grade MEAP reading, 53% were not proficient in 2011; 62% in 2010; 69% in 2009; and 55% in 2008. On third grade MEAP reading, 68% were not proficient in 2011; 70% in 2010; 53% in 2009; and 60% in 2008.

In the fall of 2012, students' Beginning of Year (BOY) STAR reading test scores were also low. In the first grade, 78% tested below grade level. Fifty-six percent of the second grade students tested below grade level. In the third grade, 65% tested below grade level. Fifty-eight percent of fourth grade students tested below grade level, and in the sixth grade, 60% of the students tested below grade level.

Because science and social studies are also based on literacy skills, we are including the MEAP Science and Social Studies data. In 2011, 89% of sixth grade students scored not proficient in social studies. Seventy-six percent were not proficient in 2010; 71% in 2009, and 74% in 2008. In 2011, 100% of fifth grade students scored not proficient in science. Ninety-eight percent were not proficient in 2010; 95% in 2009, and 100% in 2008.

This data shows that something more than the district units of study is needed to improve our student's reading skills. Therefore, we are including a Balanced Literacy approach across the curriculum.

Balanced Literacy is defined as a framework that will help all students learn to read. Balanced Literacy includes read aloud, shared reading, guided reading, reading conferences, word study, independent reading, and shared learning. Balanced Literacy is a model that releases control of learning to the learner (Farstrup & Samuels, 2002).

When all teachers are using a Balanced Literacy approach to reading, it will ensure that common literacy practices will be promoted in all classes. In addition, district content coaches will provide a curriculum map and schedule that identifies what standards are addressed for each classroom in each grade level. In order to facilitate this adequately, Neithercut is requesting that our academic coaches be assigned to our building on a full time basis.

Houghton-Mifflin Teaching Resource kits will be used by all teachers. In addition, running records, fluency checks, and STAR Instructional Planning Reports will be used to evaluate progress and identify focus areas for improvement on a regular basis.

We will fully implement Balanced Literacy to address the big idea of reading proficiency. We have researched other schools districts that have attained 99% student achievement in reading and decided to continue to use the Flint Community Schools (FCS) Units of Study along with supplemental materials. Staff will receive professional development on all components of Balanced Literacy and the FCS Units of Studies.

Staff Responsible: Brenda Greer Principal

**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.**

A data team will be identified to manage, update and inform staff of school data. Data-driven dialogue is a collective process designed to create shared understanding of issues and events using information from different sources. It separates inquiry, analysis and problems which keeps staff from making assumptions prematurely. (Wellman, Lipton 40).

Purposes:

To develop practical structures for using data to focus the group's attention and energy.

To understand and apply a three-phase model data driven dialogue.

To extend a repertoire of tools for mediating productive group learning, planning, and problem solving.

To explore methods of surfacing multiple perspectives and frames of references.

This information will be displayed in the staff work area and throughout the building when appropriate. Each staff member will develop a data notebook for their classroom use. This notebook will include classroom data summaries as well as student data summaries. The team and teachers will review both summative and formative data. We realize the more information we have about our students, the clearer the picture we have about achievement or why gaps occur and this information will always inform instruction.

Summative Assessments are given periodically to determine a particular point in time what students know and do not know. We recognize that summative assessment at the district and classroom level is a measure of accountability that can be used as part of our grading system.

Here are some of the examples of summative assessments we will use:

MEAP

Flint Community School Benchmark Assessments

End of Unit or Chapter Tests

STAR Assessment

IOWA Basic Skills

Gates MacGinitie

Formative Assessment is part of the instructional process. It is on-going assessments, reviews and observations in the classroom. Teachers will use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process. Here are some of the examples of formative assessment we will use:

Anecdotal Records

Guided Reading

Quizzes and Essays

Student Writing

DRA

Running Records

DATA CALENDER

JANUARY

Star -Growth Report

DRA

Identify Strenghts and Weaknesses

Develop-Groups-ReAligned

Display Data

Establish Quarterly BenchMarks per grade

## Reform Redesign Report

Neithercut Elementary School

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Define the Intervention and What we Measure

FEBRUARY

MEAP -Analysis and District Benchmarks

MARCH

Review Seven Step Process

APRIL

Review Seven Step Process

MAY

Planning for 2013 Staff responsible: Principal Brenda Greer, Sixth Grade Teacher-Scott Davis, Kindergarten Teacher Julie Cronk,

Intervention Math Teacher Diane Frazier and L.I. chair Jacqueline Kildee

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year (specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers.**

The Collective Bargaining Agreement Between Board of Education of the School District of the City of Flint and 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 that provide for increased time for all students to learn core academic content by expanding the school day, week or year.

### ARTICLE 32 Shared Decision-Making and Waivers

A. "Shared decision-making" means a process using a 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 designees. 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 building 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 a part of a teacher's evaluation or be otherwise used to discipline a teacher.

The district acknowledges the Priority School's needs to establish schedules and strategies that provide increased time for all students to learn core academic content, by expanding the school day, week or year. The district supports these Priority Schools and will work during the 2012-13 planning year with building administration, staff and union representation to develop such a plan for these schools by May 2013. The district is in agreement with the initial plan to increase learning time by at least 30 minutes per day. Below are the current clock hours for Neithercut. We will be working on changing to comply with the State requirements.

For the last five years, Flint Community Schools has created an opportunity for consistent teacher collaboration and we will continue to

## Reform Redesign Report

Neithercut Elementary School

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implement the District's Meeting Protocol.

We have also begun to analyze the intent of our time. This would include no longer having school-wide morning meetings and the implications of recess on instructional time. We have discussed many options such as lunch and learn that support Common Core State Standards, i.e. science concepts, platoon configuration and smaller class sizes.

Neithercut Draft School Calendar 2013-3014

### Staff Schedule

Arrival 7:43 a.m.

Dismiss 3:55 p.m. M, T, Th, F

2nd and 4th W. 3:51

### Student Schedule

Arrival 8:24 a.m.

Dismissal 3:50 p.m.

Teacher Collaboration: Wed. afternoon 2nd and 4th Wednesday out of the month

Students dismiss at 1:51

30 minutes of instruction a day

Staff schedule allows for 4 hr. of additional teacher/ collaboration.

### INCREASED LEARNING TIME

The first 30 minutes of the day ALL teachers will teach skill based intervention.

September - All teachers will teach MEAP Skills

October - June Skills will be taught based on the STAR Assessment and FCS District benchmark assessments and Iowa test. intervention.

Staff Responsible: Principal Brenda Greer and Kindergarten Teacher: Julie Cronk

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

#### Customer Service

Our goal is to increase student achievement, attendance, build positive relationships with families, lower mobility rate, decrease the number of behavior reports and increase the number of students in uniform.

-Attendance Policies- district guidelines

-Student/Parent handbook- to help parents become more knowledgeable in understanding the routines and expectations of our school.

-Ongoing notes/letters to parents and positive notes- sent by classroom teacher

-Marquee- recognize parental involvement and to inform the community of school activities

-Neighborhood letters- Inform the community of activities happening at our school

-Pizza with the Principal- To reward students for established criteria.

## Reform Redesign Report

Neithercut Elementary School

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### ☺ Community Organizations

Our goal is to engage community organizations, to support student achievement, and support the needs of families. We will monitor success by student/parent participation and the number of community organizations involved with our school.

### ☺ Monthly Parent Meeting

Our goal is to increase parent participation. Success will be monitored by the number of parents in attendance. Parents are expected minimally to attend one Parent Advisory Council (PAC), and two additional parent activities. A new program will be in place to identify parent of the month determined with criteria set by staff.

### ☺ Volunteer Program

Our goal is to support classroom teachers in implementing classroom intervention and support student achievement. Volunteers would work directly with classroom teachers to increase reading proficiency and provide intervention.

### ☺ Star Assessment

Volunteers will be trained on how to use the Star Activities.

Using the Star Assessment, our goal will be to provide volunteers an activity to be used with the students' specific skills and instructional needs.

### ☺ Attendance Policy

Our goal is to improve student attendance and increase student achievement. We will follow and enforce the district attendance policy. We will create a building wide incentive program to improve student attendance.

A Parent Engagement Notebook will be kept in the main office. This notebook will include agendas sign-in sheets , parent newsletters , flyer etc. This will document parent and community involvement.

Staff Responsible: Parent Facilitator: Debra Ramsey, Behavior specialist Joey Edwards, Ela Coach Rachael Fisher and Math Coach Melissia Bellinger

## PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

**Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.**

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.

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 time and calendars as determined by the priority planning process during the 2012-13 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 for who is selected to be hired to teach at the priority school.

The school implements the Flint Board of Education adopted curriculum in all content areas and utilizes district created units of study in English Language Arts and Mathematics. Due to high mobility throughout the district, consistent instruction and pacing of 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 development. 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 I set-aside funds to support priority school activities. In collaboration with their 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.

**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.**

The district's 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 of the instructional eye and to help building principals 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 walkthrough 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 and MDE representative, and content coach to provide on-site assistance facilitating school improvement processes at (Insert School Name). In addition, content coordinators provided professional development and work with individuals on instructional practice.

Neithercut 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 Dept. of Agriculture (Fresh Fruit and Vegetable Program); US Dept. of Agriculture (Community Eligibility Option-Breakfast & Lunch Program); 21st Century Community Learning Centers (Before, During and After School Programs); Genesee Regional Chamber of Commerce (Youth Quest After School Programming).

Mrs. Greer, principal of Neithercut School works closely with the Executive Director of Elementary Education to support her efforts to lead the building's improvement initiatives. With her assistance, a plan for coordinating all district and external supports to focus their efforts on teaching and learning will be developed during the 2012-13 school year. This plan will also address the allocation of funds at the district and building level to provide operational flexibility and address needs unique to Neithercut Elementary.

The role and support of the Genesee ISD Mi-EXCEL SSoS School Improvement Facilitators (SIF)"Karen Stong and Sybil Lenzi"for component #11

The first half of this school year was spent supporting Year One Title I MI Excel Priority Schools to develop and submit their Reform & Redesign plan. School Improvement Facilitator's work shifts in 2nd semester to focus for the remainder of the school year. Some of the activities SIFs will engage in for the remainder of the year are listed below:

- Participate in on-going Data Dialogues held at the building level which may inform revisions to the R & R plan
- Support team to make required revisions to R& R plan based on feedback from MDE
- Support the building team to integrate instructional components from the R & R plan into the School Improvement Plan
- Support the building team to pilot at least one Instructional Learning Cycle by the end of the school year
- Support the building team to plan for implementation of components of the R & R plan

An updated audio-visual presentation will be available on the components of the Instructional Learning Cycle in early January. Resources and tools to help you implement the Instructional Learning Cycle are also being created. Further information will be shared at the February SIF training. From March until May, small group training, webinars and on-site support will be available to help with the ILC.

Year One Priority Schools in Genesee County will conduct a pilot of the ILC in one content area, grade level or with a small group of teachers by the end of the school year. Lessons learned during this pilot may be helpful as the building plans for further implementation of the ILC in Year Two.

The Intervention Specialist will assist Michigan's Priority Schools (those schools in the bottom 5% of the state's Top-to-Bottom list) and their districts in identifying critical issues that limit educational outcomes for students. Specialists will provide technical assistance and monitoring support for Priority Schools related to the development and implementation of their Reform/Redesign Plan required by Michigan Legislation. Specialists will facilitate a professional dialogue informed by diagnostic data to uncover systemic barriers to district support of priority schools and assist district leaders as they provide focused and customized support that addresses school needs. Specialists: Mardella Alexander, will have district-level and school-level responsibilities, as well as reporting responsibilities.

# Assurances Report

## Michigan Department of Education Assurances

### Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	Documents outlining district policies and procedures as well as evaluation tools are attached. The resume of the Neithercut principal, is included in the Transformation Model Requirements #1 (principal qualifications). <u>Evaluations and MOU.pdf</u>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	Calendar attached <u>professional dev.doc</u>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	Currently working on extended day calendar. <u>school times.pdf</u>
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	Increased Enrichment Opportunities offered by Youth Quest
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	Attached <u>meeting protocol.doc</u>
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	MOU with the United Teachers of Flint and the Flint School District is included in the zip file attached below. The document can be found following the teacher evaluation/leadership evaluation and supporting district policies and regulations. <u>Evaluations and MOU.pdf</u>

**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:

Indicator Met:

### EVALUATION INDICATORS

- |     |    |     |    |   |
|-----|----|-----|----|---|
| YES | NO | N/A | 1. | Teacher supports and implements district and building initiatives in the classroom.   |
| YES | NO | N/A | 2. | Teacher actively participates in the school improvement planning process.   |
| YES | NO | N/A | 3. | Teacher implements strategies developed by school improvement teams.  |
| YES | NO | N/A | 4. | School shows adequate progress toward meeting school improvement goals as defined by the school improvement plan.                               |
| YES | NO | N/A | 5. | Teacher actively participates as a member of professional learning communities as established by each building.                                 |
| YES | NO | N/A | 6. | Teacher actively participates in the district’s curriculum implementation process.  |
| YES | NO | N/A | 7. | Teacher effectively uses formative and summative assessments to drive instruction and to assess student knowledge and understanding of content. |
| YES | NO | N/A | 8. | School(s) demonstrates adequate (year for a year) growth on standardized assessments [MEAP/MME, (Explore, PLAN, ACT)].                          |
| YES | NO | N/A | 9. | Student(s) demonstrates adequate growth on local assessments (STAR, DRA, TABE, GED, Common Grade Level/Course Assessments, IEP Goals).          |

### INDICATOR SUMMARY

*Evaluation Indicators **NOT** met **MUST** be addressed in this comment section.*

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*In order to be rated “Effective” or “Highly Effective”, a teacher **MUST** meet growth indicators 8 and 9 AND a majority of the remaining indicators. This does not apply to non-instructional certified staff.*

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

\_\_\_\_\_  
Teacher

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

\_\_\_\_\_  
Evaluator

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

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

**Flint Community Schools**  
**EVALUATION FOR ADMINISTRATORS**

FORM AES 1

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

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

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

Date Planning Completed: \_\_\_\_\_ Date Mid-Year Review Completed: \_\_\_\_\_ Date Summary Completed: \_\_\_\_\_

**INSTRUCTIONS**

**Definition of Terms:**

- Expectations: Five FCS Expectations for Instructional Leadership
- Rubrics: Rubrics developed for each of the five FCS Expectations for Instructional Leadership
- Indicators: Characteristics in each rubric
- Targets: School/department student achievement measures, measures of behavior including student attendance, and student/teacher/parent feedback as well as other measures linked to student success
- Goals: Professional growth goals identified during the target/goal setting meeting
- Rating: Summary based on compilation of the administrator's progress toward targets and goals

**Part I: Rubrics**

- Use the rubric indicators to guide planning and provide a summary rating of the administrator. Summary rating is to be completed for each of the five rubrics.

**Part II: Planning Meeting: Setting Annual Targets, Goals and Professional Development Plans**

- Evaluator completes the comments section for each of the rubrics.
- Record targets and three-to-five annual professional growth goals aligned with one or more of the FCS Expectations for Instructional Leadership.
- Goals are to be accompanied by corresponding professional development/support provided by the evaluator or his/her designee.

**Part III: Mid-Year Review**

- Discuss and provide evidence of progress toward annual targets and goals and on professional development plans.
- Record progress toward targets and goals and on professional development.
- Determine the next steps in meeting the goals/targets.

**Part IV: Summary Evaluation**

- Complete the summary evaluation, including rating and comments on each rubric, the administrator's major contributions, and areas of strength and concerns based on progress made during the evaluation period. The evaluator reviews the professional development plan and whether the plan was completed.
- Discuss and provide evidence of progress toward annual targets and goals and on professional development plans.



## PART I: RUBRICS

### Flint Community Schools Expectations for Instructional Leadership

Expectation: Vision/High Expectations

Highly Effective	Effective	Minimally Effective	Ineffective
<p>Involves staff, students, parents and the community in shared expectations for the development of student academic achievement.</p> <p>Builds positive and productive relationships that foster partnerships with parents and the community to assure access, engagement and student success based on student needs as identified by SIP/DIP achievement data.</p> <p>Ensures that all students have a variety of options and opportunities for enrichment and learning by consciously allocating available resources in alignment with the vision, mission and educational goals of the schools.</p> <p>Works to assure vertical articulation among feeding and receiving schools to promote access, engagement and student success.</p>	<p>Uses various websites, newsletters and regular meetings and participates in various community events throughout the year to communicate shared and clear expectations for student academic achievement to all staff, parents, students and the community.</p> <p>Ensures that partnerships with all stakeholders promote a culture of access, equity, student success, and engagement.</p> <p>Ensures equity for all students by prodding and encouraging students to access a variety of options and opportunities for enrichment and learning.</p> <p>Monitors expectations and holds staff accountable for student academic success. Provides continuous feedback to all staff.</p> <p>Builds a positive culture and climate by celebrating progress and achievements of students/staff.</p>	<p>Communicates expectations for student academic achievement with some stakeholders</p> <p>Builds relationships in the community that foster partnerships with parents and the community which communicates access, engagement and student success</p> <p>Ensures that students have a variety of option and opportunities for enrichment and learning.</p> <p>Aligns the School/District Improvement Plan with the school/district's vision of high expectations for student achievement.</p>	<p>Does not communicate expectations with stakeholders</p> <p>Parents and the community are welcome to the school and district.</p> <p>Does not ensure students access to options and opportunities for enrichment and learning.</p>



# Flint Community Schools Expectations for Instructional Leadership

## Expectation: Laser-Like Focus on Student Achievement

<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
<p>Conducts visits daily to classrooms that have specific focus (aligned to SIP), monitor progress using criteria shared with teachers in advance, and shares feedback to assist teachers with meeting student performance goals.</p> <p>Meets with teachers weekly in grade level/department meetings to monitor and analyze progress by and across grade level in implementing district-developed curriculum and guides.</p> <p>Conducts professional development walkthroughs weekly with appropriate personnel - teachers, principals, coaches, and/or content specialists - to calibrate their understanding of rigorous instruction.</p> <p>Leads staff in monthly review, analysis and use of multiple sources of data (including attendance and discipline data) to improve student achievement and school climate and to determine effectiveness of interventions.</p> <p>Convenes groups of students and meets with students regularly to discuss learning and suggestions for improving instruction.</p> <p>Creates a climate for, and models, the integration of technologies to enhance teaching and learning in all aspects of his/her work.</p>	<p>Conducts visits daily to classrooms that have specific focus (aligned to SIP/DIP), monitor progress using criteria shared with teachers in advance, and shares timely feedback to teachers.</p> <p>Meets with teachers weekly in grade level/department meetings to monitor progress in implementing district-developed curriculum and guides.</p> <p>Conducts regular collegial professional development walkthroughs.</p> <p>Monitors use by teachers and staff of student data and district-provided tools in making effective and appropriate decisions about interventions for students.</p> <p>Visits classrooms regularly to talk with students about their progress and their learning.</p> <p>Leads opportunities in the effective use of instructional technologies to enhance teaching and learning.</p>	<p>Conducts visits periodically to classrooms that have specific focus (aligned to SIP), monitor progress, using criteria shared with teacher in advance, and results in feedback to teachers.</p> <p>Meets with teachers periodically in grade level/department meetings to monitor progress in implementing district-developed curriculum and guides.</p> <p>Meets regularly with academic coaches to assess progress in implementation of district curriculum, research-based instructional strategies, and interventions, and to plan professional learning opportunities.</p> <p>Can choose intervention strategies appropriate to identified students based upon analysis of assessment data.</p> <p>Talks regularly with students to discuss progress in learning.</p> <p>Seeks opportunities to apply technology to enhance teaching and learning.</p>	<p>Visits classrooms without providing feedback with staff.</p> <p>Does not meet with teachers in grade level/department meetings to monitor progress.</p> <p>Meets infrequently with academic coaches to discuss school's progress in implementation of the district curriculum and support for teachers.</p> <p>Identifies areas of need but is not familiar with intervention strategies to address student needs.</p> <p>Analyzes but does not provide data on student achievement to teachers, parents and/or staff.</p> <p>Uses technology minimally in daily work.</p>



# Flint Community Schools Expectations for Instructional Leadership

## Expectation chosen: Data-Based Decision Making

<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
<p>Utilizes various data sources to evaluate the effectiveness of curriculum implementation, instruction, programs and interventions towards progress in meeting school/district improvement goals/targets.</p> <p>Achieves significant closure of the achievement gaps by 25%.</p> <p>Applies, monitors and evaluates needs assessment data to make decisions and plan school improvement for all students (Accelerated, At Risk, ESL).</p> <p>Creates a culture where all decisions are supported with the appropriate data systems and technology.</p>	<p>Collects, analyzes and uses multiple data sources regularly to lead professional development, professional conversations, and meetings with staff, students, parents, and community towards attaining school/district improvement goals/targets.</p> <p>Ensures that all administrators and teachers review data (ongoing) with all students to promote ownership and to set personal improvement goals and interventions.</p> <p>Collaboratively conducts needs assessments and uses data from district data systems to make decisions and plan for school/district improvement in order to meet established goals/targets.</p> <p>Facilitates and leads the use of technology and data systems to enhance student achievement.</p> <p>Articulates school's progress in raising student achievement using data sets that are current, multiple, classroom based and linked to the school/district improvement plans.</p>	<p>Monitors data by charting individual, grade level, and whole school progress for all content areas towards attaining school/district improvement goals/targets.</p> <p>Conducts needs assessment and shares data with administrators, teachers and staff to complete the school/district improvement plans.</p> <p>All stakeholders are aware of school/district improvement goals and progress is posted for all to see. (i.e. Teachscape, Attendance, Data Walls)</p> <p>Uses technology and data systems to monitor student progress.</p>	<p>Multiple data sources are collected.</p> <p>Data is used to compare students, classes and schools.</p> <p>Conducts needs assessment to complete SIP/DIP.</p> <p>Aware of technology and data systems available for use.</p>



# Flint Community Schools Expectations for Instructional Leadership

## Expectation: Professional Learning

<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
<p>Differentiates professional study groups and collegial conversations are differentiated based on student needs aligned with current school/district improvement.</p> <p>Conducts collegial walkthroughs are conducted regularly to gather evidence of best practices, feedback is shared with all staff and a written plan exists for identified staff.</p> <p>Analyzes and uses data conversation to assist individual teachers to design professional growth plans tied to best practices and school/district improvement.</p> <p>Functions as a collaborative learning community in which all staff members contribute to improvement.</p> <p>Builds capacity through regular P.D. and support so that all teachers have deep knowledge of content, instructional strategies and interventions tied to school/district improvement plan goals and current data sets.</p> <p>Leads professional development for colleagues and/or organizations about current educational initiatives.</p>	<p>Focuses professional study groups and collegial conversations on current school/district improvement goals and increasing student achievement and student needs.</p> <p>Uses collegial walkthroughs to gather evidence of best practices, encourage reflection and to offer targeted feedback in order to identify instructional supports needed.</p> <p>Ensures data conversations are conducted to focus on curriculum implementation, instructional best practices and school/district improvement initiatives.</p> <p>Has collaborative learning communities contributing to school/district wide improvement.</p> <p>Organizes P. D. and supports so that all teachers have deep knowledge of content, instructional strategies and interventions tied to school/district improvement goals.</p> <p>Demonstrates involvement in professional learning opportunities to strengthen personal knowledge of current educational initiatives.</p>	<p>Ensures professional study is evident but there is no direct connection to data and school/district improvement goals.</p> <p>Conducts regular collegial walkthroughs, identifies and provides support.</p> <p>Conducts data conversations and identifies areas of need.</p> <p>Organizes and aligns P. D. to school/district improvement goals.</p> <p>Researches and studies "best practices" information and considers possibilities.</p>	<p>Shows little evidence of collegial learning activities.</p> <p>Lacks instructional focus in administrator walkthroughs and does not provide consistent feedback or instructional supports.</p> <p>Reviews data periodically.</p> <p>Organizes and conducts P. D. as required.</p> <p>Attends professional development sessions.</p>



# Flint Community Schools Expectations for Instructional Leadership

## Expectation: Effective Organization to Support Learning

<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
<p>Internal and external stakeholders are invited to participate in regular discussions and celebrations of progress toward goals and objectives, and in the annual revision of the school/district improvement plan.</p> <p>Is recognized for extending the positive climate into all interactions with the community.</p> <p>Limits interference from administrative tasks by being proactive in anticipating requests, and building a support team that shares responsibility for completing tasks.</p> <p>Provides opportunities regularly for parents and community to celebrate student progress and achievement.</p> <p>Guides professional learning communities in which all instructional staff are accountable to each other for student growth and success.</p> <p>Obtains and targets resources strategically to address all needs identified in the school/district improvement plan.</p> <p>Uses the employee evaluation system to assure high quality performance among all employees. Aligns school/district professional development to the individual growth areas identified during evaluations.</p>	<p>School/District improvement plan is collaboratively developed, monitored, evaluated, and adjusted annually by all stakeholders using a needs assessment. (i.e. SPR/DPR)</p> <p>Builds and sustains a positive climate that fosters professionalism, promotes quality customer service and respects cultural and ethnic diversity.</p> <p>Responds to administrative /operational tasks efficiently while maintaining an average of four hours each day in classrooms, instructional meetings, monitoring instruction.</p> <p>Celebrates individual and collective progress and/or achievements regularly.</p> <p>Establishes shared ownership for capacity building among all instructional staff and models clear and decisive action when expectations for improvement are not met.</p> <p>Identifies and manages resources to adequately support curriculum and instruction.</p> <p>Aligns employee evaluations to the school/district improvement plan, clarifies expectations for employee performance and growth, and provides continuous feedback on employee performance.</p>	<p>Improvement plan objectives and school-wide activities are known by teachers and staff, and are referenced regularly in meetings and communications.</p> <p>Promotes teacher/staff ownership for the successful operation and climate of the school.</p> <p>Responsive to and follows administrative directives, policies and regulations and meets appropriate deadlines for assignments.</p> <p>Provides positive feedback to teachers/staff and students about their progress and achievements based on data or evidence.</p> <p>Identifies the strengths and growth areas for all instructional staff, and provides feedback on progress collectively and individually regularly.</p> <p>Manages resources efficiently.</p> <p>Uses the evaluation system to clarify expectations and each employee's strengths and areas of growth.</p>	<p>Improvement plan is developed by the principal and/or a few teachers/staff based on previous year's plan.</p> <p>Fails to provide an orderly climate in which students and teachers are in classrooms and learning for the full instructional time.</p> <p>Fails to complete administrative or operational assignments on time.</p> <p>Is positive in interactions with colleagues, teachers, staff and students.</p> <p>Recognizes and articulates challenges and shortcomings.</p> <p>Identifies and articulates resource needs.</p> <p>Completes employee evaluations without much thought.</p>

**PART II – PLANNING MEETING: ANNUAL GOALS/TARGETS AND PROFESSIONAL DEVELOPMENT PLAN**

**Vision/High Expectations**

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Laser Like Focus on Student Achievement**

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Data-Based Decision Making**

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Professional Learning**

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

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**Effective Organization to Support Learning**

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

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School Year Goals/Targets	Special Support or Assistance Needed and Evidence to be Provided

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.

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

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

**PART III: MID-YEAR REVIEW**

School Year Goals/Targets	Progressing	Not Progressing	Evidence/Comments

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

\_\_\_\_\_ Date \_\_\_\_\_

Employee

\_\_\_\_\_ Date \_\_\_\_\_

Evaluator

**PART IV – SUMMARY EVALUATION**

**Vision/High Expectations – RATING \_\_\_\_\_**

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

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**Laser Like Focus on Student Achievement – RATING \_\_\_\_\_**

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

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**Data-Based Decision Making – RATING \_\_\_\_\_**

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

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**Professional Learning – RATING \_\_\_\_\_**

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

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**Effective Organization to Support Learning – RATING \_\_\_\_\_**

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

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School Year Goals/Targets	Achieved	Not Achieved	Evidence/Comments

Professional Development Needs	Recommended Training and/or Other Action Plans	Completed		Comments
		YES	NO	

1. Major contributions and/or Areas of Strength:

2. Performance Difficulties and/or Areas of Concern:

3. Overall Performance Description:    Highly Effective     Effective     Minimally Effective     Ineffective

Does employee's performance necessitate the use of an Improvement Plan?    Yes     No

(If yes, consult with the Human Resources Department before conducting the performance review.)

4. Employee's Comments:

5. Evaluator's Comments:

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

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

Human Resources Department's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**PERFORMANCE IMPROVEMENT PLAN FOR ADMINISTRATORS**

School Year: \_\_\_\_\_ **FORM AES 3**

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

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

Date of First Review: \_\_\_\_\_ Date of Second Review: \_\_\_\_\_ Date of Third Review: \_\_\_\_\_

**INSTRUCTIONS**

Immediately upon determination that an employee's job performance is below established standards, based upon documentation related to the Evaluation for Administrators (AES 1) or documented disciplinary action, a written Performance Improvement Plan (PIP) shall be developed to help raise the employee's job performance to a satisfactory level. Performance Improvement Plan (AES 3) shall be used for this purpose.

**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 improvement progress.

**Part III – Improvement Evaluation:** Upon expiration of the final timetables in Part I, indicate whether or not the required improvement has been attained. If progress has been satisfactory, employee should be removed from the 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**

Performance Deficiencies	Required Improvement	Action Evaluator Will Take To Help Employee Correct Deficiencies	Action Employee Will Take To Correct Deficiencies/ Evidence to Be Provided	Completion Date

**SIGNATURES:**

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Human Resources Department

\_\_\_\_\_  
Date

**PART II – PROGRESS REVIEW (S)**

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

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

**Employee Signature:** \_\_\_\_\_

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

**Evaluator Signature:** \_\_\_\_\_

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

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

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

**Employee Signature:** \_\_\_\_\_

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

**Evaluator Signature:** \_\_\_\_\_

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

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

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

**Employee Signature:** \_\_\_\_\_

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

**Evaluator Signature:** \_\_\_\_\_

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

**PART III – IMPROVEMENT EVALUATION**

Performance Improvement Evaluation:      Satisfactory       Unsatisfactory

Evaluator's Comments and Recommendation:

(If employee 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 Improvement Evaluation; it simply means that it has been reviewed and discussed with you.

\_\_\_\_\_ Date

\_\_\_\_\_ Date

\_\_\_\_\_ Date

\_\_\_\_\_ Date

**Human Resources Department's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



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

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

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



Neithercut Professional Development Calendar.



2012-2013

November	AMO Targets Established Per Grade Level	
December	Week Dec. 3	STAR Assessment
	Week Dec. 10	STAR Assessment
January	Week Jan. 7	STAR Assessment
	Week Jan. 14	DRA
	Week Jan. 21	DRA
	Week Jan. 28	DRA Results
February	Week Feb. 4	MEAP Analysis – Math
	Week Feb. 11	MEAP Analysis – ELA
	Week Feb. 18	MEAP Analysis – Science
	Week Feb. 25	MEAP Analysis – Social Studies
March	Week Mar.4	Balanced Literacy
	March 5	How Full Is Your Bucket (TEAM Building)
	Week Mar. 11	Balanced Literacy
	Week Mar. 18	Balanced Literacy
	Week Mar. 25	Balanced Literacy
April	Week Apr. 1	Balanced Literacy/FCS Units of Study
	Week Apr. 8	Balanced Literacy/FCS Units of Study
	Week Apr. 15	Balanced Literacy/FCS Units of Study
	Week Apr. 22	Balanced Literacy/FCS Units of Study
May	Week May 1	MEAP - AMO Targets
	Week May 6	Planning for 2013-2014
	Week May 13	Planning for 2013-2014
	Week May 20	Planning for 2013-2014
	Week May 27	Planning for 2013-2014
August	Aug. 12 – 17	Differentiated Instruction
	August 2013	Classroom Management (Ruby Payne)
September	Classroom Management	

\*Professional Development Calendar for years two and three will focus on Balanced Literacy and Differentiated Instruction using data from the 2012-2013 and 2013-2014 MEAP, STAR Assessment and DRA.

**Scheduled Daily Clock HOURS of Instruction**      **TEACHER PROFESSIONAL DEVELOPMENT HOURS**

DISTRICT: School District of the City of Flint

BUILDING/PROGRAM: Neithercut      GRADE LEVEL: K-6

School Year: 2012-2013

COUNT DAY: (please check)  
 Sept.       Feb.

**Submit this form only if teacher professional development hours are counted as hours of pupil instruction.**

The following guidelines apply:

- Hours scheduled must take place within the school fiscal year.
- The professional dev. time cannot be held during class time or pupil / teacher contact time.
- A maximum of 38 hours may be counted as instructional hours.
- Time must be expressed in hours to 2 decimal places. Do not mix hours and minutes.
- Section 388.1701 (10) of the School Aid Act requires that these PD hours focus on 1) achieving or improving adequate yearly progress, 2) achieving or improving accreditation, 3) achieving highly qualified teacher status, or 4) maintaining teacher certification.

**PART A - Schedule of Professional Development Time**

DO NOT INCLUDE PUPIL / TEACHER TIME BELOW.

Date	Time of Day Scheduled	Lunch (if applicable)	Number of Hours
<i>Example: 10/11/09</i>	<i>12:40 p.m. - 3:40 p.m.</i>	<i>NA</i>	<i>3</i>
11/6/2012	8:50 a.m -3:29 pm		6.15
3/5/2013	8:50 a.m -3:29 pm		6.15
5/7/2013	8:50 a.m -3:29 pm		6.15
<b>TOTAL NUMBER OF HOURS</b>	<b>(must not exceed 38 hours)</b>		18.45

**PART B - Calculation of TOTAL Scheduled Hours**

Total pupil / teacher contact hours		1082.41
PLUS Total professional development hours	+	18.45
<b>EQUALS Total Instructional Hours Scheduled</b>	<b>=</b>	<b>1100.86</b>

Please attach district calendar information which documents professional development hours.

**CERTIFICATION**

I certify that the information submitted is true & accurate. All teachers in the building were scheduled to participate.

*Maria James*      *Principal*      *8-20-12*  
 Representative      Title      Date

**FLINT COMMUNITY SCHOOLS**  
 Scheduled Hours of Instruction  
 2012-2013

1/2 days for the 1st and last  
 day of school

**ELEMENTARY SCHOOLS**

Marcia James  
 Approved 8/20/2012

September Count  
 or  
 February Count

School: Neithercut  
 District Code: 25-010  
 State Building Code: 02670

Grades K-6

- Reminders**
1. Passing time TO first period MUST BE EXCLUDED.
  2. Maximum time allowed for homeroom and passing is 15 minutes.
  3. Passing time between periods can be counted.
  4. Only ONE passing time for lunch period may be counted.
  5. Passing time FROM last period MUST BE EXCLUDED

Period	Instructional Time		In Minutes Class Time	Total
	Start Time	End Time		
A.M.			0	0
Lunch				
P.M.			0	0
			Total Minutes	0
			Divide by 60	0.00
			Total Hours	0.00

**Half Day Schedule**

Instructional Time		In Minutes Class Time	TOTAL
Start Time	End Time		
8:50 AM	11:55 AM	185	185
		Total Minutes	185
		Divide by 60	3.08
		Total Hours	3.08

I certify the information submitted is true and accurate to the best of my knowledge. All courses for which enrollment is reported are taught by certificated teachers. A copy of each teacher's certificate is on file at the Human Resource Office of the School District of the City of Flint.

	Scheduled Days	Times	Hours Scheduled Each Day	Total
Full Days		X		
Partial Days (half days)	2	X	3.08	6.16
Partial Days (other)				
Prof. Dev.				

Marcia James  
 Principal  
 8-20-12  
 Date

Total Days Scheduled 2 Total Hours Scheduled 6.16

**FLINT COMMUNITY SCHOOLS**  
 Scheduled Hours of Instruction  
 2012-2013

**ELEMENTARY SCHOOLS**

Marcia James  
 Approved 8/20/2012

September Count  
 or  
 February Count

School: Neithercut  
 District Code: 25-010  
 State Building Code: 02670

Grades K-6

Period	Instructional Time		In Minutes Class Time	Total
	Start Time	End Time		
A.M.	8:50 AM	12:00 PM	190	190
Lunch	12:00 PM	12:30 PM		5
P.M.	12:35 PM	3:29 PM	174	174
			Total Minutes	369
			Total Hours	6.15

- Reminders**
1. Passing time TO first period MUST BE EXCLUDED.
  2. Maximum time allowed for homeroom and passing is 15 minutes.
  3. Passing time between periods can be counted.
  4. Only ONE passing time for lunch period may be counted.
  5. Passing time FROM last period MUST BE EXCLUDED

**Half Day Schedule**

Instructional Time		In Minutes Class Time	TOTAL
Start Time	End Time		
8:50 AM	11:55 AM	185	185
		Total Minutes	185
		Total Hours	3.08

I certify the information submitted is true and accurate to the best of my knowledge. All courses for which enrollment is reported are taught by certified teachers. A copy of each teacher's certificate is on file at the Human Resource Office of the School District of the City of Flint.

	Scheduled Days	Times	Hours Scheduled Each Day	Total
Full Days	175	X	6.15	1076.25
Partial Days (half days)	2	X	3.08	6.16
Partial Days (other)				
Prof. Dev.				18.45
				1100.86

*Marcia James*  
 Principal  
 8-20-12  
 Date

Total Days Scheduled 177 Total Hours Scheduled 1100.86

## School Meeting Protocol Grade Level / Collaboration (45 - 90 minutes)

**Meeting expectations:** 4 meetings per month: **one data** focused (formative assessments, benchmarks, exit slips, writing, etc.), **one collaboration** with LSS & Intervention & Classroom teachers focused on intervention support, **two grade level collaboration/professional learning** (ELA & Math).

<b>Objective:</b> Educators coming together in educational learning communities to support each other in making instructional decisions that push student understanding and performance to above proficiency levels.	
<b>Team</b>	Possibly: Building leadership team member(s), grade level teachers, intervention and LSS teachers when possible
<b>Time</b>	<b>Meeting Process</b>
5 min.	<b>Getting started:</b> <ul style="list-style-type: none"> <li>• Sign-in on meeting documentation sheet</li> <li>• Assign: recorder, timekeeper, facilitator</li> <li>• Read through Goals (Implementation/School Improvement)</li> <li>• Reference last meeting documentation (in school binder)</li> </ul>
15 min. (10 min. for learning, 5 min. for debrief)	<b>Professional Learning</b> (to create common learning experience): <b>Choose one per mtg.</b> <ul style="list-style-type: none"> <li>• Professional reading piece (article, chapter, book, etc.)</li> <li>• Video snippet</li> <li>• Coach demo (be sure to use observation lens: includes area of focus and place for notes/evidence/wonderings)</li> <li>• Inter school classroom visit (use observation lens as stated above)</li> </ul> <b>Debriefing:</b> Take turns stating objectively what you noticed/learned and what that means for you and your students
Bulk of meeting time spent here	<b>Planning</b> for type of meeting focus <ul style="list-style-type: none"> <li>• Data: Looking at student work (naming what students can do, what do they need to be able to do, planning for instructional implication)</li> <li>• Collaboration Discussion Questions: Where are students? Where do they need to be? What do we need to do? How do we make it happen? Who?</li> <li>• Curriculum Planning: Backwards by Design (Assessment, concepts, lessons, pacing)</li> </ul>
5-10 min.	<b>Debrief meeting:</b> <ul style="list-style-type: none"> <li>• Write summary of goals accomplished on meeting documentation sheet</li> <li>• Next steps (agenda items for next meeting, etc.)</li> <li>• Place meeting documentation in school binder</li> </ul>

If children are unable to learn we should assume we have not yet figured out how to teach them. ~Marie Clay

**Memorandum of Understanding  
Between The  
Congress of Flint School Administrators  
And The  
School District of the City of Flint**

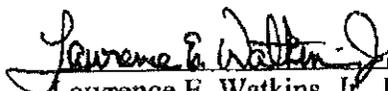
The Michigan Department of Education (MDE) distributed \$1.3 billion to school districts through the federal State Fiscal Stabilization Fund (SFSF) to implement and conduct several activities, including educator evaluations. The SFSF requires that school districts, as a condition of receiving funds, sign assurances that include providing reports to fulfill the state's grant application.

In addition, state law provides that school districts adopt and implement an annual performance evaluation system for teachers and administrators. This system is to be developed with teacher and administrator involvement and includes state local measures of student growth as a significant factor.

To ensure the security of the SFSF funds, Michigan must demonstrate progress towards meeting SFSF goals by September 30, 2011. To demonstrate the Flint Community Schools' progress toward implementation of annual teacher and administrative evaluations, the Center for Educational Performance and Information (CEPI) will conduct two data-gathering activities. The first will link teacher and student data through district submission of student course-taking and academic progress data and a reported "teacher of record." The second will add a field to the Registry of Educational Personnel (REP) to allow school districts to report the results of their annual educator evaluations.

In accordance with the above and in order that the evaluation standards utilized for Congress comport with the new Framework for Educator Evaluations which will be entered into the end of the year 2011 Registry of Personnel, the performance standards rating system will be modified as follows: Exceeds Goals; Meets Goals; Progressing Towards Goals; and Does Not Meet Goals. This change will be reflected on Appendix K-B (Performance Evaluation Review) and Appendix A (Performance Evaluation and Improvement Process), copies which are attached to this Memorandum of Understanding.

It is understood that this Memorandum of Understanding constitutes the entire understanding and agreement reached by the parties to this matter and is not precedent setting as to the Congress Master Contract or the policies of the Flint Board of Education.

  
\_\_\_\_\_  
Lawrence E. Watkins, Jr., President  
Congress of Flint School Administrators  
For the Union

  
\_\_\_\_\_  
Karen Denise Pugh, J.D., Executive Director  
Human Resources/Legal Affairs  
For the School District

Dated: February 24, 2011

Dated: February 24, 2011

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
THE UNITED TEACHERS OF FLINT, INC.  
AND  
THE SCHOOL DISTRICT OF THE CITY OF FLINT**

**November 10, 2010**

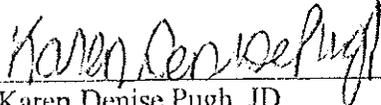
In accordance with the understandings reached between the representatives of the Flint Community Schools and the United Teachers of Flint, Inc., the parties agree to the following:

Pursuant to the Michigan Compiled Laws, Revised School Code MCL §380.1249 Performance Evaluation System, the Flint Community Schools will implement for the 2010-2011 school year an addendum to the current teacher evaluation instrument to measure student growth. This addendum will constitute a "significant factor" of the overall evaluation as required by law.

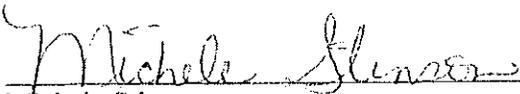
It is agreed that the representatives of the Flint Community Schools and the United Teachers of Flint, Inc. will work together during the 2010-2011 school year to revise the teacher evaluation instrument for use effective the 2011-2012 school year.

It is understood that this Memorandum of Understanding constitutes the entire understanding and agreement reached by the parties with respect to this matter and is not precedent setting as to the Master Teacher Contract or the policies of the Flint Board of Education or the United Teachers of Flint, Inc.

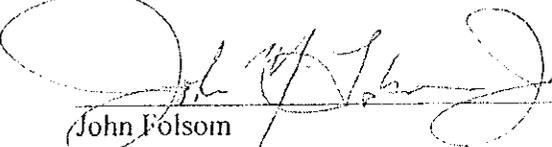
Dated: November 11, 2010

  
\_\_\_\_\_  
Karen Denise Pugh, JD  
Executive Director  
Human Resources/Legal Affairs  
Flint Community Schools

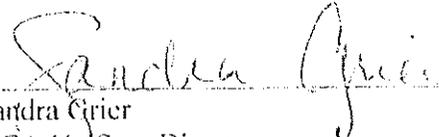
Dated: November 11, 2010

  
\_\_\_\_\_  
Michele Stinson  
President  
United Teachers of Flint, Inc.  
MEA/NEA

Dated: November \_\_\_\_, 2010

  
\_\_\_\_\_  
John Folsom  
MEA UniServ Director

Dated: November 11, 2010

  
\_\_\_\_\_  
Sandra Grier  
MEA-UniServ Director