



Redesign Plan

Mid-Michigan Leadership Academy

Mid-Michigan Leadership Academy

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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?

Mid-Michigan Leadership Academy (MMLA) is a K-8 single-building public school academy that opened in September 1996. It is located in the Old Forest neighborhood near Pine and Maple Street on the old Michigan School for the Blind campus. MMLA is authorized by Central Michigan University and managed by SABIS Educational Systems as of June 2013.

MMLA ranks at the zero percentile on the Michigan Department of Education's top to bottom list as of August 2013. Due to persistently low student academic achievement, MMLA has been identified as a priority school.

The board hired a new educational service provider, SABIS Educational Systems, Inc. in June 2013. The school was managed by Edison Schools Inc. during its first five years. After several management company changes, it was most recently managed by Advance Educational Services, Inc. during the 2012-13 academic year.

Demographics of the student body is diverse. Student racial background is approximately 33% white or Caucasian; 33% black or African American; 33% Hispanic or latino(a). There are 290 students enrolled this fall.

The staff is not as diverse. There are 15 teachers. 12 teachers are female and 3 are male. All except one of the classroom teachers are white or Caucasian. Due to restructuring under the SABIS model, half of the staff are returning from the previous academic year.

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.

The mission of the Mid-Michigan Leadership Academy (MMLA) is to be a provider of top-quality education to a highly diverse student body. MMLA will prepare all students for success in college, equip them with the ability and desire for lifelong learning, and strengthen their civic, ethical, and moral values. MMLA will maintain high standards of efficiency and accountability throughout its operation.

Mid-Michigan Leadership Academy became the newest member of the SABIS® School Network in the fall of 2013. MMLA's goal is to enroll approximately 350 students in grades K-8. The intent, if allowed, is for our college-preparatory school to expand by one grade level each year until it offers a full K-12 program.

Mid-Michigan Leadership Academy is part of a successful network of high-performing charter and private schools in Michigan, six other US states, and in 15 countries on four continents. Each school within this the SABIS® School Network is modeled on a rigorous college-preparatory system of education that has achieved a solid record of success in closing achievement gaps for students most at risk of being left behind. The Academy delivers an excellent educational experience, in a safe and clean facility to 350 students in grades K-8 in the first year, and intends to expand annually by one grade level until becoming a K-12 school with approximately 600 students. The Academy is based on a replicable model and provides a beacon for what urban education can achieve at scale.

MMLA has a rigorous curriculum based on world-class standards tailored and aligned to meet the Michigan and Common Core Content

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.

Mid-Michigan Leadership Academy is working to improve its school culture and climate under the new SABIS model with support from Michigan State University. The staff is dedicated to being a part of the school's success. During this transition period, Michigan State University will provide monthly training and coaching to teachers, students, and parents in order to build a strong school community over the next two academic years.

Additional Information

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

not applicable

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	Attached is a sample teacher evaluation. Sample attachment is for a lower school teacher and a middle school teacher.	Teacher Evaluations

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	Attached is a sample administration evaluation for the Academic Quality Controller position as Mid-Michigan Leadership Academy. This position is a principal level position.	Academic Quality Controller Evaluation

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c: Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School. (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits. (b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.	No	Not applicable. MMLA is a single-building public school academy.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	Mid-Michigan Leadership Academy (MMLA) is a single-building public school academy. MMLA is authorized to operate as a public school academy by Central Michigan University. The educational service provider is SABIS Educational Systems, Inc. MMLA does not have a union or collective bargaining organization.	

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Label	Assurance	Response	Comment	Attachment
	<p>Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.</p>	No	<p>The Assurance Signature Page document has been added to the October 14, 2013 board meeting agenda to collect all required signatures. MMLA is a single-building public school academy. It does not have a union or collective bargaining unit.</p>	MMLA Redesign Plan Assurances

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

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

Sephira Shuttlesworth, Director sshuttlesworth@sabis.net

Kimberly Sweet, Academic Quality Controller ksweet@sabis.net

Michael Powell, Grants Coordinator mpowell@sabis.net

Traci Cormier, Director of School Operations tcormier@sabis.net

Steve Hecker, MSU/MI Excel Intervention Specialist heckers1@msu.edu

Tamara Bashore-Berg, Ingham ISD/ MI Excel School Improvement Consultant tbashore@inghamisd.org

Ashley Sepeter, KG Teacher asepeter@mmla.sabis.net

Carolyn Hart, Gr. 3-4 ELA Teacher chart@mmla.sabis.net

Laura Popplestone, Gr. 5 ELA/ Social Studies Teacher lpopplestone@mmla.sabis.net

Alison Wiebenga, Gr. 6-8 ELA Teacher awiebenga@mmla.sabis.net

Carlyn Ross, SPED Teacher cross@mmla.sabis.net

Patricia Brandi, Title I ELA Teacher pbrandi@mmla.sabis.net

PART B: TEACHING AND LEARNING PRIORITIES

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

Based on student performance in the previous academic year, the reform/ redesign plan will focus on the three goals below. The previous model did not have a set curriculum, common pacing guides, or system for student assessment. The new model has a fixed curriculum and assessment process that all instructional staff are held accountable to follow during weekly grade level meetings with the academic quality controller.

- A. All students in grades K-8 will be proficient in reading.
- B. All students in grades K-8 will be proficient in math.
- C. All students in grades K-8 will attend school on a daily basis.

State what data were used to identify these ideas

MEAP, Local Assessments, Michigan School Data Reports, Attendance, Performance Series Test.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

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

Indicator 1A: In July 2013, the school board hired a new Academy Director, Dr. Sephira Bailey Shuttlesworth to replace the previous school leader. Dr. Shuttlesworth holds a B.S. in Elementary Education from Union University in Jackson, Tennessee. She is an experienced classroom teacher in lower school and middle school math and science. She has also served as a Title I teacher providing small group instruction to students who were not proficient in Reading. Twice in Dr. Shuttlesworth's career, she has been part of an extraordinary team of educators who saved schools from the abyss of failure and take-over. Early in her career, Dr. Shuttlesworth was part of a redesign team that saved the lowest performing urban elementary school in Cincinnati. The former Principal and his new staff took the school to "Merit" status in two short years. A new Reading program was implemented requiring Dr. Shuttlesworth and her teaching partner to implement two years of Reading curriculum in one year. Later in her career, Dr. Shuttlesworth was hired as Principal of an Ohio charter school entering its final year of probation. In one year the school made and exceeded AYP, and in two years exceeded AYP and solidly took its place in the "Continuous Improvement" category. Dr. Shuttlesworth received a M.A in Educational Administration from the University of Cincinnati. Plus, she has been recognized with an honorary doctorate from Global Evangelical Christian College & Seminary in Montgomery, Alabama.

The new director will focus on the following competencies:

1. Identify and focus on early wins and big payoffs;

(a.) So far, we are enjoying having 100% student participation on the MEAP test and we anticipate increased performance over last year's scores. We also expect greater gains on the upcoming PST exams. We attribute these expected gains not only to our rigorous system of instruction and higher standards; but to setting a tone and creating an atmosphere conducive to learning. Our students are starting to take learning seriously.

(b.) Another big payoff has been in the area of parent involvement. We hosted Parent-Teacher conferences in October and had the parents of about ½ of our students participate. We also hosted a Parent Educational night in November in support of end-of-term exams. Parents supported both efforts well.

2. Break organizational norms;

As part of the new Management organization with 129 years of experience behind it, I have not yet found it necessary to break any organizational norms. I credit this to the fact that our team is highly supportive. Whenever I have needs that require me to make unusual decisions, I simply make those known to my superiors along with my recommendations and things get done! I enjoy the fact that my organization trusts my judgment.

3. Act quickly in a fast cycle;

(a.) From the very beginning we were thrust into a fast cycle. Dr. Shuttlesworth arrived in MI on July 22, 2013 and a week later received training in Minnesota. Upon return she continued to work at filling openings and planning for staff training which took place August 19-29. In six weeks, we hired and trained a new staff, implemented numerous changes to policies and procedures, recruited 40% new students and

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opened school on schedule.

(b.) Upon receiving notice that we had received the designation of "Priority" school, we were told that this information had to be posted on our website by day's end. A team of five, led by Dr. Shuttlesworth, sprang into motion compiling the necessary components to meet our goal; and we made it!

4. Collect and analyze data;

On a weekly basis, the Academic Quality Controller teams with teachers to analyze Periodic and SABIS Academic Monitoring System® (SABIS AMS®) exams. As lessons are paced for all grade levels, this information provides immediate feedback used to drive instruction. We have also compiled and analyzed Discipline data for September and October. As a result, we have made some changes to our referral process.

5. Galvanize staff around big ideas

(a.) We have been able to galvanize staff behind the big idea of implementing the SABIS Point System Teaching®. As a result, we are already seeing positive attitudes toward learning. We are also focusing on improving our school culture. Staff is undergoing training and will be reinforcing that with PBIS strategies.

(b.) In addition to new school leadership, over 40% of the staff was replaced after an in-depth interview process from May to July 2013. The transition to the SABIS® model has been a difficult process for returning teachers. Yet, the staff is fully committed and open to learning the new curriculum and instructional methods to support the academic growth of the students.

Indicator 1B: MMLA is a single-building public school academy. The board hired a new academy director and a new educational service provider that provides an array of services to support the transformation process including a school level academic quality controller and a regional director of school operations.

To further build on the instructional program, an academic quality controller position has been added to MMLA. Kimberly Sweet transferred from SABIS® International School in Phoenix, AZ after 4 years of service as the AQC. Ms. Sweet holds a B.A. in Elementary Education and Special Education from Luther College in Iowa. She has 12 years of classroom experience. Ms. Sweet earned a M.A. degree from University St. Thomas in Minnesota with a major in Educational Leadership. Ms. Sweet has completed a specialist degree in Educational Leadership to receive principal licensure.

SABIS® Educational Systems, Inc. (SABIS®) is the new educational service provider hired by the school board in June 2013. SABIS® will significantly increase leadership capacity and services to MMLA.

Director training: the school director will receive ongoing training and support. An international director's conference is held each July. Also, a U.S. director's conference is held each November. Additional support is provided weekly by the regional director of school operations and the regional academic quality controller.

Academic Quality Controller: the school level academic quality controller receives weekly guidance and support from the regional academic quality controller. An annual conference is held in June for all U.S. academic quality controllers.

The following team members will provide direct support:

-School Leadership: Traci Cormier, Director of School Operations position for all U.S. schools. In this new role, she will provide direct support to the Director and the administrative team given her successful role as the previous Academy Director for International Academy of Flint, which has been named as a Reward School along with other honors at the state and national level. She will schedule weekly meetings with

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the Academy Director and coordinate services with the management company to support the school reform and transition process.

-Grants/ School Improvement: Michael Powell, Grants Coordinator for all U.S. schools. In this new role, he will coordinate services with MI Excel and provide direct support to the school improvement team on a monthly basis to meet all priority school requirements given his previous role as the Director of Federal Programs for International Academy of Flint.

-Academic Operations: Leslie Gale oversees the coordination of all academic operations for the SABIS® network schools in the U.S. She will ensure faithful implementation of the SABIS® academic model at MMLA. She will work closely with the Academy Director to ensure the school has the tools in place and teachers receive ongoing training and support to implement the SABIS® model as a key part of the redesign planning process. Weekly meetings will be held with the Director and the Academic Quality Controller.

-Special Education: Jeana Carrasco, Special Education Quality Controller for all U.S. schools, will provide ongoing support to the special education team to address the curriculum and instructional needs of students with disabilities. Ongoing monitoring will be provided on a weekly basis to ensure MMLA is meeting state and federal requirements.

-School Culture: Roger Soweid will work with MMLA leaders and staff to establish the SABIS Student Life Organization®. He will work on training new staff in establishing SABIS® school culture norms and ensuring that student management systems are in place to create a safe, supportive environment for students to learn.

Additional services are provided by Michigan Educational Personnel Services (MEPS) is a human resources independent contractor that employees the staff and provides HR related services to the school. The school board hired MEPS to provide human resources and payroll services in July 2013. The key services provided by MEPS include payroll processing, benefits administration, staff recruitment and orientation, Registry of Educational Personnel reporting to the state, Employee hiring and management, and other services. MEPS will provide a key role in staff evaluation to measure impact on student achievement.

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

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

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

Michigan Educational Personnel Services has been hired by the school board to serve as an employee services firm. All Mid-Michigan Leadership Academy teachers and staff are employees of Michigan Educational Personnel Services (MEPS), an at-will employer. This means that the employment relationship may be terminated at any time, with or without cause or notice by the employee or MEPS Services. MEPS coordinates teacher evaluation with SABIS® Educational Systems, the management company. Primarily, the SABIS® model of continuous evaluation will be followed to support high quality instruction. The Director and the Academic Quality Controller will lead and conduct the evaluation process which includes a combination of the following methods: classroom walkthroughs, informal and formal classroom observations, conferencing, and an annual performance review. Performance data is managed using SABIS Talent a web-based tool which primarily focuses on student achievement, classroom management, and instructional delivery.

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Indicator 2A: SABISTalent is the primary tool used to evaluate teachers and school leaders based on student academic achievement, classroom management, and instructional delivery. The tool was designed by the educational service provider, SABIS® Educational Systems Inc. Evaluation is a collaborative process between teachers, the academic quality controller, and the director. During the 2013-2014 academic year, teachers will also be evaluated based on the results of formative and summative test results reviewed by the academic quality controller which include multiple assessments: local assessments (AMS, periodic exams), Performances Series Test, MEAP, Star Reader, Star Math, and ITBS. 40% of the teacher evaluation is based on student growth during the academic year.

Indicator 2B: School leaders including the academic quality controller and the director are evaluated on a similar criteria as teachers using SABISTalent. 40% of the school leader evaluation is based on student growth during the academic year.

A sample evaluation from SABISTalent for teachers and instructional school leaders has been uploaded for review in the priority assurances section showing the key competencies and percentages designated for student growth.

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

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

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

Indicator 3A:

Reward teachers and school leaders will meet the highest available ratings on their annual performance evaluation as follows: A). Highly Effective Exemplary Performance - performance exceeds standards for all indicators for any quality standard; B). Effectively Meets Performance Expectations - performance meets standards for all indicators for any quality standard.

Teachers and school leaders may be issued an annual performance based incentive using the following measures (1) attendance (teacher/school leader has low absences from school) and (2) student academic achievement shows at least a year's growth based on one or more of the following assessments: PST, STAR Reader, STAR math, Read Naturally, ITBS, and MEAP/State assessments.

Attendance measure: With the exception of absences where a substitute is hired because of an Employer-sponsored absence, if a maximum of two (2) absences requiring the hiring of a substitute (internal or external) occur, regularly-scheduled teachers receive a \$350 bonus; if a maximum of three (3) absences requiring the hiring of a substitute occur, the bonus is \$250; if a maximum of four (4) absences requiring the hiring of a substitute occur, the bonus is \$100. The final attendance measures and procedures have been coordinated with Michigan Educational Personnel services.

Teachers and administrators will be recognized internally within the organization and to the greater school community (front office showcase, school website, school newsletter, and board commendations, etc.). Also, reward recipients will be provided an opportunity to provide professional development in order to improve classroom instruction.

Indicator 3B:

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Removal of teachers and school leaders will meet the lowest available ratings on their annual performance evaluation as follows: Minimally Effective Performance Needs Improvement - performance is below standards for one or more indicators for any quality standard; Ineffective Unsatisfactory Performance - performance is below standards and unsatisfactory for one or more indicators for any quality standard.

Michigan Education Personnel Services has established the following strategies to support low performing teachers and school leaders: (1) develop an individualized development plan that includes measurable goals and training to improve their effectiveness, (2) a midyear progress report shall be used as a supplemental tool to gauge a teacher or school leader's improvement from the preceding school year and to assist them in making improvements. The following shall apply in the midyear progress report:

-shall be based at least in part on student achievement

-shall be aligned with the individualized development plan

-shall include specific performance goals for the remainder of the school year that are developed by the school administrator conducting the annual year-end evaluation and any recommended training identified by the school administrator that would assist them in meeting their goals.

-the midyear progress report shall not take the place of an annual year-end evaluation.

Also, as a part of the performance evaluation system, the Academy is encouraged to assign a mentor or coach to each teacher who has a rating of minimally effective or ineffective.

For teachers, classroom observations (formal and informal) will be held throughout the academic year. The classroom observation shall include a review of the teacher's lesson plan, alignment with the SABIS® curriculum, and a review of pupil engagement in the lesson.

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

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

Goal 1:

All students will be proficient in reading.

Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency reading comprehension in Reading by 06/20/2014 as measured by local assessments and MEAP.

Strategy1:

Extended Learning Opportunities in Reading - Non-Proficient students will be provided extended opportunities to learn reading skills in order to become proficient.

Research Cited: Barton, Rhonda; Stepanek, Jennifer, Three Tiers to Success. Principal Leadership, v9, n8, p.16-20, April

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2009.

Callender, W.A. (2007). The Idaho results-based model: Implementing response to intervention statewide. In S.R.E. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 331-342). New York: Springer.

Peterson, D.W., Prasse, D. P., Shinn, M. R., & Swerdlik, M. E. (2007). The Illinois flexible service delivery model: A problem-solving model initiative.

Jimerson, M. K. burns, & A. M. VanDerHeyden (Eds.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 300-318). New York: Springer.

Activity - Title I Teachers/ Parapros	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers and paraprofessionals will provide guided support to non-proficient students during the school day.	Academic Support Program	08/26/2013	06/20/2014	\$0 - Title I Part A	Director, Academic Quality Controller.

Narrative:

Indicator 4A: Mid-Michigan Leadership Academy's professional development (PD) plan for 2013-2016, is a collaborative effort between teachers, administrators, the educational service provider, and stakeholders who are a part of the school improvement team.

The first level of staff support will be provided by SABIS® Educational Systems, Inc. to help teachers and specialist learn how to deliver the curriculum and assessment model. PD days are scheduled on the academic calendar beginning with nine days prior to the first day of school and three additional days in November, February, and April. Additional PD days will be scheduled after school and select Saturdays.

Given MMLA's transition to a new educational service provider and staff restructuring, primary focus in year one will be to provide ongoing training support to instructional staff with the SABIS® curriculum and pacing model. In August 2013, staff will receive training from regional academic quality controllers on the key components of the program and how to provide quality delivery of instruction. Weekly support will be provided by the academic quality controller during grade level meetings to monitor teacher program implementation and to monitor student academic achievement using SABIS® weekly assessment results.

The intervention specialist will hold a 3-part data dialogue series to support the process for staff to analyze data and discuss causes and solutions for improvement.

Evaluation methods to determine the teachers' acquisition of new knowledge and skills, how that learning affects teaching, and in turn how the changes in practice affect student learning. In addition, how the staff development has affected the school culture and other organizational structures.

- Classroom 3-minute walkthrough.
- Classroom observation.
- The curriculum is aligned.
- Lesson plans are reviewed weekly.
- Interim report cards.
- A review of student growth on assessment test.

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- Perception surveys of the staff, students, and parents.
- Formative and summative assessment of the students.

An annual performance evaluation will measure the effective implementation of the SABIS® model and impact on student achievement.

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

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

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

Indicator 5A: Teacher recruitment strategies include SABIS® interview process, MSU career fair, advertisement on MEP website, MEP HR hiring process (website including open positions).

The recruitment and assignment process began in May 2013. Due to low student achievement under the previous educational service provider, the board hired SABIS® Educational Systems, Inc. to take over this role. All previously employed staff were interviewed and given content area assessments to determine the best fit for the school in preparation for the Fall 2013 academic year. Highly qualified teachers who scored high on their content area assessments were given first consideration due to low student achievement on local and state assessments in English language arts and math in the previous year. Approximately 50% of staff were offered a fall assignment. The remaining positions were filled with the support of the SABIS® Recruitment team who provided specific support filling the remaining openings at MMLA using a public job postings website called SABIS Careers® and other teacher advertisements.

Indicator 5B: Special attention will be focused on retaining the most effective teachers who create a positive classroom culture, positive relationships with students and parents, and show an impact on student achievement using the SABIS® model.

Teachers will discover several benefits to becoming a part of the SABIS® program including: an opportunity to join a proven network of schools worldwide that provides a college preparatory curriculum, merit pay, annual attendance bonus, and ongoing opportunities for advancement in the U.S. and in other countries where SABIS® schools are located.

Other teacher retention strategies include ongoing professional development, staff activities, mentorship program, and teacher surveys to address needs and concerns.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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

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

Goal 1:

All students will be proficient in reading.

Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency reading comprehension in Reading by 06/20/2014 as measured by local assessments and MEAP.

Strategy1:

Extended Learning Opportunities in Reading - Non-Proficient students will be provided extended opportunities to learn reading skills in order to become proficient.

Research Cited: Barton, Rhonda; Stepanek, Jennifer, Three Tiers to Success. Principal Leadership, v9, n8, p.16-20, April 2009.

Callender, W.A. (2007). The Idaho results-based model: Implementing response to intervention statewide. In S.R.E. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 331-342). New York: Springer.

Peterson, D.W., Prasse, D. P., Shinn, M. R., & Swerdlik, M. E. (2007). The Illinois flexible service delivery model: A problem-solving model initiative.

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Activity - Title I Teachers/ Paraprofs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers and paraprofessionals will provide guided support to non-proficient students during the school day.	Academic Support Program	08/26/2013	06/20/2014	\$0 - Title I Part A	Director, Academic Quality Controller.

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are not proficient in English language arts will be recruited to attend summer school to improve achievement in reading, writing, and language arts.	Academic Support Program	08/26/2013	08/15/2014	\$0 - Title I Part A	Director, Academic Quality Controller.

Narrative:

The new instruction program has been in practice for 5 months from September 2013 to January 2014. MMLA lacks longitudinal data to show the relationship between the current SABIS® model and the state level disaggregated data. The previous model did not provide a set curriculum and assessment program.

As a part of MMLA's three year sequence for improving instruction in all content areas, curriculum and weekly assessments will be the main priority. The SABIS® Educational System is an integrated, comprehensive, K-12 academic program that has been developed and refined over a 125+ year period. With a balance of academics, self-development, and life preparation the SABIS® Educational System prepares students for success in college, fosters a lifelong interest in learning, and develops responsible world-class citizens. It blends quality education with traditional values of hard work and responsibility for self and others.

The previous educational service provider did not have a systematic curriculum and assessment process. Teachers decided independently the course content and designed their own assessments. Primary focus was on a program called Reading Street. Without a balanced curriculum focused on all core subject areas and a common pacing and assessment criteria for each grade level, student academic achievement suffered significantly. By implementing the SABIS® model, MMLA will have a set curriculum and assessment program. MMLA will follow this model to address the needs of the students.

MMLA Fall 2012 MEAP Data shows the impact of the previous model:

Grade 3 (20 students): proficiency reading 25%; math 5%.

Grade 4 (19 students): proficiency reading 16%; writing 0%; math 5%

Grade 5 (22 students): proficiency reading 27%; math 14%; science 0%

Grade 6 (23 students): proficiency reading 39%; math 14%; social studies 4%

Grade 7 (11 students): proficiency reading 36%; writing 18%; math 36%

Grade 8 (15 students): proficiency reading 53%; math 14%; science 0%.

Across all grade levels, reading and math scores were lower than the state and Lansing public schools. With the implementation of the SABIS® curriculum and a set academic schedule, MMLA will show an annual impact on academic achievement.

Enrollment: 256 enrolled as of January 2014

MI School Data Enrollment by primary subgroups

Black 32.24

White 17.29%

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Hispanic 36.45%

SPED 6.07%

Male 56.54%

Female 51.4%

MI School Data Attendance Rate 84.09%

Top to Bottom Ranking - 0 percentile ranking

MI School Data Bottom 30% of students who are not proficient in reading by subgroup

a.Black 39.5%

b.Hispanic 25.8%

c.White 20.7%

d.Female 31.4%

e.Male 29.7%

f.SPED 55.6%

Indicator 6A:

Frequent assessments using multiple measures will identify student and staff needs that happen at different times or more than once. The SABIS® Student Management System will provide timely, accurate data that will show progress on standards. By using the SABIS® Educational Program, the Academy will have a huge head start through a well-established curriculum and assessment system that relies on extensive computerized data tracking to ensure learning is taking place and indicate necessary interventions. Assessments of student learning will begin with pre-tests to establish baseline data followed by post- tests to measure progress over time. Diagnostic tests will analyze a new student's academic level. Periodic and SABIS Academic Monitoring System® tests will be used by administrators and teachers to monitor weekly performance of individual students and entire classrooms. Standardized, norm-referenced achievement tests will compare students to their peers in the local district or across the nation. STAR reading and STAR Math tests will provide valuable baseline data along with other alternative assessment to show student growth over the academic year.

Assessment will cover the four core academic subjects, namely English, mathematics, science, and social studies. Measures to place new students and evaluate student performance include, but are not limited to: (1) SABIS® Diagnostic Test Profiles, (2) STAR® Reading, (3) STAR® Math (4) SABIS® Periodic Tests, (5) SABIS® End-of-Term Tests, (6) SABIS® End-of-Year (Final) Exams, (7) SABIS Academic Monitoring System® Tests, (8) SABIS® Mock Exams, and (8) Michigan State-Mandated Assessments (MEAP/MEAP ACCESS, MI ACCESS tests).

Assessment of student learning in this way has a number of important advantages:

- Students learn to perform well under the pressure of time and other constraints
- Students develop the ability to focus and to sustain concentration for long periods
- It provides feedback that allows close monitoring and follow-up

The proprietary SABIS® Software System provides many programs that allow prompt, reliable assessment of student knowledge as well as effective follow-up. One such program, the SABIS Academic Monitoring System® (SABIS AMS®), is used to assess student knowledge of every concept taught. The SABIS AMS® allows 'gaps' in student knowledge to be pinpointed as they form. Working as a team, teachers and students then focus their efforts on 'filling the gaps'. The SABIS AMS® allows the progress of every student to be continuously monitored, problem areas to be identified, and the most appropriate solution to be implemented.

Academic performance data will drive decision-making. Through its internal and external assessments, the Academy will collect comprehensive data from multiple sources, analyze the data in real-time, make decisions, and act based on the results of the data. The Academy's director and leadership team will be responsible for different levels of data collection, interpretation of information about individual versus school progress toward standards, and implementation of improvements. The Academic Quality Controller (AQC) and Heads of Departments are responsible for student data and how classroom teachers use the information. The director is responsible for school-wide program evaluation. SABIS® Regional Academic Quality Controllers and other specialists are responsible for the courses and assessments, as well as monitoring, intervention and planning.

The Academic Quality Controller meets weekly with grade level teams to discuss pacing, review and approve assessments prior to administration, and review results from previous week to make adjustments in the pacing as needed.

Indicator 6B:

The SABIS® Educational System consists of a demanding curriculum, an intense, disciplined, and interactive approach to deliver the intellectual material, and rigorous homework expectations. In SABIS® schools, all students, regardless of their ability levels, can learn and achieve very high academic standards provided they want to learn. For this purpose, students undergo continuous monitoring to prevent the development of knowledge gaps during their learning process. By motivating students, fostering a desire to learn through early experiences of success, and providing an efficient and high-quality educational experience the SABIS® Educational System helps each student achieve his/her full potential.

Some features of the SABIS® Educational System include:

- A well-structured and comprehensive curriculum
- Efficient books in core subjects designed to dovetail precisely with the curriculum
- Proven instructional methods that keep students engaged and learning efficiently
- Timely tracking of student performance through regular assessment to fill any learning gaps
- Cutting-edge educational tools to support the SABIS® program and enhance efficiency
- A student-led organization that creates positive attitudes and behaviors
- A safe, disciplined, and positive environment that encourages learning and responsible behavior

We readily affirm that the school's curriculum will comply with the Michigan curriculum standards and the Common Core State Standards (CCSS). The SABIS® curriculum and proprietary assessment program is already fully horizontally and vertically aligned with Michigan standards.

Thus, primary focus will be to provide support to teachers to learn how to implement the curriculum and assessment program. Secondary focus, will be for teachers to learn how to develop a coordinated Multi- Tiered System of Support including positive behavior support and instructional strategies for diverse learners.

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

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

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Measurable Objective 1:

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Strategy1:

Extended Learning Opportunities in Reading - Non-Proficient students will be provided extended opportunities to learn reading skills in order to become proficient.

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Activity - KENT ISD Item Analysis Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn how to analyze data using the KENT ISD MEAP item analysis reports to target standards in ELA, Math, SC, Social Studies that shows the lowest achievement in comparison to the state.	Professional Learning	02/03/2014	04/25/2014	\$0 - Title II Part A	School Improvement Team

Goal 2:

All students will be proficient in mathematics.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency math standards in Mathematics by 06/13/2014 as measured by MEAP and local assessments.

Strategy1:

Extended Opportunities to Learn Math - Non-Proficient students will be provided extended opportunities to learn math skills in order to become proficient.

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Research Cited: Barton, Rhonda; Stepanek, Jennifer, Three Tiers to Success. Principal Leadership, v9, n8, p.16-20, April 2009.

Callender, W.A. (2007). The Idaho results-based model: Implementing response to intervention statewide. In S.RE. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 331-342). New York: Springer.

Peterson, D.W., Prasse, D. P., Shinn, M. R., & Swerdlik, M. E. (2007). The Illinois flexible service delivery model: A problem-solving model initiative.

Jimerson, M. K. burns, & A. M. VanDerHeyden (Eds.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 300-318). New York: Springer.

Activity - Small Group Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group math instruction will be provided by highly qualified teachers and paraprofessionals to non-proficient students during the school day, after-school, and during the summer using the response to invention model.	Academic Support Program	09/09/2013	08/15/2014	\$0 - Title I Schoolwide	Academic Quality Controller

Strategy2:

Differentiated Instruction - Teachers will differentiate classroom instruction for all students in order to improve student achievement in math by meeting individual needs of students.

Research Cited: Minnott, Mark, The Role of Reflection in Differentiated Instructional Process?, College Quarterly, v12, n1, Winter 2009.

Walker-Dalhouse, Doris; Risko, Victoria J., Crossing Boundaries and Initiating Conversations about RTI; Understanding and Applying Differentiated Classroom Instruction?, Reading Teacher, v63, n1, pg. 84-87, September 2009.

Wormeli, R. (2007). Differentiation from planning to practice, grades 6-12. Portland, ME: Stenhouse Publishers.

Hollas, B. (2005). Differentiating instruction in a whole-group setting: Taking the first steps into differentiation. Petersborough, NH: Crystal Springs Books.

Cox, Susan G. (2008) Differentiated Instruction in the Elementary classroom. The Education Digest. Volume 73. No. 9. 52-54. Prakken Publications, Inc.

Activity - Differentiated Instruction Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Book study of Differentiation from planning to practice and Differentiating Instruction in a whole group setting	Professional Learning	09/02/2013	04/28/2014	\$0 - Title II Part A	Academic Quality Controller

Narrative:

The Information Management System that is implemented at the school is not an ordinary database that is used simply for storing student scores on multiple-choice tests. When used properly, the various modules provide feedback about test performance including:

- exact number of problems for groups as well as individuals.
- precise nature of problems for both groups as well as individuals.

Having this feedback permits teachers and administrators to develop accurate and focused intervention plans, thereby saving the time and energy of students, teachers, and administrators. Further, the school's monitoring system:

- reduces frustration from wasted effort.
- accelerates the learning process.
- assures that the curriculum material is covered and understood as intended.

Assessment to Modify and Improve Instruction

Frequent testing is used to monitor the attainment of objectives. The establishment of clear objectives, preventing the forming of gaps, coupled with filling pre-existing gaps, all help accelerate the learning process. Continuous feedback from frequent testing is used by teachers and administrators to detect learning gaps as soon as they form and fill those gaps before new concepts are taught. Assessment results are reviewed and analyzed during weekly common grade level meetings with the academic quality controller. As a result of the meeting, teachers decide whether to reteach the material, provide targeted support to the lowest achieving students, contact parents for inclusion in the decision making process, and/ or to make a referral for special education services or other intensive instructional support.

As a part of the monitoring process, both grade level teachers and specialists will collect data and be responsible for establishing necessary targets for the academic achievement of students and responsible behavior.

Additional monitoring support will be provided by the RTI/ MTSS team to disaggregate and review data from multiple data sources. The team will place a primary emphasis on both academic achievement and responsible behavior. Also, the team will analyze the data to assess student academic achievement and instructional practice. Results of the data analysis will further identify students who need more intensive support strategies to show growth. Student progress will be monitored weekly for mastery of skills and gaps in learning.

TYPES OF ACADEMY ASSESSMENTS

SABIS® Diagnostic Tests

All students in grades 1-8, upon enrollment, are administered the SABIS®-developed diagnostic tests in mathematics and English. These assessments are designed to detect any gaps in core subject knowledge for specific grades. These diagnostic tests measure and assess essential concepts from previous grades to determine whether the student has the essential knowledge required for the grade into which he or she has registered.

SABIS Academic Monitoring System™ ("AMS")

AMS is a proprietary, computerized system of testing, designed to monitor student learning and progress. These frequently administered tests detect gaps in knowledge as they form and monitor level of knowledge retention. Students and teachers work as a team to fill these gaps, thus accelerating the rate and efficiency of learning. The AMS is administered frequently (generally weekly) for both math and English. An AMS testing period is scheduled in the permanent school-year schedule for each of the two subjects. AMS is currently offered in math, in grades 3 through 12 and English in grades 3 through 9.

As an academic monitoring tool, the AMS covers concepts that have been taught during the previous week, as well as other selected concepts that were taught previously. With the former, the school is testing learning and absorption of material; with the latter, retention. These tests consist of multiple-choice questions and students record answers either on the traditional "bubble sheets," on a computer in the Integrated Technology Lab ("ITL"), or on a laptop. If a "bubble sheet" is used, these sheets are then scanned and computer-graded. If the ITL or a laptop is used, scores are immediately available on the computer screen for students to utilize for a review, reteach, and retake of the AMS. AMS tests count for 20% of the total grade.

The primary purpose of these tests is to inform the school on the progress individual students are making. The constant monitoring system prevents students from "falling through the cracks" and provides an objective and reliable academic status report on each student. The results from these reports are then given to the following staff members: Student Life Coordinator™, Head of Department of subject tested,

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school director, and teacher of subject of class tested. This use of sophisticated technology allows the school to have constant diagnosis of a student's academic foundations and progress. It also enables the school to track a student's record and to detect any learning patterns of precise areas of difficulties.

Periodic Exams

Starting in grade 3, there are two exam periods every week. These are cumulative exams in every academic subject designed to test knowledge depth as well as long-term retention. Unlike the AMS, these periodic tests measure more than just the essential concepts. These tests also require that students show their work since they are not exclusively multiple choice based.

End of Term Exams

Comprehensive exams are administered at the end of each term. Exams at the end of Terms I and II assess mastery of the material taught in the specific term. Final exams, given at the end of Term III, measure a student's achievement over the course of the entire academic year.

End of Term Exams (final exams) account for 40% of a student's grade in English and mathematics and 50% of a student's grade in all other subjects.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

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

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

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

Indicator 8A:

2012-2013 Academic time under previous model

KG - 130 minutes per day

Grades 1-3 210 minutes per day

Grades 4-8 240 minutes per day

2013-2014 Academic time under new SABIS model

KG - 270 minutes per day

Grades 1-3 280 minutes per day

Grades 4-8 300 minutes per day

MMLA's instructional day begins at 8:00 a.m. By 8:00 a.m. morning announcements are completed and classroom instruction has begun. Students in middle school do not rotate from classroom to classroom. This cuts down on transition times. Teachers move to students' homeroom classrooms. Homeroom time at the end of the day has been cut from 15 down to 10 minutes. Also, removal of afternoon snack and afternoon recess in lower grades has created more instructional time.

Research shows that students need more time and engagement with curriculum and quality instruction in order to show academic growth. Given the significant gaps in learning, a conscious decision was made by school leadership not to offer world languages during year 1 and year 2. Primary emphasis will be place on closing gaps in English language arts.

Indicator 8B: The SABIS Student Life Organization® is an integral part of the SABIS® Educational System and an important part of every school day. Student Life® period is embedded in to the daily course schedule for 45 minutes per day. Emphasizing the acquisition of 'life skills' through real-life experiences, the SABIS Student Life Organization® is a student-led society that empowers students to hold responsibility for many aspects of school life. While providing opportunities for emotional, social, and moral growth, the SABIS Student Life

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Organization® helps students develop their academic, managerial, organizational, and leadership skills in a variety of academic and non-academic activities. These include peer tutoring, planning athletic activities and social events; organizing community service projects; and being involved in the school newspaper and school yearbook.

Through the SABIS Student Life Organization®, students learn to:

- Promote high social, ethical, and moral values
- Become active and constructive members of a community
- Develop academic, managerial, organizational, and leadership skills
- Acquire and refine the attitudes that give them an edge in college and throughout life
- Form circles of lasting friendship
- Get involved in a variety of student-led activities.

Having demonstrated that they have a broad range of abilities and experiences and they can be effective and valuable team players, students become more likely candidates at top universities around the world. Services are provided on a daily basis for grades 4-8 during student life period. Student prefects have been assigned to learn how to lead daily activities.

Additional enrichment activities are provided after school each day from dismissal to all students. Students receive homework help, independent reading. Plans are in progress to go to local field trips to museums to extend curriculum.

Indicator 8C:

An academic calendar has been set scheduling nine professional development days in August prior to the first day of school. Additional days are scheduled on 11/1/13; 2/14/14; and 4/21/13. Additional professional development will be scheduled after school and on select Saturdays to meet the four key areas of training and development described in the professional development plan.

The school improvement team is intentional about providing expanded professional learning with ongoing support from Dr. Carter to improve school climate and culture. Dr. Hecker will provide ongoing guidance for teachers to learn how to disaggregate and analyze data in order to monitor student growth and achievement.

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

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

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

Indicator 9A: Parents - MMLA will form a Title I Parent Advisory Committee to include parents in the planning, implementation, and evaluation of the Title I program. The strategies to connect with parents will include: teacher referral, direct parent calls, and notices sent home. All parents have access to their child's data including test results, attendance records, and behavior infractions using an online system called SABIS® Web Parent. Guidance will be provided during family nights for parents to register for access and to learn how to use the system. Additional strategies are under review using Joyce Epstein's School, Family, and Community Partnerships manual.

MMLA will host Family Nights to show parents how to support learning at home. Activities planned include a homework night, math night, and literacy night. The academic year launched with a Meet Your Teacher Night for parents to get to know their child's teacher and to learn about the new program. Ongoing communication takes place during student drop off/ pick up; a bi-weekly parent newsletter, parent teacher conferences, and monthly parent meetings.

Indicator 9B: Community Partners - MMLA partners with an array of community agencies who have provided services to the school

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community in the past. Additional strategies are in place to link with agencies who are able to meet the needs of students and parents. Efforts are in progress to join an ISD or school district for English as a second language services given our growing population of limited English proficient students. Also, MMLA' school improvement team seeks to coordinate literacy initiatives with Lansing Public Library to link students to their local library in order to boost reading ability and homework completion. The school improvement team is reviewing additional partnerships to support the needs of the lowest achieving students. Previous partnerships include the following community organizations:

Ingham Intermediate School District

Eaton Intermediate School District

Michigan State University

Lansing Community College

Ferris State University

Old Town Association

Central Michigan University

The School Dentist

Boy Scouts of America

Girl Scouts of America

North Network Center

Lansing Police Department (G.R.E.A.T. Program)

Okemos Public Schools.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvacEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

Indicator 10A: Mid-Michigan Leadership Academy is a single-building public school academy. It does not have a union or collective bargaining association to negotiate use of Title I funds or staff time and effort. Required set asides are planned collaboratively by the School improvement Team, the SABIS® Regional Business Manager, SABIS® Regional Grants Coordinator, and approved by the Academy Director, who has final authority on use of federal funds.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

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

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

Indicator 11A: A service plan has been completed to include services and technical assistance provided by MI Excel. Steve Hecker is the Intervention Specialist from Michigan State University and Tamara Bashore-Berg is the School Improvement Consultant.

The School Support Team members will provide support and technical assistance to the Priority Schools including, but not limited to, the following areas:

- Facilitated Data Dialogues
 - Selecting the appropriate reform model and developing/writing the Reform Plan, focusing on components 4, 6, 7 and 8 of the Transformation/Turnaround model
 - Completion of the School Process Rubrics
 - Incorporating the Reform Plan, including the appropriate elements of the Turnaround or Transformation Plan into the School Improvement Plan
 - Planning for the implementation of the specific Transformation/Turnaround components of the Reform Plan
 - Provide technical understanding of the Instructional Learning Cycle (ILC) by implementing one ILC in the second semester of the Planning Year prior to implementation of the SI/Reform Plan the following year ("Year 2--Implementation.)
 - Support the building to collect baseline descriptive data around instructional practices as documented in the SI/Reform Plan
- Guidance in the selection of the appropriate MI Excel SSoS components for Year Two based on need to support the implementation of instructional strategies in the School Improvement/Reform Plan for the following school year (Year 2 - Implementation.)
- Surveys of Enacted Curriculum (administered in time for using the information in the possible revision of the 2013/14 School Improvement Plan

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- Provide training in the administration of Surveys of Enacted Curriculum
- Guide the interpretation of the Surveys of Enacted Curriculum
- ERS Resource Check
- Supt's Dropout Challenge registration and student identification
- Multi-Systems of Support staff training and coaching

Indicator 11B: Michael Powell, SABIS® Grants Coordinator

Turnaround Redesign Diagnostic

Introduction

The Turnaround Model addresses four specific areas: 1) developing teacher and school leader effectiveness, 2) implementing comprehensive instructional reform strategies; and 3) extending learning time and community-engagement. The Turnaround Model includes among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program. Overall, you will write a reform/redesign plan to address nine separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

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

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school. (These should come from the data dialogue that initiates your planning efforts.)

State what data were used to identify these ideas

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

Indicator 1B: In your response, describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

Requirement #2: The district uses locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environments to meet the needs of students.

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

Indicator 2B: Also, detail the process to screen existing staff and criteria used to rehire no more than 50% of staff and select new staff. Attach the teacher evaluation and Administrator Evaluation. (Narrative)

Requirement #3: The district will implement such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions designed to recruit, place and retain staff to meet the needs of students in a transformational school.

Indicator 3A: In your response, identify the strategies that will be used to recruit staff based on student needs.

Indicator 3B: In your response, identify the strategies that will be used to assign staff based on student needs.

Indicator 3C: In your response, identify the strategies that will be used to retain staff.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #5: The district has adopted a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

Indicator 5A: In your response, detail how the NEW governance structure will assist in decision making, sharing of information between the district and building, and removal of barriers to reform plan implementation. that will assist with the building turnaround process. Describe a process for monitoring implementation progress to inform plan refinement and how regular reporting will occur to all key stakeholders

Indicator 5B: Complete and attach the Assurance of Operational Flexibility for Priority Schools, signed by the Superintendent, School Board President and Union Representative, which certifies that the school has the autonomy required to implement the reform/redesign plan as written (Must complete the Assurance of Operational Flexibility and attach required evidence as stated in the Assurance Form). Include a statement that describes how the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations).

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: The district establishes schedules and implements strategies that provide increased learning time.

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

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

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

Requirement #9: The district provides appropriate social, emotional, and community services that support students.

Indicator 9A: In your response, detail the mechanism the school will use for identifying student needs, outline the supports that will be provided at the school (including what specific needs will be addressed), and specify the supports that will be provided through community agencies (including what specific needs will be addressed)

Closure Diagnostic

Introduction

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other higher achieving schools. To write a closure plan, you will need to address eight separate requirements. The closure plan should be developed for implementation through the 2015-16 school year.

Part A: Reform Team Personnel

Please list the individuals involved in the development of this reform/redesign plan.

Part B: Closure Requirements

Describe how the school (or its district) will communicate the closing of the school/district to stakeholders of the school.

Label	Assurance	Response	Comment	Attachment
Requirement #2:	We certify that the individual(s) who has authority for decision-making and oversight throughout the closure process. Provide evidence that this designation was approved by the governing body.			

Describe how the school (or its district) will communicate the closing of the school/district to appropriate state agencies.

Describe how the school (or its district) will assist and track the matriculation of students to higher performing schools.

Describe how the school (or its district) will prepare and store all business, board, and student records in accordance with adopted state records retention schedules and requirements.

Describe how the school (or its district) will ensure that authorized individuals will maintain access to state /federal reporting sites and file all required final reports in accordance with established timelines.

Describe how the school (or its district) will ensure proper disposition of property purchased with federal funds.

Redesign Plan

Mid-Michigan Leadership Academy

If you are a Public School Academy you must: (a) identify a temporary space for conducting closure business throughout the closure process or establish a process, timeline and deadline before 12/31/13 for selecting one, (b) detail a budget to pay for tasks related to dissolving the school and associated non-profit or establish a process, timeline and deadline before 12/31/13 for selecting one, and (c) identify deadlines for completing steps in the wind up and dissolution procedural actions template.

Restart Model Diagnostic

Introduction

The school restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO). To write a restart plan, you will need to address eight separate requirements. The restart plan should be developed for implementation through the 2015-16 school year.

Part A: Reform Team Personnel

Please list the individuals involved in the development of this reform/redesign plan.

Part B: Restart Model Requirements

Label	Assurance	Response	Comment	Attachment
Requirement #1:	Eligibility for this model has been established. Provide evidence that the district has decided to close a school and reopen it as a Public School Academy. Provide evidence that the school's district has agreed to accept an application to become a new charter school. Also, describe the timeline for submitting the application (deadline must be before 5/1/2014) and available grade levels.			

Describe the competitive selection process by which the school operator, EMO or CMO will be chosen, including the criteria to be used.

Describe how the school (or its district) will communicate the change in status of the school/district to stakeholders of the school. In your response, explain the process for assigning or offering alternative enrollments in a higher performing school.

Describe how the school (or its district) will communicate the closing of the school/district to appropriate state agencies.

Describe how the school (or its district) will assist and track the matriculation of students to higher performing schools.

Describe how the school (or its district) will prepare and store all business, board, and student records in accordance with adopted state records retention schedules and requirements.

Describe how the school (or its district) will ensure that authorized individuals will maintain access to state /federal reporting sites and file all required final reports in accordance with established timelines.

Describe how the school (or its district) will ensure proper disposition of property purchased with federal funds.

Label	Assurance	Response	Comment	Attachment
Requirement #8:	The school (or its district) will ensure proper disposition of property purchased with federal funds.			

Performance Evaluation



Administrator

Personal Information

Code administrator
E-mail
Date hired

Current Position(s)

Middle School Academic Quality Controller

Code 165	Supervisor
Date appointed	
Employer IAF - Flint	Location Flint, MI
Division Administration - Flint	Function Academic
Department Academic Quality Control	Sub-function Academic Quality Control

Performance Plan: AQC 11-12

Planning period FY 2011-2012	Status Evaluate
	Status date 9/29/2011
Valid from - to 9/1/2011 - 8/31/2012	Created by Cormier, Traci L.
Next review on	
Plan owner comments	
Employee comments	

Evaluation Overview

Category	Goal	Weighting	Evaluation
Academics -- AQC	Academics	40.00%	%
Operations -- AQC	Operations	20.00%	%
Admissions & Placement -- AQC	Admissions & Placement	10.00%	%
Staff Management -- AQC	Staff Management	20.00%	%
Internal Relationships -- AQC	Internal Relationships	3.00%	%
Internal Reporting & Compliance -- AQC	Internal Reporting & Compliance	3.00%	%
Student/Parent Relations -- AQC	Student/Parent Relations	4.00%	%
			%

Competency	Rating
Leadership/Team Management	
Interpersonal Skills/Communication	
Organization, Planning, Execution	
Problem Solving and Follow up	
Dependability	

Performance Evaluation



Overall evaluation

Evaluated on
 Evaluation comments
 Employee comments

Academics -- AQC (40.00%)

Academics (40.00%) %

Ensures the academic success of students; recommends necessary actions and strategies; oversees effective implementation of curriculum and instruction; reviews and implements pacing charts; effectively coordinates the administration of tests/exams; coordinates the timely and accurate data entry of scores; thoroughly analyzes tests results and academic performance, identifies problems, recommends and implements solutions in a timely manner; recommends, designs and oversees a quality summer school program; reviews report cards for accuracy in academic entries and Student Code reporting

<p>Exceeds Requirements (4.00%)</p> <p>Consistently monitors student academic success, making specific recommendations, following up as needed; effectively oversees the effective implementation of curriculum and instruction, often mentoring and modeling the implementation; ensures that pacing charts are implemented and reviewed, and cross references scores with data entered to ensure accuracy; thoroughly reviews and analyzes tests, accurately makes recommendations with achievable solutions, enhancing the academic performance of the students; excels at designing and overseeing a quality summer school program, accurately anticipating identifying and securing the resources required; has designed a highly effective system of reviewing the report cards in a timely and accurate manner to achieve and maintain the highest quality standards</p>
<p>Meets Requirements (3.00%)</p> <p>Monitors students academic success on a regular basis, giving feedback as needed ; effectively oversees the effective implementation of curriculum and instruction; reviews and implements pacing charts regularly, ensures accurate data entry, and administration of tests and exams; reviews and analyzes tests, identifies problems, and makes recommendations in a timely manner; sets specific, ambitious goals and objectives in the design of the summer program, and effectively oversees the quality of the program; carefully and consistently reviews report cards in a timely and accurate manner</p>
<p>Minimally Acceptable (2.00%)</p> <p>Intermittently monitors student academic success, making few recommendations for improvement; oversees the implementation of curriculum and instruction, but is somewhat inconsistent; reviews and implements pacing charts, however coordination of exams and tests, and accurate data entry of scores is inefficient; sometimes looks at test results, identifies reporting problems, but needs to take more time to recommend and implement solutions for more consistent academic performance; sets realistic goals and objectives in the design of the summer school program, but is somewhat inconsistent in overseeing the program; reviews report cards, but timeliness and/or accuracy are inadequate</p>
<p>Unsatisfactory (1.00%)</p> <p>Fails to monitor students academic success and does not make frequent recommendations for improvement; does not effectively oversee the implementation of the curriculum and instruction; does not review or implement pacing charts, checks student data only as necessary, and is not familiar with score student data entry methods; does not analyze test results on a consistent basis, misses inaccuracies of student reports, and is unable to identify problems; does not set effective goals and objectives in the design of the summer school program, and does not oversee the program; there are some quality problems because he does not adequately review report cards for accuracy in academic entries and Student Code reporting</p>

Performance Evaluation



Operations -- AQC (20.00%)

Operations (20.00%) %

Ensures that materials and textbooks are accurate and matched to the pacing; as applicable, secures additional materials needed to meet state-mandated curriculum and/or state testing requirements; coordinates with special area teaching specialists to ensure delivery of quality programs; effectively coordinates referral of students with perceived special needs to appropriate personnel; plans and leads assigned school events and programs

<p>Exceeds Requirements (4.00%)</p> <p>Accurately selects appropriate materials and textbooks, secures up to date additional state mandated curriculum; has designed highly effective methods for recommending action in a timely and accurate manner to achieve and maintain the highest quality standards; puts in extra effort to ensure that specialists are found for students identified with special needs, often seeking out external sources in order to deliver quality programs; demonstrates a strong leadership through the management of school project teams, and actively participating in events and programs; work consistently demonstrates a high level of accuracy and thoroughness; is a role model for others because of commitment to excellence; is a leader in looking for ways to improve quality and promote it to teachers in the school</p>
<p>Meets Requirements (3.00%)</p> <p>Uses the SABIS® curriculum guide, recommended books and materials, matches pacing charts accurately, and secures materials to meet state mandated curriculum and/or state testing requirements; accurately identifies the need for teaching specialists, coordinating the implementation of programs for students with special needs; regularly maintains project teams that are available to help with the organization of school events and programs at the school; quality of work is consistently accurate and thorough; displays a commitment to excellence and applies feedback to improve</p>
<p>Minimally Acceptable (2.00%)</p> <p>Uses some of the recommended SABIS® curriculum guide, texts and materials that sometimes match pacing charts and other state testing program requirements; recognizes the need for teaching specialists but is inconsistent in securing and coordinating specialist teachers; needs to spend more time leading, organizing, and planning school events and programs; is aware of the importance of accuracy and thoroughness and attempts to improve the quality of work; improvement in this area should continue to be addressed</p>
<p>Unsatisfactory (1.00%)</p> <p>There are some quality problems because he does not follow the SABIS® curriculum guide and therefore chooses books that are not within SABIS® guidelines; does not identify a need for any teaching specialists; does not demonstrate a willingness to organize school events and programs; work does not reflect adequate attention to accuracy and completeness; fails to apply much of the feedback given in order to improve</p>

Performance Evaluation



Admissions & Placement -- AQC (10.00%)

Admissions & Placement (10.00%) %

Ensures appropriate placement of applicants; actively participates in explaining the SABIS® system to staff, parents, students and the community at large

<p>Exceeds Requirements (4.00%)</p> <p>Shows a high commitment to ensuring students are placed in the appropriate class levels so that they can excel accordingly, and recommends a student life prefect or tutor to maintain student academic excellence; exhibits an excellent knowledge and understanding of the SABIS® system so much so is asked to frequently to speak about the SABIS® system</p>
<p>Meets Requirements (3.00%)</p> <p>Ensures that students are assessed according to SABIS® periodics, mid terms, and final exams, and that those students enter the appropriate class levels according to the data from the test results; exhibits a thorough knowledge and understanding of the SABIS® system and can explain the system to staff, parents, students, and the community at large</p>
<p>Minimally Acceptable (2.00%)</p> <p>Most of the time, students are placed according to the appropriate class level, with minor adjustments when needed; shows an adequate knowledge and understanding of the SABIS® proprietary educational system and participates to a limited extent in explaining the SABIS® system to staff, parents, students and the community at large</p>
<p>Unsatisfactory (1.00%)</p> <p>Often enrolls students in class levels that are inappropriate for their academic ability and maturity level; In a number of situations has failed to demonstrate the knowledge and understanding of the SABIS® proprietary educational system, and does not actively participate in explaining the SABIS® system to staff, parents, students and the community at large</p>

Performance Evaluation



Staff Management -- AQC (20.00%)

Staff Management (20.00%)

%

Ensures the right spirit, determines and recommends optimum staffing needs, and teachers' workloads; effectively assesses and recommends teacher candidates; effectively monitors and assesses teacher performance, and ensures required training and development; effectively trains and supports teachers in SABIS® methodology

<p>Exceeds Requirements (4.00%)</p> <p>Sense of understanding the teachers in the department is so keen that is able to identify and make adjustments with ease and precision; contributes to a well managed department by thoroughly analyzing staffing needs, and accurately recommending quality teachers for open positions; gives excellent, ongoing feedback and coaching ideas to teachers, so that they meet set goals and objectives improving positivity and performance progress; makes training and development activities for teachers a priority, coordinating opportunities on and off school site; seeks out the most effective training and development activities to ensure that required training and development is met by the largest majority of teachers possible; takes full advantage of available resources and tools and puts them to maximum use in order to assure effective training and support of teachers in SABIS® methodology; assumes a leadership role in assisting teachers to fulfill their responsibilities with regard to SABIS® methodology</p>
<p>Meets Requirements (3.00%)</p> <p>Is enthusiastic and shows a willingness to modify where needed to ensure positivity and optimum performance from teachers; usually can assess staffing needs, and often makes recommendations accurately and with precision; provides regular feedback for staff, setting achievable goals and objectives so that teachers can adjust accordingly; encourages teachers to expand knowledge through professional development and training activities as needed to meet requirements; identifies training needs and supports teachers in SABIS® methodology promptly and offers appropriate solutions</p>
<p>Minimally Acceptable (2.00%)</p> <p>Projects a limited sense of confidence in staff, making adjustments if required, but keeping recommendations to a minimum; sometimes shows the ability to assess staffing needs, but rarely makes recommendations that will have any impact; the feedback given to staff is infrequent and ineffective; needs to work toward more positive outcomes; gives teachers limited opportunities to participate in training and development, and often required training and development does not occur; is slow to identify training needs that will support teachers in SABIS® methodology; accepts that training needs exist most of the time when identified and attempts to offer alternative solutions</p>
<p>Unsatisfactory (1.00%)</p> <p>Displays a lack of enthusiasm for staff, therefore disregarding the needs of the department and students; staffing needs are not made a priority, therefore, qualified teachers are often overlooked to fill the needs of the department or open positions in the school; rarely provides useful or frequent performance feedback to teachers; actions have resulted in a lack of motivation and inspiration among students and teachers; does not provide opportunities for teachers to participate in training and development activities, and frowns upon any professional development requests, and therefore does not ensure that required training and development takes place; fails to identify training needs in order to support teachers in SABIS® methodology; often denies that training needs exist or is negative when a lack of support of teachers is identified</p>

Performance Evaluation



Internal Relationships -- AQC (3.00%)

Internal Relationships (3.00%) %

Ensures smooth and efficient working relations that positively impact academics; works closely and efficiently with the Director, the school administrative team, and SABIS® to ensure student success and smooth operation; requests support as needed

<p>Exceeds Requirements (4.00%)</p> <p>Is highly dedicated to fostering smooth & efficient working relationships, and keeps an open door policy to resolve issues; work consistently demonstrates the highest level of commitment to student success and school operation by the collaboration on a regular basis with the Director, administrative team, and SABIS® regional academic staff; is a role model for others because of commitment to excellence and is a leader in looking for ways to improve quality and promote it to others in the school; strongly supports and actively promotes the organization's goals and values through working with others to obtain the support needed; not only displays understanding of the SABIS® culture, but lives by it and actively promotes it</p>
<p>Meets Requirements (3.00%)</p> <p>Efforts to ensure smooth & efficient working relations are adhered to, and they often impact academics positively; often works with the Director, school administrative team, and SABIS® regional academic staff, ensuring that student success and school operation are consistent; effectively uses resources to ensure objectives are met and requests support as needed</p>
<p>Minimally Acceptable (2.00%)</p> <p>Sometimes makes an effort to create an environment that ensures smooth & efficient working relationships that positively impact academics; needs to work on developing relationships with the Director, school administrative team, and SABIS® regional academic staff to ensure student success and smooth operation; there would be more successful outcomes if the surrounding resources are used effectively and sometimes requests support as a last resort</p>
<p>Unsatisfactory (1.00%)</p> <p>Does not make an effort to ensure smooth & efficient working relations, sometimes resulting in negativity and poor academic results; has not established collaborative relationships with the Director, administrative team and SABIS®, therefore student success and smooth operation are rare; has not exhibited the ability to use surrounding resources effectively and to best advantage; does not request support</p>

Performance Evaluation



Internal Reporting & Compliance -- AQC (3.00%)

Internal Reporting & Compliance (3.00%) %

Ensures the proper implementation of SABIS® academic systems and standards; maintains a professional image; completes needed periodic reports in a timely and accurate manner

<p>Exceeds Requirements (4.00%)</p> <p>Excels with following the proper implementation of SABIS® academic systems and standards; teachers truly understand the value of using the SABIS® academic system and standards; holds self accountable for maintaining a positive personal and professional SABIS® image, gaining respect from those around him; is committed to reviewing and completing periodic reports in a timely manner, making certain that their submission is accurate</p>
<p>Meets Requirements (3.00%)</p> <p>Actions demonstrate a commitment to following the proper implementation of SABIS® academic systems and standards; consistently conveys a positive personal and professional SABIS® image; shows a significant conscientiousness to completing needed periodic reports in a timely and accurate manner</p>
<p>Minimally Acceptable (2.00%)</p> <p>Has been somewhat inconsistent in following the proper implementation of SABIS® academic systems and standards; sometimes conveys a positive personal and professional SABIS® image; occasionally periodic reports are completed in a timely and accurate manner, however, there are some inconsistencies</p>
<p>Unsatisfactory (1.00%)</p> <p>There have been instances of failing to follow the proper implementation of SABIS® academic systems and standards; it is obvious there is no effort made to convey a positive personal and professional SABIS® image; unless reminded, periodic reports are incomplete and inaccurate most of the time</p>

Performance Evaluation



Student/Parent Relations -- AQC (4.00%)

Student/Parent Relations (4.00%) %

Reinforces positive student behavior and establishes rapport with students; effectively counsels students with serious academic problems; reviews and approves official school communications regarding academic progress or updates; coordinates individual academic student concerns with parents as appropriate

<p>Exceeds Requirements (4.00%)</p> <p>Has excelled in reinforcing trust and rapport with students, as reflected in continual positive behavior; is highly persistent with students who have academic problems, and meets with those students on a regular basis; also empowers students to effectively manage themselves; is consistent with reviewing and approving school communications regarding academic progress and updates and is a role model for others because of commitment to excellence; communication is immediate and ongoing with parents/guardians when there are individual student academic concerns; takes the teacher out of the middle without excluding the teacher altogether</p>
<p>Meets Requirements (3.00%)</p> <p>Often reinforces trust and rapport with students, students respond with mutual respect and positive behavior; makes a practice of consistently addressing and counseling students with serious academic problems; makes a consistent effort to review and approve official school communications regarding academic progress and updates; communicates immediately with parents/guardians when there are individual student academic concerns</p>
<p>Minimally Acceptable (2.00%)</p> <p>Sometimes reinforces trust and rapport with students, however negative behavior still exists; in some situations, students with serious academic problems are addressed and counseled, but needs to develop skill in obtaining more positive outcomes; should take more time to review and approve official school communications regarding academic progress and updates; communication regarding individual student academic concerns with parents/guardians is infrequent and more often done by teachers themselves</p>
<p>Unsatisfactory (1.00%)</p> <p>There have been instances of failing to reinforce trust and rapport with students, therefore causing distrust and negative reactive behavior; displays an aversion to addressing students with serious academic problems; seldom reviews and approves official school communications regarding academic progress or updates; rarely communicates individual student academic concerns with students' parents/guardians; allows teachers to be in the middle of student academic concerns instead of taking a leadership role to do so</p>

Competencies

- Leadership/Team Management**
- Interpersonal Skills/Communication**
- Organization, Planning, Execution**
- Problem Solving and Follow up**
- Dependability**

Performance Evaluation



LS Teacher

Personal Information

Code Is teacher
E-mail
Date hired

Current Position(s)

Grade 2 Teacher

Code 350	Supervisor Administrator
Date appointed	
Employer IAF - Flint	Location Flint, MI
Division Teaching - Flint	Function Teaching
Department Grade 2	Sub-function Grade 2

Performance Plan: Teacher Performance Program 11-12

Planning period AY 2011-2012	Status Evaluate
	Status date 9/23/2011
Valid from - to 7/1/2011 - 6/30/2012	Created by Cormier, Traci L.
Next review on	
Plan owner comments	
Employee comments	

Evaluation Overview

Category	Goal	Weighting	Evaluation
Student Academic Achievement	Student Academic Achievement WL Gr1&2	50.00%	%
Student Academic Growth	Student Academic Growth WL Gr1&2	10.00%	%
Use of Point System™	Use of Point System WL Gr1&2	15.00%	%
Classroom Management	Classroom Management WL Gr1&2	15.00%	%
Professional Relations	Professional Relations WL Gr1&2	3.00%	%
Commitment	Commitment WL Gr1&2	4.00%	%
Accountability	Accountability WL Gr1&2	3.00%	%
			%

Competency

Rating

Leadership/Team Management
 Interpersonal Skills/Communication
 Organization, Planning, Execution
 Problem Solving and Follow up
 Dependability

Performance Evaluation



Overall evaluation

Evaluated on

Evaluation comments

Employee comments

Student Academic Achievement (50.00%)

Student Academic Achievement WL Gr1&2 (50.00%) %

As applicable measured by: student achievement on SABIS® exams (ACAD 545 and 546 data), state exam mocks, external exams (APs) mocks

<p>Exceeds Requirements (4.00%)</p> <p>Based on the ACAD 546 report, exceeded and maintained a class average ranging between 85-100%; based on the ACAD 545 report, on average none of the students failed; based on the ACAD 558 report and set "target goals" more than 85% of the students achieve a class variation of +2</p>
<p>Meets Requirements (3.00%)</p> <p>Based on the ACAD 546 report, achieved and maintained the set standard average of 70-84%; based on the ACAD 545 report, on average less than 10% of students failed; based on the ACAD 558 report and set "target goals", 70-84% of the students achieve a class variation of +2</p>
<p>Minimally Acceptable (2.00%)</p> <p>Based on the ACAD 546 report, achieved and maintained the minimum acceptable average of 60-69%; based on the ACAD 545 report, on average less than 30% of students failed; based on the ACAD 558 report and set "target goals", 60-69% of the students achieve a class variation of +2</p>
<p>Unsatisfactory (1.00%)</p> <p>Based on the ACAD 546 report, failed to achieve the minimum acceptable average of 60%; based on the ACAD 545 report, on average more than 30% of students failed</p>

Student Academic Growth (10.00%)

Student Academic Growth WL Gr1&2 (10.00%) %

As applicable measured by: student academic growth on standardized tests (comparative Fall & Spring), SABIS® pre- and post- diagnostics for students, class variations on exams (ACAD 558 data)

<p>Exceeds Requirements (4.00%)</p> <p>Based on the ACAD 558 report and set "target goals" more than 85% of the students achieve a class variation of +2</p>
<p>Meets Requirements (3.00%)</p> <p>Based on the ACAD 558 report and set "target goals", 70-84% of the students achieve a class variation of +2</p>
<p>Minimally Acceptable (2.00%)</p> <p>Based on the ACAD 558 report and set "target goals", 60-69% of the students achieve a class variation of +2</p>
<p>Unsatisfactory (1.00%)</p> <p>Based on the ACAD 558 report and set "target goals", students did not achieve a class variation nor maintain the same averages</p>

Performance Evaluation



Use of Point System™ (15.00%)

🎯 Use of Point System WL Gr1&2 (15.00%) %

Uses the teaching cycle consistently and efficiently; plans points, instruction, and practice work to maximize learning; manages group work effectively; maintains appropriate pace; ensures student learning occurs in class; uses the Point System™ consistently

<p>Exceeds Requirements (4.00%)</p> <p>Consistently and skillfully utilizes the instructional cycle of Teach, Class Practice, Individual Practice, Check achieving the desired level of learning at a brisk pace; points are very well written and very well structured with logical sequence which enhances the learning; presentation of points is clear, precise, and contributes to a brisk pace; time spent on individual points is very well budgeted achieving maximum efficiency; manages instruction in accordance with the pacing charts and manages to find time and ways to introduce extra materials to support the instruction, thus providing more depth to student learning; consistently uses the Point System™ in a most effective way and has become a mentor for other teachers in the use of the system</p>
<p>Meets Requirements (3.00%)</p> <p>Consistently utilizes the cycle of instruction of Teach, Class Practice, Individual Practice, Check; points are clearly written and posted, and the presentation is clear and direct; is mindful of the importance of adhering to pacing charts and manages to find time and ways to do catch-up work without disruption to the schedule or student activities; consistently uses the Point System™ in teaching all or the majority of classes</p>
<p>Minimally Acceptable (2.00%)</p> <p>Tries to use the cycle of teaching, is sometimes unsuccessful wavering between points without clear transitions; points are not well defined and when they are they are simply listed on the board and hardly referred to; makes an effort to start class on time, but is sometimes unsuccessful; is sometimes on pace, but often slips and finds it challenging to get back on track; attempts to use the Point System™ consistently, but when faced with difficulty, resorts to other teaching methods</p>
<p>Unsatisfactory (1.00%)</p> <p>Does not utilize the teaching cycle; Points are not properly defined resulting in confusion; class start lacks academic focus and is often secondary to housekeeping procedures; does not adhere to pacing charts; fails to use the Point System(TM) with any consistency</p>

Classroom Management (15.00%)

🎯 Classroom Management WL Gr1&2 (15.00%) %

Applies school and classroom rules consistently & effectively; utilizes preventive discipline, including proper use of seating charts; motivates and engages students; communicates expectations to students clearly; establishes and maintains a positive classroom environment; Maintains discipline in class keeping referrals to a minimum; takes referrals seriously and uses appropriately as a last resort

<p>Exceeds Requirements (4.00%)</p> <p>Not only applies school and classroom rules consistently and effectively but also promotes the student code throughout the school and inspires other teachers to follow suit; is very knowledgeable of principles of preventive discipline and comfortably uses a variety of effective techniques; students play an active role in keeping order in the class minimizing the need for using the check system to record and report discipline; conveys genuine enthusiasm for learning to students and is able to engage them and sustain their focus; expectations are well defined, clearly communicated and often referred to; is able to inspire students to do their best so that most are able to meet expectations; classroom is clean and orderly and conducive to learning; demonstrates genuine caring and respect for individual students; students exhibit respect for teacher as an individual, beyond the role of a teacher; students demonstrate genuine caring for one another as individuals and as students; consistently demonstrates excellent classroom management skills; has few or no students leaving the classroom, utilizing referrals only when completely justified according to the school guidelines; consistently portrays a demonstrated ability to engage the students at all times and maintain outstanding classroom discipline through teaching style as well as behavior management techniques; views office referral as a failure and will make use of every measure available before referring a student out of class</p>
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Performance Evaluation



<p>Meets Requirements (3.00%)</p> <p>Makes a genuine effort to apply school and classroom rules consistently and effectively; rules are clearly posted and referred to; has the awareness and the good sense to seek help when faced with roadblocks; has good knowledge of preventive discipline and uses a variety of effective techniques; regularly enforces the class seating plan and suggests changes when needed; records and reports inappropriate behavior consistently; motivates and engages students most of the time, has some difficulty sustaining students focused in more challenging classes; expectations are clearly communicated, follow up is consistent so that the majority of students achieve the set expectations; classroom is clean and orderly and conducive to learning; teacher-student interactions are positive and demonstrate warmth; students exhibit respect for teacher and students interactions together are polite and respectful the majority of the time; good classroom management skills; is consistently able to maintain classroom discipline keeping referrals to student management to a minimum; practices the different levels of discipline available to teachers wisely, and uses office referrals as a last resort or when the offense warrants removal from class</p>
<p>Minimally Acceptable (2.00%)</p> <p>Makes an effort to apply school and classroom rules, but needs to improve methods to achieve the desired results; has some knowledge of preventive discipline techniques, but needs to develop skills using them; attempts to enforce the class seating plan but does not adhere to it regularly; recording and reporting of behavior data is inconsistent; tries to motivate and engage students but with only minimal apparent results; expectations are communicated, but with little or no follow up so that meeting the expectations is limited to the self-motivated students; classroom is sometimes clean and orderly, conducive to learning; interactions with students are generally appropriate but may at times reflect inconsistencies, favoritism or disregard for students' culture; students exhibit minimal respect for teacher; has difficulty with students who are not motivated and concentrates more effort on those who appear to be learning, resulting in various disruptive behaviors and loss of instructional time; needs to work on improving classroom management techniques; understands the different levels of discipline available to the teacher, but struggles with application; teacher's behavior may sometimes escalate inappropriate student behavior resulting in excessive office referrals</p>
<p>Unsatisfactory (1.00%)</p> <p>Is sporadic and selective in applying school and classroom rules; does not use preventive discipline resulting in too many disruptions to the class; fails to enforce the class seating chart allowing students free movement resulting in loss of academic time; does not use the check system consistently or efficiently; fails to motivate students; students are not engaged for any extended amount of time and are not focused throughout a lesson; expectations are not communicated or are not communicated clearly, resulting in confusion; physical environment of the classroom is not conducive to learning; interaction with the students is often negative, demeaning, sarcastic, or inappropriate to the age or culture of the students; student interactions are characterized by conflict, sarcasm, or put-downs; fails to practice preventive discipline and manage student behavior appropriately that the only recourse available is an office referral; fails to understand and apply the different levels of discipline available to the teacher; refers students to the office for minor, non-repetitive offenses or refers challenging students consistently to quit the class</p>

Performance Evaluation



Professional Relations (3.00%)

Professional Relations WL Gr1&2 (3.00%) %

Motivates students to perform well and responds promptly to student needs; maintains positive relations with colleagues, administration, and staff; inspires respect and trust; encourages students to participate in SL and uphold SL principles; supports and works cooperatively with SL staff; maintains a positive attitude; follows instructions; responds to management direction

<p>Exceeds Requirements (4.00%)</p> <p>Spares no effort to motivate students to do their best and succeeds consistently with the majority of students; anticipates student needs and is proactive in offering help; maintains highly positive relations with colleagues, administration, and staff and will often play an effective role in improving relations among others; inspires respect and trust among members of the school community; strongly supports the SABIS Student Life Organization(R) and actively seeks opportunities to work with its staff; motivates students to participate in the SABIS Student Life Organization(R) and actively promotes its principles in and out of class; maintains a positive attitude even during particularly stressful times; volunteers to participate in school events making a substantial contribution to positive school morale; consistently follows instructions correctly and is proactive in following them; promptly responds to management direction and actively seeks opportunities to promote and lead others to do the same</p>
<p>Meets Requirements (3.00%)</p> <p>Makes effort to motivate students to perform well; immediately recognizes and promptly responds to student needs; maintains very positive relations with colleagues, administration, and staff and has succeeded in winning their respect and trust; supports the SABIS Student Life Organization(R) and works well with its staff; encourages students to be active participants in SL activities; maintains a positive attitude and regularly participates in school events; follows instructions and promptly responds to management direction</p>
<p>Minimally Acceptable (2.00%)</p> <p>Makes effort to motivate some students, but effort is not consistent and/or results are not forthcoming; maintains positive relations with most colleagues, administration, and staff; accepts the SABIS Student Life Organization(R) and helps when specifically asked; projects a positive attitude most of the time and is willing to participate in school events when asked; follows instructions most of the time, and responds to management direction with a few exceptions</p>
<p>Unsatisfactory (1.00%)</p> <p>Does not make reasonable efforts to motivate students to improve performance; does not recognize student needs or does not respond to them promptly; does not maintain positive relations with colleagues, administration and/or staff; makes no attempts to encourage participation in Student Life or uphold its principles; attitude and demeanor are more negative than positive presenting a detriment to the school community; does not follow instructions or does not respond to management direction</p>

Performance Evaluation



Commitment (4.00%)

Commitment WL Gr1&2 (4.00%) %

Demonstrates commitment to the organization; adheres to school policies and procedures; meets attendance and punctuality guidelines; demonstrates commitment to quality

<p>Exceeds Requirements (4.00%)</p> <p>Strongly supports and actively promotes the organization's goals and values; not only displays understanding of the SABIS® culture, but lives by it and actively promotes it; consistently adheres to school policies and procedures and promotes them to others impacting other employees positively; is exceptionally punctual and maintains an outstanding attendance record; work consistently demonstrates a high level of accuracy and thoroughness; is a role model for others because of commitment to excellence; is a leader in looking for ways to improve quality and promote it to other teachers in the school</p>
<p>Meets Requirements (3.00%)</p> <p>Supports the organization's goals and values; displays understanding of the SABIS® culture and practices; consistently adheres to school policies and procedures; shows consistent dependability by beginning work on time and keeping absences to a minimum; quality of work is consistently accurate and thorough; displays a commitment to excellence and applies feedback to improve</p>
<p>Minimally Acceptable (2.00%)</p> <p>Supports some of the organization's goals and values; displays some understanding of SABIS® culture and practices, but is inconsistent in applying the SABIS® culture and practices; usually adheres to school policies and procedures; generally keeps absences within the acceptable guidelines and is generally punctual, although improvement in this area needs to be addressed; is aware of the importance of accuracy and thoroughness and attempts to improve the quality of work, improvement in this area should continue to be addressed</p>
<p>Unsatisfactory (1.00%)</p> <p>Does not support the organization's goals and values; fails to display understanding of the SABIS® culture and practices; often fails to adhere to school policies and procedures; has an unacceptable number of absences or frequently fails to meet punctuality guidelines; work does not reflect adequate attention to accuracy and completeness; fails to apply much of the feedback given in order to improve</p>

Performance Evaluation



Accountability (3.00%)

Accountability WL Gr1&2 (3.00%) %

Meets set objectives; meets commitments especially when they impact others; takes responsibility for own actions; requires minimum supervision & direction; identifies problems promptly and offers alternative solutions; uses resources efficiently & effectively

<p>Exceeds Requirements (4.00%)</p> <p>Meets or exceeds set academic objectives; meets commitments whether or not they impact others, and is continually willing to pick up additional tasks that others may have failed to complete; earns the respect of others for holding self fully accountable for the consequences of own actions and actively seeks opportunities to act responsibly; performs extremely well with very little, if any, supervision or direction needed; assumes a leadership role in assisting others to fulfill their responsibilities; identifies problems promptly and offers appropriate alternative solutions; assists others in identifying problems and solutions; takes full advantage of available resources and tools and puts them to maximum use; helps others do the same</p>
<p>Meets Requirements (3.00%)</p> <p>Consistently meets set academic objectives; meets commitments especially when they impact others; takes responsibility for own actions and accepts consequences; requires minimal amount of supervision and direction to fulfill responsibilities; identifies problems promptly and offers appropriate alternative solutions; uses resources efficiently and effectively</p>
<p>Minimally Acceptable (2.00%)</p> <p>Generally meets set academic objectives; meets commitments especially when it impacts others, but improvement is needed; sometimes takes responsibility for own actions and accepts the resulting consequences; requires some supervision and direction; is slow to identify problems; accepts the problems when identified and attempts to offer alternative solutions; has some difficulty in effectively using the available resources</p>
<p>Unsatisfactory (1.00%)</p> <p>Has not met the set academic objectives; frequently does not meet commitments even when they impact the work and schedules of others making it hard on colleagues who have to pick up additional work; appears unwilling to take responsibility for own actions or accept the resulting consequences; requires continual supervision and direction; shows no initiative to work on own; fails to identify problems; often denies that problems exist or is negative when problems are identified; is ineffective in using available resources or does not seek to utilize resources</p>

Competencies

Leadership/Team Management

Interpersonal Skills/Communication

Organization, Planning, Execution

Problem Solving and Follow up

Dependability

Performance Evaluation



MS Teacher

Personal Information

Code ms teacher
E-mail
Date hired

Current Position(s)

Middle School English/Social Studies Teacher

Code 350	Supervisor Administrator
Date appointed	
Employer IAF - Flint	Location Flint, MI
Division Teaching - Flint	Function Teaching
Department English/Social Studies	Sub-function English/Social Studies

Performance Plan: Teacher Performance Program 11-12

Planning period AY 2011-2012	Status Evaluate
	Status date 10/4/2011
Valid from - to 7/1/2011 - 6/30/2012	Created by Cormier, Traci L.
Next review on	
Plan owner comments	
Employee comments	

Evaluation Overview

Category	Goal	Weighting	Evaluation
Student Academic Achievement	Student Academic Achievement w/AMS	50.00%	%
Student Academic Growth	Student Academic Growth w/AMS	10.00%	%
Use of Point System™	Use of Point System w/AMS	15.00%	%
Classroom Management	Classroom Management w/AMS	15.00%	%
Professional Relations	Professional Relations w/AMS	3.00%	%
Commitment	Commitment w/AMS	4.00%	%
Accountability	Accountability w/AMS	3.00%	%
			%

Competency

Rating

Leadership/Team Management
 Interpersonal Skills/Communication
 Organization, Planning, Execution
 Problem Solving and Follow up
 Dependability

Performance Evaluation



Overall evaluation

- Evaluated on
- Evaluation comments
- Employee comments

Student Academic Achievement (50.00%)

● Student Academic Achievement w/AMS (50.00%) %

As applicable measured by: student achievement on AMS tests (AMS 050 data), SABIS® exams (ACAD 545 and 546 data), state exam mocks, external exams (APs) mocks

<p>Exceeds Requirements (4.00%) Based on the AMS 050 report, exceeded and maintained a class average ranging between 85-100%; considering set "target goals" and based on the AMS 050 report, measuring the increase in scores consecutively by comparison to the first AMS, increased scores on at least 5 AMS exams per term; based on the ACAD 546 report, exceeded and maintained a class average ranging between 85-100%; based on the ACAD 545 report, on average none of the students failed</p>
<p>Meets Requirements (3.00%) Based on the AMS 050 report, achieved and maintained the set standard average of 70-84%; considering set "target goals" and based on the AMS 050 report, measuring the increase in scores consecutively by comparison to the first AMS, increased scores on at least 3 AMS exams per term; based on the ACAD 546 report, achieved and maintained the set standard average of 70-84%; based on the ACAD 545 report, on average less than 10% of students failed</p>
<p>Minimally Acceptable (2.00%) Based on the AMS 050 report, achieved and maintained the minimum acceptable average of 60-69%; considering set "target goals" and based on the AMS 050 report, measuring the increase in scores consecutively by comparison to the first AMS, failed to show improvement with a passing base; based on the ACAD 546 report, achieved and maintained the minimum acceptable average of 60-69%; based on the ACAD 545 report, on average less than 30% of students failed</p>
<p>Unsatisfactory (1.00%) Based on the AMS 050 report, failed to achieve the minimally acceptable level of 60%; considering set "target goals" and based on the AMS 050 report, measuring the increase in scores consecutively by comparison to the first AMS, failed to show improvement with a failing base; based on the ACAD 546 report, failed to achieve the minimum acceptable average of 60%; based on the ACAD 545 report, on average more than 30% of students failed</p>

Performance Evaluation



Student Academic Growth (10.00%)

Student Academic Growth w/AMS (10.00%) %

As applicable measured by: student academic growth on standardized tests (comparative Fall & Spring), Reading level improvement (STAR Fall/Spring), SABIS® pre- and post- diagnostics for students, class variations on exams (ACAD 558 data)

<p>Exceeds Requirements (4.00%)</p> <p>Based on the ACAD 558 report and set "target goals" 85% or more of the students achieve a class variation of +2; Star Testing show average growth of 1.0-1.25 grade levels (exclusive)</p>
<p>Meets Requirements (3.00%)</p> <p>Based on the ACAD 558 report and set "target goals", 70-84% of the students achieve a class variation of +2; Star Testing show average growth of one grade level</p>
<p>Minimally Acceptable (2.00%)</p> <p>Based on the ACAD 558 report and set "target goals", 60-69% of the students achieve a class variation of +2; Star Testing show average growth of at least .75 grade level</p>
<p>Unsatisfactory (1.00%)</p> <p>Based on the ACAD 558 report and set "target goals", students did not achieve a class variation nor maintain the same averages; Star Testing show little growth but does not amount to the minimally acceptable level of .75 grade level</p>

Use of Point System™ (15.00%)

Use of Point System w/AMS (15.00%) %

Uses the teaching cycle consistently and efficiently; plans points, instruction, and practice work to maximize learning; manages group work effectively; maintains appropriate pace; ensures student learning occurs in class; uses the Point System™ consistently

<p>Exceeds Requirements (4.00%)</p> <p>Consistently and skillfully utilizes the instructional cycle of Teach, Class Practice, Individual Practice, Check achieving the desired level of learning at a brisk pace; points are very well written and very well structured with logical sequence which enhances the learning; presentation of points is clear, precise, and contributes to a brisk pace; time spent on individual points is very well budgeted achieving maximum efficiency; manages instruction in accordance with the pacing charts and manages to find time and ways to introduce extra materials to support the instruction, thus providing more depth to student learning; consistently uses the Point System™ in a most effective way and has become a mentor for other teachers in the use of the system</p>
<p>Meets Requirements (3.00%)</p> <p>Consistently utilizes the cycle of instruction of Teach, Class Practice, Individual Practice, Check; points are clearly written and posted, and the presentation is clear and direct; is mindful of the importance of adhering to pacing charts and manages to find time and ways to do catch-up work without disruption to the schedule or student activities; consistently uses the Point System™ in teaching all or the majority of classes</p>
<p>Minimally Acceptable (2.00%)</p> <p>Tries to use the cycle of teaching, is sometimes unsuccessful wavering between points without clear transitions; points are not well defined and when they are they are simply listed on the board and hardly referred to; makes an effort to start class on time, but is sometimes unsuccessful; is sometimes on pace, but often slips and finds it challenging to get back on track; attempts to use the Point System™ consistently, but when faced with difficulty, resorts to other teaching methods</p>
<p>Unsatisfactory (1.00%)</p> <p>Does not utilize the teaching cycle; points are not properly defined resulting in confusion; class start lacks academic focus and is often secondary to housekeeping procedures; does not adhere to pacing charts; fails to use the Point System™ with any consistency</p>

Classroom Management (15.00%)

Performance Evaluation



Classroom Management w/AMS (15.00%)

%

Applies school and classroom rules consistently & effectively; utilizes preventive discipline, including proper use of seating charts; motivates and engages students; communicates expectations to students clearly; establishes and maintains a positive classroom environment; maintains discipline in class keeping referrals to a minimum; takes referrals seriously and uses appropriately as a last resort

<p>Exceeds Requirements (4.00%)</p> <p>Not only applies school and classroom rules consistently and effectively but also promotes the student code throughout the school and inspires other teachers to follow suit; is very knowledgeable of principles of preventive discipline and comfortably uses a variety of effective techniques; students play an active role in keeping order in the class minimizing the need for using the check system to record and report discipline; conveys genuine enthusiasm for learning to students and is able to engage them and sustain their focus; expectations are well defined, clearly communicated and often referred to; is able to inspire students to do their best so that most are able to meet expectations; classroom is clean and orderly and conducive to learning; demonstrates genuine caring and respect for individual students; students exhibit respect for teacher as an individual, beyond the role of a teacher; students demonstrate genuine caring for one another as individuals and as students; consistently demonstrates excellent classroom management skills; has few or no students leaving the classroom, utilizing referrals only when completely justified according to the school guidelines; consistently portrays a demonstrated ability to engage the students at all times and maintain outstanding classroom discipline through teaching style as well as behavior management techniques; views office referral as a failure and will make use of every measure available before referring a student out of class</p>
<p>Meets Requirements (3.00%)</p> <p>Makes a genuine effort to apply school and classroom rules consistently and effectively; rules are clearly posted and referred to; has the awareness and the good sense to seek help when faced with roadblocks; has good knowledge of preventive discipline and uses a variety of effective techniques; regularly enforces the class seating plan and suggests changes when needed; records and reports inappropriate behavior consistently; motivates and engages students most of the time, has some difficulty sustaining students focused in more challenging classes; expectations are clearly communicated, follow up is consistent so that the majority of students achieve the set expectations; classroom is clean and orderly and conducive to learning; teacher-student interactions are positive and demonstrate warmth; students exhibit respect for teacher and students interactions together are polite and respectful the majority of the time; good classroom management skills; is consistently able to maintain classroom discipline keeping referrals to student management to a minimum; practices the different levels of discipline available to teachers wisely, and uses office referrals as a last resort or when the offense warrants removal from class</p>
<p>Minimally Acceptable (2.00%)</p> <p>Makes an effort to apply school and classroom rules, but needs to improve methods to achieve the desired results; has some knowledge of preventive discipline techniques, but needs to develop skills using them; attempts to enforce the class seating plan but does not adhere to it regularly; recording and reporting of behavior data is inconsistent; tries to motivate and engage students but with only minimal apparent results; expectations are communicated, but with little or no follow up so that meeting the expectations is limited to the self-motivated students; classroom is sometimes clean and orderly, conducive to learning; interactions with students are generally appropriate but may at times reflect inconsistencies, favoritism or disregard for students' culture; students exhibit minimal respect for teacher; has difficulty with students who are not motivated and concentrates more effort on those who appear to be learning, resulting in various disruptive behaviors and loss of instructional time; needs to work on improving classroom management techniques; understands the different levels of discipline available to the teacher, but struggles with application; teacher's behavior may sometimes escalate inappropriate student behavior resulting in excessive office referrals</p>
<p>Unsatisfactory (1.00%)</p>

Performance Evaluation



Is sporadic and selective in applying school and classroom rules; does not use preventive discipline resulting in too many disruptions to the class; fails to enforce the class seating chart allowing students free movement resulting in loss of academic time; does not use the check system consistently or efficiently; fails to motivate students; students are not engaged for any extended amount of time and are not focused throughout a lesson; expectations are not communicated or are not communicated clearly, resulting in confusion; physical environment of the classroom is not conducive to learning; interaction with the students is often negative, demeaning, sarcastic, or inappropriate to the age or culture of the students; student interactions are characterized by conflict, sarcasm, or put-downs; fails to practice preventive discipline and manage student behavior appropriately that the only recourse available is an office referral; fails to understand and apply the different levels of discipline available to the teacher; refers students to the office for minor, non-repetitive offenses or refers challenging students consistently to quiet the class

Professional Relations (3.00%)

Professional Relations w/AMS (3.00%) %

Motivates students to perform well and responds promptly to student needs; maintains positive relations with colleagues, administration, and staff; inspires respect and trust; encourages students to participate in SL and uphold SL principles; supports and works cooperatively with SL staff; maintains a positive attitude; follows instructions; responds to management direction

<p>Exceeds Requirements (4.00%)</p> <p>Spares no effort to motivate students to do their best and succeeds consistently with the majority of students; anticipates student needs and is proactive in offering help; maintains highly positive relations with colleagues, administration, and staff and will often play an effective role in improving relations among others; inspires respect and trust among members of the school community; strongly supports the SABIS Student Life Organization(R) and actively seeks opportunities to work with its staff; motivates students to participate in the SABIS Student Life Organization(R) and actively promotes its principles in and out of class; maintains a positive attitude even during particularly stressful times; volunteers to participate in school events making a substantial contribution to positive school morale; consistently follows instructions correctly and is proactive in following them; promptly responds to management direction and actively seeks opportunities to promote and lead others to do the same</p>
<p>Meets Requirements (3.00%)</p> <p>Makes effort to motivate students to perform well; immediately recognizes and promptly responds to student needs; maintains very positive relations with colleagues, administration, and staff and has succeeded in winning their respect and trust; supports the SABIS Student Life Organization(R) and works well with its staff; encourages students to be active participants in SL activities; maintains a positive attitude and regularly participates in school events; follows instructions and promptly responds to management direction</p>
<p>Minimally Acceptable (2.00%)</p> <p>Makes effort to motivate some students, but effort is not consistent and/or results are not forthcoming; maintains positive relations with most colleagues, administration, and staff; accepts the SABIS Student Life Organization(R) and helps when specifically asked; projects a positive attitude most of the time and is willing to participate in school events when asked; follows instructions most of the time, and responds to management direction with a few exceptions</p>
<p>Unsatisfactory (1.00%)</p> <p>Does not make reasonable efforts to motivate students to improve performance; does not recognize student needs or does not respond to them promptly; does not maintain positive relations with colleagues, administration and/or staff; makes no attempts to encourage participation in Student Life or uphold its principles; attitude and demeanor are more negative than positive presenting a detriment to the school community; does not follow instructions or does not respond to management direction</p>

Performance Evaluation



Commitment (4.00%)

Commitment w/AMS (4.00%) %

Demonstrates commitment to the organization; adheres to school policies and procedures; meets attendance and punctuality guidelines; demonstrates commitment to quality

<p>Exceeds Requirements (4.00%)</p> <p>Strongly supports and actively promotes the organization's goals and values; not only displays understanding of the SABIS® culture, but lives by it and actively promotes it; consistently adheres to school policies and procedures and promotes them to others impacting other employees positively; is exceptionally punctual and maintains an outstanding attendance record; work consistently demonstrates a high level of accuracy and thoroughness; is a role model for others because of commitment to excellence; is a leader in looking for ways to improve quality and promote it to other teachers in the school</p>
<p>Meets Requirements (3.00%)</p> <p>Supports the organization's goals and values; displays understanding of the SABIS® culture and practices; consistently adheres to school policies and procedures; shows consistent dependability by beginning work on time and keeping absences to a minimum; quality of work is consistently accurate and thorough; displays a commitment to excellence and applies feedback to improve</p>
<p>Minimally Acceptable (2.00%)</p> <p>Supports some of the organization's goals and values; displays some understanding of SABIS® culture and practices, but is inconsistent in applying the SABIS® culture and practices; usually adheres to school policies and procedures; generally keeps absences within the acceptable guidelines and is generally punctual, although improvement in this area needs to be addressed; is aware of the importance of accuracy and thoroughness and attempts to improve the quality of work, improvement in this area should continue to be addressed</p>
<p>Unsatisfactory (1.00%)</p> <p>Does not support the organization's goals and values; fails to display understanding of the SABIS® culture and practices; often fails to adhere to school policies and procedures; has an unacceptable number of absences or frequently fails to meet punctuality guidelines; work does not reflect adequate attention to accuracy and completeness; fails to apply much of the feedback given in order to improve</p>

Performance Evaluation



Accountability (3.00%)

Accountability w/AMS (3.00%) %

Meets set objectives; meets commitments especially when they impact others; takes responsibility for own actions; requires minimum supervision & direction; identifies problems promptly and offers alternative solutions; uses resources efficiently & effectively

<p>Exceeds Requirements (4.00%)</p> <p>Meets or exceeds set academic objectives; meets commitments whether or not they impact others, and is continually willing to pick up additional tasks that others may have failed to complete; earns the respect of others for holding self fully accountable for the consequences of own actions and actively seeks opportunities to act responsibly; performs extremely well with very little, if any, supervision or direction needed; assumes a leadership role in assisting others to fulfill their responsibilities; identifies problems promptly and offers appropriate alternative solutions; assists others in identifying problems and solutions; takes full advantage of available resources and tools and puts them to maximum use; helps others do the same</p>
<p>Meets Requirements (3.00%)</p> <p>Consistently meets set academic objectives; meets commitments especially when they impact others; takes responsibility for own actions and accepts consequences; requires minimal amount of supervision and direction to fulfill responsibilities; identifies problems promptly and offers appropriate alternative solutions; uses resources efficiently and effectively</p>
<p>Minimally Acceptable (2.00%)</p> <p>Generally meets set academic objectives; meets commitments especially when it impacts others, but improvement is needed; sometimes takes responsibility for own actions and accepts the resulting consequences; requires some supervision and direction; is slow to identify problems; accepts the problems when identified and attempts to offer alternative solutions; has some difficulty in effectively using the available resources</p>
<p>Unsatisfactory (1.00%)</p> <p>Has not met the set academic objectives; frequently does not meet commitments even when they impact the work and schedules of others making it hard on colleagues who have to pick up additional work; appears unwilling to take responsibility for own actions or accept the resulting consequences; requires continual supervision and direction; shows no initiative to work on own; fails to identify problems; often denies that problems exist or is negative when problems are identified; is ineffective in using available resources or does not seek to utilize resources</p>

Competencies

Leadership/Team Management

Interpersonal Skills/Communication

Organization, Planning, Execution

Problem Solving and Follow up

Dependability
