



Reform Redesign Report

Ralph J. Bunche Academy

Ecorse Public School District

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

The city of Ecorse is a 2.7 square mile suburb of southwest Detroit. According to the 2010 Census report, the population of Ecorse is 9512 people, with 73% of residents 18 years of age or over. Twenty-seven (27) percent of residents are 18 years or under. Ecorse is comprised of 46% African American, 37% Caucasian and 13% Hispanic, with less than 1% American Indian. The median household income is \$27,142. There are a total of 4544 housing units, in which a 3646 are occupied.

Ralph J Bunche Academy houses prekindergarten through 3rd grades where students are taught in self-contained classrooms for one academic year. There is full inclusion for students with special needs. The building also houses The Guidance Center Head Start for 3 and 4 years old which services 90 children. Currently, there are 32 students in the Great Start Readiness Program (GSRP), 78 students in kindergarten, 67 students in 1st grade, 69 students in 2nd grade, and 65 in 3rd grade.

During the 2011-12 school years there were 272 students enrolled at Bunche Academy. There were 211 African Americans, 45 Caucasian, and 16 Hispanic students. In 2010-11 school years, there were 272 students enrolled, 206 African Americans, 45 Caucasian and 21 Hispanic students. In 2009-2010 school years, there were 236 students, 171 African Americans, 43 Caucasian, and 22 Hispanic students.

During the 2009-10 to 2011-12 school years, the average gender population was 45% females and 55% males. Special education averaged 5% of students for the three year period. Ninety-nine (99%) of Bunche Academy students are economically disadvantaged and qualify for free or reduced lunch.

Bunche Academy professional staff all meets the highly qualified requirements of NCLB. All possess a minimum qualification of a bachelor's degree and full state certification. In addition, all meet the criteria of at least one of the following: Michigan Test for Teacher Certification (MTTC), master's degrees and post graduate studies and certifications. Professional staff includes instructional staff, an administrator, a special education teacher, a speech pathologist, a school psychologist, a school social worker, four instructional coaches, and two paraprofessionals. All paraprofessionals have passed the Work Keys job skills assessments and possess a National Career Readiness Certificate.

Bunche Academy has a total of 18 teachers and 2 paraprofessionals

6 teachers with 4-9 years of experience

7 teachers and 2 paraprofessionals with 10-15 years of experience

5 teachers with 20-30 years of experience

1 administrator with 31 or more years of experience

The citizens of Ecorse have been witness to dramatic changes in the state and national economy over the past 20 years or so. As the manufacturing sector has declined across Michigan, Ecorse has suffered. Auto manufacturing and steel production jobs have drained from the region. The City of Ecorse has suffered high rates of unemployment, a declining population, and increasing poverty rates. Home foreclosure rates have been high in Ecorse and many key service businesses have closed. At the same time, Ecorse City government lost its way. City officials overspent city funds, failed to keep accurate financial records, and made poor decisions which led to numerous costly

lawsuits. The most recent city administration misappropriated funds and participated in kickback schemes which resulted in prison sentences for the Mayor and controller. The city's failure to properly collect taxes and disperse funds to the county and school district, together with the corruption of its officials, resulted in the community's loss of trust and confidence in its elected officials and local city government.

The state appointed an Emergency Financial Manager for Ecorse. She noted that the financial status of the City of Ecorse was beginning to improve. The Michigan Municipal League (MML) and the nonprofit community service organization known as LIAA guided a communitywide process to help the citizens of Ecorse develop a strategic plan for the city. LIAA developed an aggressive process for engaging a large number of citizens in a multipart discussion on the future of the community. A Project Advisory Committee was formed to help encourage public participation, plan for large community gatherings, and refine this unique civic engagement project. All the community assets were identified under eight key topics. These are the topics used to organize and categorize the Goals and Objectives described in this Citizens' Strategic Plan for Ecorse Community Development. The eight topics are:

- (1) Government;
- (2) Physical Design & Walkability;
- (3) Greenway & Parks;
- (4) Cultural Development;
- (5) Entrepreneurship, Business & Economic Development;
- (6) Transportation;
- (7) Education; and
- (8) Neighborhoods.

The superintendent of Ecorse Public Schools is represented on the Project Advisory Committee. GOALS & OBJECTIVES were developed by Envision Ecorse! participants to Ecorse City officials, community leaders, organizations and citizens. The document offers a tangible and substantial focus for efforts by elected and appointed Ecorse City officials as well as a wide range of citizen groups, civic organizations, schools and citizens.

We Envision Ecorse as a beautiful, diverse and multicultural community with a booming waterfront, a thriving downtown, abundant cultural opportunities, high-quality recreational facilities, and a first rate transportation system. The citizens of Ecorse take pride in their well-kept homes, safe neighborhoods and a strong educational system, welcoming visitors and celebrating their durable riverfront community.

School's Purpose

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

Vision Statement

Bunche School will strive to provide quality educational experiences to all children.

Mission Statement

The mission of Ralph J. Bunche Academy, in cooperation with the community, is to help all students achieve to their highest potential in a caring and safe environment that promotes responsibility, good citizenship and success in an ever changing society.

Beliefs Statement

We believe...

- Every child can succeed beyond expectations.
- Students must be exposed to many learning experiences.
- Students must have respect for themselves and others.
- Cooperation, collaboration, and respect are essential for a successful school.
- Students learn best in a safe and non-threatening environment.
- Expectations affect achievement.
- Education is a cooperative effort made by parent, teacher and student.
- Students must take responsibility in their learning process.
- Educators are role models for students.
- Effective schools promote good citizens.
- Racial and cultural diversity enriches the lives of students.
- Technology education is essential in today's society.

The curriculum is in transition alignment with the Common Core State Standards in ELA and math. School-wide instructional strategies have been designed to increase achievement. Bunche Academy has adopted the following researched-based Schoolwide Reform Strategies.. Students in all grades will review and practice targeted reading, writing, math, social studies and science skills using cooperative learning processes and carefully designed learning centers.

Reading

Students will receive comprehensive instruction in ELA academic vocabulary using Marzano (2004) six-step process. Students in grades kindergarten through third will receive extensive reading instruction with a focus on comprehension. Whole and small group instruction will be provided to help students develop strategic approaches to constructing meaning including the following strategies:

Think aloud

Directed Listening & Thinking Activity

(DLTA)

Directed Reading & Thinking Activity

(DRTA)

Question and Answer Relationships

(QAR)

Writing

Students will use writing to support reading across the curriculum and genre writing. Process writing and 6+1 Traits will be taught and practiced by first through third grade students using 4-pocket Writing Process folders.

Math

Students in grades K-3 will be given the opportunity to access math in varied ways, such as an increase in the practice of using manipulative materials to move from concrete to representational to abstract, as one-way to address different learning styles.

Social Studies

Students in grades K-3 will be given opportunities to foster literate practices in social studies through learning centers and inquiry based instructional activities.

Science

Students in all grades will explore and investigate science concepts using inquiry based instruction with an emphasis on meaningful experiences that engage students intellectually and promote real world application.

Reading

Students will increase from 25% to 32% proficiency in reading on the 2012 MEAP and increase 10% each additional year 2013, 2014.

Math

Students will increase from 11% to 18% proficiency in math on the 2012 MEAP and increase 10% each additional year 2013, 2014.

Students will increase 5 NPR as measured by the IOWA Tests of Basic Skills in reading, math, science, and social studies in June 2013, with an additional 5 NPR in June 2014 and 2015.

Students requiring additional assistance receive differentiated instruction using research-based prescriptive educational technology in reading and math. Students are participating in student-centric approaches enabled by technology, where they work at their own pace in ELA and math. My Virtual Reading Coach (MVRC), a diagnostic computerized prescription based program, reinforces common core reading standards toward grade level mastery and Ascend Math reinforces standards in math. MindPlay® Virtual Reading Coach, an intervention program, provides interactive lessons with media-rich content; direct, explicit, and systematic instruction; scaffolded support; a virtual reading specialist and speech pathologist; self-paced and mastery-based instruction; and immediate and specific feedback for the lowest 25% performing students on the MindPlay diagnostic pretest. Ascend Math, a diagnostic computerized prescription based program, will reinforce common core math standards toward grade level mastery for the lowest 25% performing students on The Ascend Math diagnostic pretest. Students requiring additional assistance receive differentiated instruction using research-based prescriptive educational technology in reading and math. Students are participating in student-centric approaches enabled by technology, where they work at their own pace in ELA and math. My Virtual Reading Coach (MVRC), a diagnostic computerized prescription based program, reinforces common core reading standards toward grade level mastery and Ascend Math reinforces standards in math.

Student data will be analyzed to determine if goals are being met in monthly grade level meetings to guide differentiated instruction. Criteria for proficiency will be that all students are performing at a minimal 80% satisfactory level for a given instructional unit. Instructional staff will target non-proficient reading and math skills using cooperative learning processes and designed learning centers with a focus on differentiating instruction. The Title I reading and math specialist will instruct students for 150 minutes per week on non-proficient skills.

Programs and strategies are modified, replaced, and discontinued as necessary.

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.

Bunche Academy made AYP in reading in 2009-2010, 2010-2011, and 2011-2012. In 2009-2010 and 2010-2011 Bunche Academy made AYP in math.

Reading

Students will increase from 25% to 32% proficiency in reading on the 2012 MEAP and increase 10% each additional year 2013, 2014.

Math

Students will increase from 11% to 18% proficiency in math on the 2012 MEAP and increase 10% each additional year 2013, 2014.

Students will increase 5 NPR as measured by the IOWA Tests of Basic Skills in reading, math, science, and social studies in June 2013, with an additional 5 NPR in June 2014 and 2015.

Additional Information

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

The Bunche Academy facility has been upgraded with additional classroom space, a kindergarten wing, Sportswall gymnasium, computer lab, office infrastructure including computer hardware and software, classroom computers with Internet access, Smartboards, utilities, and data support.

Professional development for Bunche Academy has been planned based on the needs identified from our perception data. Perception data from the 2012 AvancEd teacher survey indicates that teachers agree that increased time for collaboration is effective. Only 16% of teachers agree that a formal process is in place to support new staff in their professional practice, therefore there is a need for increased professional development to support new teachers. 42% of teachers strongly agree that adjusting and monitoring curriculum instruction, and/or assessment to meet the needs of students occurs in the school. Although 79% of staff strongly agree that collaborative meeting take place both formally and informally across grade levels and content areas, more than 50% of teachers agree that there should be more of an alignment between curriculum instruction and assessment.

Staff meets monthly for two (2) hours and bi-weekly for one (1) hour in grade level teams for school improvement purposes planned jointly by the staff and educational leader. In addition, the entire district meets a full day, three (3) times a year for district wide professional development planned jointly by the superintendent, educational leaders, and teachers. Teachers are encouraged to attend workshops and conferences offered by Wayne County Regional Educational Service Agency and various agencies.

Ralph J. Bunche Academy has developed many community and volunteer initiatives that support our efforts. The following events, activities and community partnerships occur during school year.

- ☺ Second Step Violence Prevention Program
- ☺ Target
- ☺ Ecorse Fire Department
- ☺ Ecorse Public Library
- ☺ Downriver Guidance Center
- ☺ Community Care Services
- ☺ Ecorse Head Start
- ☺ Gleaners Back Pack Program
- ☺ Mt. Zion Missionary Baptist Church
- ☺ US Steel Corporation
- ☺ F.A.S.T. (Families and Schools Together)
- ☺ Wayne County Health Department Vision and Hearing Screening
- ☺ Wayne County Dental Cleaning and Sealant Program
- ☺ Give the Gift of Sight
- ☺ Ecorse Community High Performing Arts
- ☺ Pennies for Patients -Leukemia Foundation
- ☺ Generous acts of teachers' monies, materials, and many hours of after school time.

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Field trips include:

- ☒ Ann Arbor Museum of Natural History Exhibit
- ☒ Upland Hills Farm
- ☒ Detroit Science Center
- ☒ Greenmead Historical Park - Native Lands
- ☒ Detroit Zoo
- ☒ Toledo Zoo
- ☒ Erie Orchards
- ☒ Earth Works
- ☒ Discovery Center
- ☒ Cranbrook Institute of Science
- ☒ Health Exploration Station
- ☒ Chelsea Milling Company "Jiffy Mix"
- ☒ Eastern Michigan University
- ☒ Calder's Dairy Farm
- ☒ Charles H. Wright Museum of African American History

POINTS OF PRIDE include:

- ☒ Full Day Kindergarten
- ☒ Small Class Size
- ☒ School Uniforms
- ☒ Enriched Literacy and Math Programs
- ☒ MindPlay® Computer Literacy Program
- ☒ Ascend Math® Computer Math Program
- ☒ Guidance Center Head Start
- ☒ Early Childhood Initiative
- ☒ GSRP Prekindergarten
- ☒ SmartBoards®
- ☒ Sportswall® Interactive Games
- ☒ State of the Art Media Lab
- ☒ Classroom Computers
- ☒ Multicultural Activities
- ☒ Parent Activities/Workshops
- ☒ Community Involvement
- ☒ Community Garden
- ☒ Safe School Participant
- ☒ Official "Green" School

Turnaround Redesign Diagnostic

Introduction

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.

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.

Dr. Emma L. Epps, Superintendent, eepps@eps.k12.mi.us

Leslie A. Childress-Coleman, Principal, colemanl@eps.k12.mi.us

Kelley Beck, School Improvement Chairperson, Teacher, kelleybeck@comcast.net

Lori Bock, Title I Teacher, loribock@in.com

Dr. Jonella Mongo, Instructional Coach, drjmongo@gmail.com

Garnet Green, MSU Regional Lead MIExcel

Dr. Deletha Motley, School Improvement Facilitator, delethamotley@aol.com

PART B: TEACHING AND LEARNING PRIORITIES

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

1. The 2011 MEAP data indicates 75% of 3rd grade students were non-proficient in reading and 89% of 3rd grade students were non-proficient in math. Based on our research from Wiggins and McTighe (2012), we determined that all instructional staff will be trained and supported to use Understanding by Design (UbD), a framework for improving student achievement. Teachers will plan effective units of instruction aligned to the Common Core State Standards (CCSS) using the "backward design" process. Using formative and summative data, teachers will identify targeted reading and math goals and objectives in order to implement research based strategies and best practices.

-Beginning June 2013 to September 2013, monthly UbD training will be conducted by Authentic Education, Inc.

2. Based on the MEAP data dialogue, it was determined that 39.9% of students were non-proficient in the CCSS as related to reading comprehension (key ideas, details and integration of knowledge and ideas). An item analysis of MEAP indicated that 48.4% of students were non-proficient in math problem solving and 33% were non-proficient in mathematical reasoning.

-Students will receive instruction that focuses on content standards (CCSS) that promote understanding, inquiry, and the transfer of learning.

-Using the MIExcel Instructional Learning Cycle, the preassessment planning dialogue (what are students expected to learn); preassessment and instructional plan (how will you know when students have learned it); post assessment and instructional dialogue (how will you respond when students do not learn it) teachers will monitor and adjust instruction.

- The Understanding by Design framework aligns to the instructional learning cycle. Weekly UbD coaching support will address designing and implementing effective learning plans and teaching units that foster student understanding and promote real world applications.

-September 2013, coaches will train teachers to use explicit protocols to: identify student-learning challenges, select appropriate instructional strategies, analyze student work for evidence of 80% proficiency, and to hone strategies until desired results are achieved.

-In an effort to ensure continuous improvement and transfer of skills to real world applications, colleagues along with the coach and/or principal will conduct bi-weekly, 30 minute Learning Walks (Biss & Dunne, 2007; Education Bradford, 2011) in classrooms to talk with students about their understanding of specific learning tasks. Staff will receive Learning Walk training in September 2013.

State what data were used to identify these ideas.

Big Idea 1: Preception data from the 2012 AvancEd teacher survey indicates that teachers agree that increased time for collaboration is effective. Only 16% of teachers agree that a formal process is in place to support new staff in their professional practice, therefore there is a need for increased professional development to support new teachers. 42% of teachers strongly agree that adjusting and monitoring curriculum instruction, and/or assessment to meet the needs of students occurs in the school. Although 79% of staff strongly agree that collaborative meeting take place both formally and informally across grade levels and content areas, more than 50% of teachers agree that there should be more of an alignment between curriculum instruction and assessment. Consequently, this data supports the selection of Understanding by Design framework.

Big Idea 2: Bunche Academy made Adequate Yearly Progress in 2009-2010 and 2010-2011. AYP was not met in 2011-2012. Target achievement goals were not met in all subgroups of students in mathematics, of the 12 Participation and Proficiency Targets, 11 were met. On the 2011 MEAP, 40% of students were non-proficient in reading comprehension. 48% of students were non-proficient in math reasoning skills and 33% were non-proficient in math problem solving skills. MEAP 3-year trend data indicates students have consistently scored below the state average on these skills.

The IOWA show students in kindergarten exceeded the state expectation of 40 NPR in reading (comprehension non-inclusive) and math in 2010 and 2011. In 2011, first, second, and third grade students did not score 40 NPR in total reading on the IOWA. First grade students scored 39 NPR and third grade student scored 28 NPR in reading comprehension. In Math, first and second grade students did not meet the state expectation of 40 NPR. First grade students scored 28 NPR and second grade students scored 31 NPR on math concepts. Second grade students scored 31 NPR on math problems. Third grade scored 26 NPR on concepts and estimation and 23 NPR on problem solving and data interpretation.

The MEAP and IOWA data indicate a need to increase comprehension, understanding problem solving, and mathematical reasoning. The Instructional Learning Cycle and Understanding By Design (UbD) will address these critical needs.

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

The Ecorse School District has not chosen a new principal as of October 12, 2012. The present principal, Ms. Leslie A. Childress-Coleman, will be reassigned to another position in the district for the 2013-14 school year.

At the October 15, 2012 meeting the Board of Education and the Superintendent discussed what competencies the turnaround principal needs and the type of conversational interview to take place. Questions will be structured around the following competencies and responsibilities:

COMPETENCIES

A. Confidence to Lead

Consistently takes on challenging situations and believes in ability to effect change

Demonstrates strong commitment to others and presents ideas with confidence.

Takes risks to achieve vision and goals, even if they deviate from the norm.

Takes personal responsibility for mistakes and learns from them, while consistently following up with analysis and corrective action.

Able to adapt to the complexities of the urban school environment.

Strong belief that all students can learn to high levels and thrive when given the chance.

Creative thinker who is capable of responding to challenging situations with "out of the box" solutions.

B. Knowledge, Abilities, and Skills

Analytical thinker who is able analyze and respond to data with practices informed by research.

Familiar with best practices on the school level that create and sustain change.

Able to build capacity in others to continually improve upon practices to garner achievement at high levels.

Knowledge of current education policy trends.

Proven experience leading urban school to accelerate student academic and learning performance.

Extensive knowledge of comprehensive assessment systems.

Success with professional development design and deliver to help teachers raise test scores using data.

Proven experience in conducting rigorous evaluations of educator and school staff performance.

RESPONSIBILITIES

A. Results Orientated

Promotes a widely shared institutional belief that every child deserves and can have expert instruction and that all team members must be advocates for students.

Sets high performance goals for themselves and other despite instability and obstacles to success.

Creates a sense of urgency and takes immediate action to ensure early successes.

Establishes and monitors high standards for excellence with students, teachers, staff and other stakeholders.

Aligns school resources and prioritizes activities to achieve maximum results based on vision and goals.

Relentlessly focuses school activities on student achievement.

Action orientated

Effectively plans and takes action to achieve goals and objectives.

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Consistently identifies potential issues and obstacles and proactively takes action to create and implement solutions.

Formulates and executes action plans despite ambiguity, obstacles or resistance.

B. Impact and Influence

Establishes a culture of learning and achievement.

Acts consistently to influence others' thinking and behavior to achieve results.

Communicates a clear vision of success and benefits to engage others.

Identifies and engages stakeholders (e.g. parents, community) to drive consensus, build trust and facilitate change.

Anticipates and responds to stakeholder concern and identifies and engages key influencers and community resources necessary for success.

Influences others to take action and demands change.

C. Develop and Lead High Performing Teams

Effectively builds and organizes adult teams to mirror vision and produce maximum results.

Understands team strengths and gaps.

Selects assignments to build team capacity.

Effectively delegates to others and engages team in decision-making. Encourages learning and consistently provides instruction, expectations, feedback and other developmental activities to encourage leadership and build capacity.

Consistently inspires excellence and promotes high morale.

Quickly recognizes patterns and trends related to school performance.

Analyzes complex information to formulate strategic vision and develop action plans.

Identifies appropriate metrics and uses qualitative and quantitative data to assess performance and drive goals and decision-making.

Recognizes cause and effect between instructional activities and results.

Develop right balance of strategic and tactical plans to achieve immediate success while maintaining long-term vision.

Develop effective processes to achieve desired results.

PROCESS

A broad search will be conducted among district, local, county, and state mediums. After interviews, background checks, and references are completed, the interview team will decide on a candidate to hire who has shown the ability to (1) take significant risks and commits significant resources to launch new ventures, (2) engage in student success (3) initiate projects and is persistent despite obstacles, (4) say "no" to requests that are not focused on the schools mission, (5) set high standards for compliance and performing; and (6) identify future needs, potential problems and suggest actions to address them.

TIMELINE

The job posting for the turnaround principal will be posted on April 15, 2013. The interviewing process for hire will begin April 29, 2013 and end May 20, 2013. Interviews will be conducted by the superintendent and designated team. The turnaround principal will begin administrative duties July 1, 2013.

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

The turnaround principal with the support of central office will be provided operational flexibility to make recommendations for hiring, retaining, transferring and replacing staff, specifically:

STAFFING

1. The principal is not bound by the current HR process if it interferes with staffing the school.
2. The principal posts his own vacancies, reviews resumes and credentials, sets up interviews with his leadership team.
3. The principal attends human resource meetings where staffing allocations are decided.
4. The principal determines the status of existing teachers in his/her building and recommends removal or any other action needed to the human resources department.
5. The principal is able to interview and select teachers from outside the district as well as within the district.
6. The principal will determine the posting process to allow his school to attract the best and the brightest, including teaching fellowships from organizations such as Teach for America.
7. The principal has the authority to remove severely ineffective teachers throughout the school year rather than at the end of the school year, unlike the other school. The Academic Engagement Officer from Central Office, the HR department and the principal will partner to enable responsive action as needed.
8. The principal will retain only 50% of staff members that demonstrate the necessary level of commitment and efficiency. He/she will evaluate staff members of multiple measures including student performance and measures of teacher proficiencies.
9. The principal evaluation instrument will be "Teaching: A framework for teaching, reviewing effectiveness in planning and preparation, classroom environment instruction and professional responsibilities". Student assessment performance measures include benchmarks, MEAP scores, class performance, IOWA test scores, and MLPP scores.

CALENDAR AND TIME

Bunche Academy will adopt the MASS2020 Extended Learning Time model that will add thirty-five (35) minutes to each school day, and one (1) Saturday bi-monthly for three (3) hours. The model will include block scheduling with extended time in core academic subjects, literacy and math. The block schedule will reflect three (3) hours devoted to CCSS literacy, two (2) hours mathematics and two (2) hours electives, i.e. hands-on activities connecting with and reinforcing what's learned; community and civic activities; partnerships and new resources to work with children that are project and inquiry based activities; extra-curricular activities, i.e. Spanish, art, music, sports, dance, and video production; and tutoring. Every second and fourth Wednesday, teachers will have additional planning time, grade level and cross grade level collaboration. The school schedule will be extended by an additional four (4) weeks, four (4) hours per day. Summer school will follow the extended school year for three (3) weeks, (4) hours per day. The summer school curriculum will focus on a themed curriculum which includes core academic content where children are less proficient. Summer school will include weekly field trips directly connected to student learning objectives. A three week Kinder Camp will be offered to prekindergarten students and new students entering kindergarten with an instructional focus on kindergarten readiness skills such as reading, math and listening skills.

After school tutoring will be offered during the school year to all Bunche Academy students. The instruction will be based on intensive intervention, customization of individual student needs, as well as CCSS. After school tutoring will consist of one hour sessions, four days per week.

Enrichment activities offered by Bunche Academy include an after school 'Book Club' and a 'Math Masters Club'. The after school 'Book Club' will meet once a week and involves reading, vocabulary development and comprehension activities for grade levels two and three. 'Math Masters Club' will enhance student math skills through 'hands on' learning and skill mastery of grade level expectations for students in grades one through three.

Every second and fourth Wednesday, teachers will have an additional three and a half hours planning time for data dialogue, grade and cross grade level, and core subject collaboration. The meetings focus will be on curriculum planning, instructional strategies and transitioning to CCSS. They will provide opportunities for teachers to collectively plan instructional goals and objectives to increase student achievement.

BUDGET

The total set aside amount from the Title I application for Bunche Academy will be used to fund the operational flexibility components.

GUARANTEE

The Turnaround Redesign Diagnostic Plan was presented to the Board of Education on January 14, 2013. The superintendent, Board of Education, and turnaround principal will guarantee the budgetary designation of the turnaround plan.

Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school.

PRINCIPAL

The superintendent observes and provides feedback to the building principal two (2) times a year. The Board adopted Administrative Performance Appraisal tool is designed to measure the effectiveness of the principal. The superintendent utilizes the tool to determine if the principal's performance exceeds or meets expectations or needs improvement. The categories of performance are:

--Shared Vision/Culture of Learning - the principal facilitates the development and articulates implementation of the learning that is shared and supported by the school community. The principal promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.

--Staff Relationships - the principal promotes the success of all students by interacting, supporting, setting high expectations and collaborating with the staff of the building.

--Professionalism - the principal promotes the success of all students by acting with integrity, fairness and in an ethical manner.

--Curriculum Leadership and Professional Growth - the principal assists appropriate staff to develop, maintain, and revise curriculum documents based on systemic review and analysis. The principal is resilient and displays personal behavior that is appropriate and professional.

--Managerial Leadership - the principal promotes the success of all students by ensuring management of the organization, operations and resources for safe, efficient and effective learning environment.

--Budget - the principal ensures programs are cost effective and funds are managed prudently.

--Community Relations - the principal promotes the success of all students by collaborating with families and community members.

STAFF

Teachscape will be used to measure the effectiveness of staff who works within the turnaround school. Teachscape is a suite of tools designed in partnership with Charlotte Danielson to prepare observers to complete fair and consistent observations of classroom practice and to prepare teachers to actively focus on and collaborate in discussions around their teaching effectiveness relative to the Framework. Teachscape also combines classroom observation data with measures of student learning. It allows the observer to identify and share strengths and target select areas for improvement.

The following timeline for observation, including feedback and professional development, will occur:

The First Formal Observation, mid-October; the Second Formal Observation, mid-November; the Mid-year Self Assessment and removal of ineffective teachers, mid-January; End of Year Self-Assessment, June 1; End of Year Summative Report, June 15

Specify how the school will screen all existing staff and rehire no more than 50 percent.

Reform Redesign Report

Ralph J. Bunche Academy

All existing staff at Bunche Academy will receive lay-off notices by April 15, 2013. Each staff member will interview for rehire of no more than 50% of instructional staff.

During the interview screening process, each teacher must produce a portfolio of work, an analysis of classroom assessments, i.e. IOWA, MEAP, MLPP classroom assessments, and common and formative assessments, 3 recommendation letters not older than a year. The 2011-12 and 2012-2013 teacher evaluation rubric and student growth data based on IOWA and MEAP will also be considered in the rehire of teachers. Also, during the screening rehire process, teachers will be provided scenarios on a rich array of data on student achievement and demographic characteristics from two different classrooms "one high-performing and one low-performing" and will be required to do an analysis of the achievement. The teachers will be required to look deeply into the data and guide the conversation about instructional practices, pursuing questions about differences in instruction, curriculum, and assessment in the schools represented by the two data sets. Teachers will be required to expound on their commitment to equity and focus on teaching practices. Each teacher will be ranked using the "Screening Interview Candidate Evaluation Form" and rehired on competencies including assessment and instructional practices, successful academic performance and student growth, acting with initiative and persistence, analytical thinking, conceptual thinking and teacher preparation.

Job vacancies will be posted on April 15, 2013. The interviewing process for rehire of no more of 50% of the instructional staff will begin April 29, 2013 and end May 20, 2013. Interviews will be conducted by the superintendent and designated team. Interviews for new instructional staff will begin June 3, 2013 and end by June 24, 2013. New hires will be expected to meet the same competencies as the rehirees.

Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.

--Staff is encouraged to volunteer to participate on the school improvement team (Kelley Beck, teacher chair; Lea Emmons, teacher co-chair; Lori Bock and Wendy Himelhoch, teacher team members; principal; Jennifer Love, parent; and Alean Nixon, School Board representative; Dr. Jonella Mongo, instructional coach), facilitate or co-facilitate school improvement meetings, and present relevant information from workshops or classes to colleagues at school improvement meetings.

--Staff at Bunche Academy is encouraged to volunteer for leadership opportunities, i.e. formative assessment coordinator and CLASS A grade level projects, available through Wayne County RESA.

--Bunche Academy provides staff opportunities to chair Professional Learning Communities by grade level and core content area.

--Incentives for perfect attendance per semester include a \$100.00 Visa gift certificate, 4-week reserved parking, principal for the day, and \$100.00 requisition for classroom supplies.

--Staff Member of the Month as voted by peers allows for elected individuals to have a posted picture in the school's hallway and a written article showcasing their talents and expertise in the local community newspaper and school cable station.

--Teachscape will be used to measure the effectiveness of staff and allow the observer to identify and share areas of strength.

Performance based incentives will include a \$300.00 bonus per person for the school achieving AYP as stated in the teachers' union contract.

--Using the Survey Enacted Curriculum (SEC) through Wayne RESA new teachers will be mentored by principal appointed, highly effective senior staff. Mentees/mentors are given common planning time, 150 minutes per week, to provide professional support for the first two years of a new teacher's tenure. In addition, new teachers will be required to participate in monthly New Teacher's Academy meetings at Wayne RESA.

Title I set aside monies will be used for teacher incentives. All incentives and requirements are designed to recruit and retain highly effective

staff under the rapid Turnaround model.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

Ongoing, high quality, job-embedded professional learning will occur summer 2013 and throughout the 2013-2014 school year. Planning is underway to receive comprehensive Understanding by Design (UbD) in-service training and coaching support, beginning July 2013 from Authentic Education, Inc. With a focus on student learning needs, UbD provides an effective three-stage framework for designing instructional units using "Backward Design." It was determined that 39.9% of students were non-proficient in the CCSS as related to reading comprehension (key ideas, details and integration of knowledge and ideas). An item analysis of MEAP indicated that 48.4% of students were non-proficient in math problem solving and 33% were non-proficient in mathematical reasoning. Four full day in-service trainings will occur during July and August 2013.

42% of teachers strongly agree that adjusting and monitoring curriculum instruction, and/or assessment to meet the needs of students occurs in the school. Although 79% of staff strongly agree that collaborative meeting take place both formally and informally across grade levels and content areas, more than 50% of teachers agree that there should be more of an alignment between curriculum instruction and assessment. Consequently, this data supports the selection of Understanding by Design framework. Ongoing workshops (see professional development calendar) and weekly coaching support will be provided to help teachers use CCSS best practices for teaching ELA, social studies and math and to address development of appropriate units. Instructional coaches for ELA, social studies, and math will collaborate with all teachers in grades kindergarten through 3rd a minimum of 2 times per month. Feedback will include pre and post coaching conversations along with classroom visits for co-teaching, focused observations and/or demonstration lessons.

Monthly grade level meetings will continue, with all teachers will receiving 3 hours of protocol training to support student learning, effective feedback, and address improvement strategies. Participation in these uninterrupted grade level meetings will be required.

Learning Walks will be conducted by the principal, instructional coaches, and grade level teachers during block scheduling in an effort to further support teacher development. Training will take place during October and November 2013. Bi-weekly Learning Walks will be initiated in December 2013. The Learning Walks will emphasize the value of shared observation, followed by feedback and reflection on student learning. This non-evaluative learning tool used by the principal, coach, and teaching staff promote co-learning and professional dialogue about the complexities of learning.

Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent.

The new governance at Ralph J. Bunche Academy will include the assistance of an Academic Engagement Officer from the Board of Education office who will report directly to the superintendent. He/she will provide support to the new principal at Bunche Academy, the teachers and the students. He/she will also work with the instructional coaches at Bunche Academy.

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Ralph J. Bunche Academy

The Academic Engagement Officer will be responsible for directing and facilitating implementation of district-wide academic interventions related to CCSS development, instructional practices and formative assessment that help students meet or exceed learning targets.

The responsibilities and outcomes of the Academic Engagement Officer will include:

- Provides guidance and support to schools experiencing academic challenges
- Serves as an active participant on district/school turnaround committees and/or lead district instructional support teams
- Analyzes Teachscape data to make decisions regarding the effectiveness of instruction
- Support implementation of coherent curriculum in English Language Arts and mathematics
- Identifies/develops/provides professional development training on the implementation of the reform and redesign initiatives
- Identifies instructional materials necessary to support implementation of the turnaround plan
- Collaborates with Wayne RESA consultants to provide content research-based strategies and CCSS transitional support
- Collaborates with school administrators and teachers to identify needs and provide feedback to improve instruction
- Observes classroom instruction for the purpose of gathering data to improve implementation of the turnaround plan
- Serves as a liaison to county, state and national agencies and professional organizations in English Language Arts and mathematics
- Maintains up-to-date knowledge base on effective instruction in the content area
- Collaborates to analyze and implement formative, interim, and summative evaluation of instruction
- Reports quarterly to the superintendent and/or Board of Education on student progress
- Direct special projects and perform other duties as assigned by the superintendent

Each grade level PLC chairperson will serve on the new governance committee. The grade level chairperson will provide directions and support to the teachers in their grade level. They will have bi-monthly meetings along with the principal and the Academic Achievement Director to discuss content area best practices as outlined in the goals of the school improvement plan. They will support implementation strategies designed to improve instruction. The PLC grade level chairpersons from Bunche Academy will also serve on the district wide school improvement team and participate in planning district wide professional development for teachers. The PLC chairpersons will participate in professional development through a variety of trainings through Wayne RESA and other agencies related to teaching and learning. The professional development trainings will focus on teacher effectiveness and student performance.

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

The school will continue to work collaboratively with RESA to provide support in transitioning to the Common Core State Standards and to ensure data and assessment tools are identified as valid and reliable. By September 2013, the school will begin the transition of instruction to the Common Core State Standards, in English Language Arts and math. Curriculum revisions will be guided by the district curriculum team. Curriculum alignments will further take place by grade level during monthly grade-level team meetings and bi-weekly PLC meetings. Teachers will unwrap the standards in order to compare them to current classroom practice and identify adjustments to instruction and materials that support the depth of understanding of the new standards. Pacing guides for ELA and math using the Common Core State Standards crosswalk to the GLCE's will be provided at each grade level. Houghton-Mifflin Reading program builds on research that includes foundations for learning to read; decoding skills; fluency; text for reading instruction; developing reading comprehension; writing, spelling, and grammar. These skills are essential for beginning reading instruction K-3. MindPlay® Virtual Reading Coach, an intervention program,

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provides interactive lessons with media-rich content; direct, explicit, and systematic instruction; scaffolded support; a virtual reading specialist and speech pathologist; self-paced and mastery-based instruction; and immediate and specific feedback for the lowest 25% performing students on the MindPlay diagnostic pretest. Independent research can be found on MindPlay at the National Center on Research to Intervention website: http://www.rti4success.org/tools_charts/popups_instruction/programPopup.php?url=mrc_crews&title=My Reading Coach. Houghton-Mifflin research-based math program provides strong focus on skill building, problem solving, and concepts for mastery of learning. Ascend Math, a diagnostic computerized prescription based program, will reinforce common core math standards toward grade level mastery for the lowest 25% performing students on The Ascend Math diagnostic pretest. Research findings illustrates the power of the student-centric approach enabled by technology, where students typically work at their own pace, allowing teachers to spend more time with individual students and small groups. "Technology-infused interventions (ELL, Title I, Special Ed and Reading Intervention) were the top model predictor of improved high stakes test scores, dropout rate reduction, and improved discipline. The only other top model predictor for more than one Education Success Measure was the students per computer ratio with lower ratios (1:1) being preferable." (Project RED - www.projectred.org)

The reform team has previewed the Houghton-Mifflin reading and mathematics Common Core Enhancement package for K-3. The Common Core Enhancement Packs include a Teacher Support Book that provides clear instruction for key Common Core State Standards at each grade and an Integrated Planning Guide to help teachers smoothly integrate the new Common Core lessons into their core instruction.

Based on the MEAP data dialogue, it was determined that 39.9% of students were non-proficient in the CCSS as related to reading comprehension (key ideas, details and integration of knowledge and ideas). An item analysis of MEAP indicated that 48.4% of students were non-proficient in math problem solving and 33% were non-proficient in mathematical reasoning.

- Students will receive instruction that focuses on content standards (CCSS) that promote understanding, inquiry, and the transfer of learning.
- Using the MIExcel Instructional Learning Cycle, the preassessment planning dialogue (what are students expected to learn); preassessment and instructional plan (how will you know when students have learned it); post assessment and instructional dialogue (how will you respond when students do not learn it) teachers will monitor and adjust instruction quarterly aligned to the district report card dates.

Describe how the school will promote the continuous use of individual student data (such as formative, interim and summative) to inform and differentiate instruction to meet individual student needs.

Schoolwide benchmarking data will be gathered and analyzed quarterly during weekly grade level and content PLC meetings using the Instructional Learning Cycle Discussion Guide and Houghton Mifflin individualized (formative, interim, and summative) reading and math tests. Itemized student data analysis will be used to inform and differentiate instruction to meet individualized student needs. Criteria for proficiency will be that all students are performing at a minimal 80% satisfactory level for a given instructional unit. Instructional staff will target non-proficient reading and math skills using cooperative learning processes and designed learning centers with a focus on differentiating instruction. The Title I reading and math specialist will instruct all students for 150 minutes per week on non-proficient skills and monitor progress.

Bunche's grade level and content PLC collaboration will take place during bi-weekly staff meetings to address academic achievement. Agendas and sign in sheets will be used to document the meeting.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year. How much extra time has been added? Also how will the increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers?

Bunche Academy will adopt the MASS2020 Extended Learning Time model that will add thirty-five (35) minutes to each school day, and one (1) Saturday bi-monthly for three (3) hours. The model will include block scheduling with extended time in core academic subjects, literacy and math. The block schedule will reflect three (3) hours devoted to CCSS literacy, two (2) hours mathematics and two (2) hours electives, i.e. hands-on activities connecting with and reinforcing what's learned; community and civic activities; partnerships and new resources to work with children that are project and inquiry based activities; extra-curricular activities, i.e. Spanish, art, music, sports, dance, and video production; and tutoring. Every second and fourth Wednesday, teachers will have additional planning time, grade level and cross grade level collaboration. The school schedule will be extended by an additional four (4) weeks, four (4) hours per day. Summer school will follow the extended school year for three (3) weeks, (4) hours per day. The summer school curriculum will focus on a themed curriculum which includes core academic content where children are less proficient. Summer school will include weekly field trips directly connected to student learning objectives. A three week Kinder Camp will be offered to prekindergarten students and new students entering kindergarten with an instructional focus on kindergarten readiness skills such as reading, math and listening skills.

After school tutoring will be offered during the school year to all Bunche Academy students. The instruction will be based on intensive intervention, customization of individual student needs, as well as CCSS. After school tutoring will consist of one hour sessions, four days per week.

Enrichment activities offered by Bunche Academy include an after school 'Book Club' and a 'Math Masters Club'. The after school 'Book Club' will meet bi-monthly and involves reading, vocabulary development and comprehension activities for grade levels two and three. 'Math Masters Club' will enhance student math skills through 'hands on' learning and skill mastery of grade level expectations for students in grades one through three.

Every second and fourth Wednesday, teachers will have an additional three and a half hours planning time for data dialogue, grade and cross grade level, and core subject collaboration. The meetings focus will be on curriculum planning, instructional strategies and transitioning to CCSS. They will provide opportunities for teachers to collectively plan instructional goals and objectives to increase student achievement.

Detail how the school will provide appropriate social, emotional and community services that support students.

The school social worker will work with teachers and parents to ensure each child's physical, social, emotional and educational needs are being met. Students in need of support are referred by parents and teachers. The school social worker provides individual student support a minimum of 1 to 2 times per week for 30-40 minutes. Small groups' support for 3 to 5 students is provided once a week for 45 minutes to an hour. Services include social-emotional support, self-esteem development, personal hygiene, anger management, and decision making skills. Additional support includes grief and domestic violence counseling as needed. Schoolwide bullying workshops are conducted for each individual classroom and parents in October with follow-up throughout the school year. Videos, art work by the students, and role playing will be conducted to fully address the topic and give students' tools to assist with bullying experiences in the classroom or the community.

Teachers and parents will also be provided tools and information once a year at a scheduled meeting where questions are answered by the
SY 2012-2013

social worker related to what to look for in the classroom, home and in the community and what they could do to prevent bullying.

The school social worker will also work with other social service professionals in the community, such as doctors, behaviorists and psychiatrists, to coordinate the needs of students. Every year the school social worker will address the needs of students through the support community partnerships and initiatives, i.e. Gleaner food bank, See to Achieve, parent support groups, Thanksgiving baskets, local churches and businesses, Coats for Kids, providing assistance to parents with furniture and other household goods.

Gleaners Backpack program will be provided where students are given backpacks of food each week with healthy food for the weekend. The See to Achieve program, a partnership with Detroit Public Schools, Ford Motor Company and Lens Crafters will offer free eyeglasses to students. Each year students will be provided the opportunity to participate in this program district wide for free exams and eyeglasses.

Parent workshops will be conducted monthly, twice a day, to accommodate those parents that work during the day or are not available in the afternoon. The sessions will include but are not limited to topics such as "Improving Parent-Teacher Communication", "Giving Kids Good Values", "Building Physical Confidence in Children", and "Setting Appropriate Limits for Today's Children". During these sessions parents will be able to discuss what works for them as they share with other parents as well as the social worker.

There will be uniform exchange program for parents to allow them to exchange smaller uniforms for bigger uniform throughout the year. Uniforms will be provided for those students and families having difficulty purchasing uniforms. As the school year progresses, the program will grow and every student will be provided uniforms.

The social worker will add more family intervention including visits to the home, counseling support for the whole family that focus on family values, traditions, togetherness and problem solving skills while developing confident and strong students.

The above activities will establish evidence through the school year, SWW progress notes, Functional Behavior Assessments, staff and parent meeting attendance, sign in sheets and agendas will document participation in all school related activities.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	Educator Evaluation Form School Administrator Evaluation Rehire Review Process - Screening Interview Candidate Evaluation Form <u>TEACHER AND LEADER EVALUATION PROCESSES.docx</u>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	Professional Development Calendar 2012-2013 Professional Development Calendar 2013-2014 New Teacher Institute 2013 <u>PROFESSIONAL DEVELOPMENT CALENDARS.docx</u>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	School Calendar Increased Learning Time <u>INCREASED LEARNING TIME SCHOOL CALENDAR.docx</u>
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	Increased Enrichment Opportunities 2013-2014 <u>INCREASED ENRICHMENT OPPORTUNITIES.docx</u>
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	Teacher Collaboration Schedule 2013-2014 <u>TEACHER COLLABORATION SCHEDULE 2013-2014.docx</u>
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	Memorandum of Understanding <u>COLLECTIVE BARGAINING AGREEMENT.docx</u>

**Ecorse Public Schools
Educator Evaluation Form**

Evaluator's Name:	Teacher's Name:
Building:	Subject/Grade:
Pre-Conference Date:	Formal Observation Date:

Standard I: Classroom Environment

	<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
Teaching enthusiasm				
Teacher interaction with students				
Instructional materials and resources				
Expectation for learning				
Commitment to diversity and equity				
Trusting environment				
Classroom rules and expectation				
Safe accessible and orderly environment				
Comments Regarding Classroom Environment:				
				/32

Standard II: Preparation and Planning

	<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
Current knowledge				
Knowledge of students				
Knowledge of Cognitive Learning Level				
Knowledge of resources				
Lesson development				
Classroom rules and expectations				
Comments Regarding Planning and Preparation:				
				/24

Standard III: Instruction

	<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
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Lesson clarity				
Engagement				
Questioning strategies				
Instructional methods				
Student-directed				
Comments Regarding Instruction:				
				/20

Standard IV: Assessment

	<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
Use and interpretation of assessment				
Design of assessment				
Communication of assessment				
Comments Regarding Assessment:				
				/12

Standard V: Communication and Professional Responsibilities

	<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
Relationship				
Contributions				
Record keeping				
Professional growth				
Professionalism				
Comments Regarding Communication and Professional Responsibilities:				
				/20

Standard I: Classroom Environment
The effective teacher maintains a classroom environment that enhances student learning. Sample indicators appear below.
The outstanding designation assumes proficient attributes have been met.

_____ I wish to submit a written response to be attached to this evaluation.

Remarks by Teacher:

NOTE: Evaluator’s narrative should be attached to this form. The narrative should be based on: notes, informal, and formal observations, discussion with teacher, and sample sources of information.

NOTE: This template is based on the work of Charlotte Danielson.

Element	Level of Performance (Administrator check ONE for each element)			
	Ineffective (0)	Minimally Effective (1)	Effective (3)	Highly Effective (4)
Teaching enthusiasm	No communication of enjoyment and enthusiasm for teaching and students	Teacher exhibits little enjoyment and enthusiasm for teaching and students.	Teacher maintains a welcome and positive classroom environment.	Teacher contributes to creating a welcoming and positive building culture.
Teacher interaction with students	Teacher interaction with students is negative, sarcastic or inappropriate. Students exhibit disrespect for teachers and one another.	Teacher –student interaction is limited. Students show little respect for teachers and one another.	Teacher-student interactions demonstrate genuine caring and respect. Students show respect for teacher as an individual.	Teacher creates and/or coordinates opportunities for students to demonstrate caring and respect through clubs, service projects, etc.
Instructional materials and resources	Instructional materials and resources are not used to enhance the classroom environment.	Limited use of instructional materials and resources to enhance the classroom environment.	Instructional materials and resources establish a positive environment and engage students mentally. Student contributions enhance displays.	Instructional materials and resources are created and shared. Student displays are coordinated with other classes / departments / buildings.
Expectations for learning	Lack of expectations for student work is conveyed. Students demonstrate little pride in their work. They are expected to complete tasks, not motivated to do high quality work.	Both teacher and students establish a learning environment that reflects minimal expectations.	Both teacher and students establish a learning environment that reflects high expectations. Students take pride in their work.	Teacher enables students to define high expectations and initiate improvement of their own work.
Commitment to diversity and equity	Teacher interaction with students reflects a disregard for diversity with inappropriate or insensitive comments. No allowance for individual viewpoints or perspectives.	Teacher interaction with students reflects little regard for diversity. A limited amount of teacher sensitivity is displayed.	Teacher interactions with students are appropriate and sensitive to diversity. Individual viewpoints and perspectives are encouraged.	Teacher initiates building and/or district activities to raise sensitivity to diversity.
Trusting environment	Creativity and discovery are not considered in lesson planning. Students are not given opportunities to participate in learning groups. Students are not encouraged to explore or consider multiple solutions / methods / activities.	Little participation in learning groups. Minimal encouragement to explore or consider multiple solutions / methods / activities.	Interactions and lessons promote exploration, creativity and discovery. Frequent regrouping of students encourages cooperation, respect and divergent thinking.	Teachers create, model and share interactive lessons that promote exploration, creativity and discovery.
Classroom rules and expectations	Classroom rules have not been communicated to students. Students are unaware of classroom procedures.	Classroom rules are vague. Students are unsure what is expected.	Classroom rules have been communicated and standards of conduct are clear to all students.	Students participate in the process of determining classroom rules and procedures.
Safe accessible and orderly environment	Classroom physical environment impedes learning and /or is unsafe. Environment restricts access to resources.	Classroom physical environment is disorderly. Limited access to resources.	Classroom physical environment is safe, provides equal access to resources, and promotes learning.	Classroom procedures allow students to adjust physical environment to advance their own purposes and learning.

Standard II: Preparation and Planning. The effective teacher plans for student learning.				
Sample indicators appear below. The outstanding designation assumes proficient attributes have been met.				
Element	Level of Performance (Administrator check ONE for each element)			
	Ineffective (0)	Minimally Effective (1)	Effective (3)	Highly Effective (4)
Current knowledge	Teacher does not display knowledge of content, content related current research and best practices. No interdisciplinary connections.	Teacher displays little knowledge of content, content related current research and best practices. Little interdisciplinary connections.	Teacher displays knowledge of content, content related current research and best practices. Teacher makes interdisciplinary connections.	Teacher displays extensive knowledge in content area and current best practices (publication of articles, conference attendance, professional presentation, etc.) and incorporates expertise into interdisciplinary lesson planning and teaching.
Knowledge of students	Planning does not recognize important student variables such as characteristics of age group, skill level, or cultural heritage.	Teacher displays limited understanding of important student variable.	Teacher displays an understanding of important student variables and uses this understanding to plan (grouping, interventions, activities, etc.).	Teacher assists and/or collaborates with teachers in planning instructional activities that address student variables.
Knowledge of Cognitive Learning Levels	Lesson planning does not allow for different levels of cognitive learning.	Lesson planning incorporates activities and instruction that addresses limited levels of learning.	Lesson planning incorporates activities and instruction that addresses multiple levels of learning.	Lesson planning that incorporates activities and instruction that address multiple levels of learning are developed and shared with other staff members.
Knowledge of resources	Resources to assist student learning are not used.	Teacher rarely uses resources to assist students.	Teacher is able to select and access appropriate resources to assist student learning. Technology is used to enhance learning.	Teacher uses a variety of effective resources to assist students learning including visual, auditory and hands on activities. Technology is integrated into instructional and enhances the learning experience.
Lesson development	Lessons are not developed and lack clear objectives. District curriculum is not followed. Assessments have not been determined.	Lesson plans are seldom based on district and state curriculum. Objectives are seldom clearly developed.	Lesson plans are based on district and state curriculum. Instruction relates new information to previous learning. Appropriate assessments are planned.	Lesson plans demonstrate knowledge of the unit design approach and incorporate clearly defined content objectives, meaningful activities that integrate lesson concepts, and multiple assessments that provide meaningful and timely feedback.
Classroom rules and expectations	Classroom rules have not been communicated to students. Students are unaware of classroom procedures.	Classroom rules are vague. Standards of conduct are not consistently followed.	Classroom rules have been communicated and standards of conduct are clear to all students.	Students participate in the process of determining classroom rules and procedures.

Total _____/24

Standard III: Instruction				
The effective teacher provides instruction that enhances student achievement. Sample indicators appear below. The outstanding designation assumes all proficient attributes have been met.				
Element	Level of Performance (Administrator check ONE for each element)			
	Ineffective (0)	Minimally Effective (1)	Effective (3)	Highly Effective (4)
Lesson clarity	Lesson presentation has no defined structure nor is based on district curriculum.	Lesson presentation seldom has defined structure or is based on district on district curriculum.	Lesson presentation is clear, logical and based on district and state curriculum. Multiple techniques related new information to previous teaching and accommodate student needs.	Model lessons are designed and shared with other teachers to improve understanding and practice across the curriculum.
Engagement	Student learning is not monitored. Instruction does not engage students in meaningful learning.	Teacher monitors learning using limited strategies based on student response.	Teacher monitors learning using a variety of strategies and adapts instruction based on student response to engage students in meaningful learning.	All students are engaged in rigorous instructional activities that reflect individual needs and interest and that are connected to real world experiences.
Questioning strategies	Questioning strategies are not apparent. All students are not expected to participate.	Questioning strategies are limited and little response time is given.	Questioning strategies are varied, equitable and allow for appropriate response time. All students are expected to participate and demonstrate learning.	Students are taught self-questioning techniques that allow for higher levels of comprehension.
Instructional methods	Instructional methods do not support cognitive levels of instruction. No technology integration	Teacher implements minimal methods to differentiate instruction. Technology is seldom used.	Teacher implements a variety of methods to differentiate instruction. Technology is consistently integrated.	Instruction supports self-directed learning. Student participation in goal setting and development of organizational system is evident.
Student-directed	Self-directed learning is not encouraged or supported in the classroom.	Instruction rarely supports student-initiated learning and goal settings.	Instruction supports student-initiated learning and goal setting.	Instruction supports self-directed learning. Student participation in goal setting and development of organizational systems is evident.

Total _____/20

Standard IV: Assessment				
The effective teacher uses assessment to provide feedback to students, design future instruction, and monitor progress toward curriculum goals.				
Element	Level of Performance (Administrator check ONE for each element)			
	Ineffective (0)	Minimally Effective (1)	Effective (3)	Highly Effective (4)
Use and interpretation of assessment.	Assessment is not used to evaluate student progress. Assessment does not guide instruction.	Performance and product assessments are seldom used to plan for groups and individual and to evaluate student progress.	Performance and product assessments are used to plan for groups and individual and to evaluate student progress. Teacher uses assessment data to guide instruction.	Teacher uses a variety of formal and informal assessments to document student progress. Teacher actively contributes to building or district efforts to analyze results and uses information to improve student achievement.
Design of assessment	Assessment design is not congruent with district, state, or national standardized tests.	Assessment design is teacher produced. Little consideration with district, state or national standardized test.	Assessment design is mostly congruent with district, state and/or national standardized tests.	Teachers design exemplary assessments that address specific needs identified by district, state or national standardized tests.
Communication of assessment	No assessment standards of performance are communicated to students.	Assessment criteria and standardized are rarely communicated to students in a timely manner.	Assessment criteria and standards are clearly communicated to students in a timely manner and in a variety of ways (rubrics, exemplars, etc.).	Teacher involves students in the development of assessment criteria and students routinely engage in self-assessment activities and monitors personal progress.

Total _____/12

Standard V: Communication and Professional Responsibilities				
The effective teacher demonstrates positive communication skills and maintains professional and personal responsibilities. Sample indicators appear below. The outstanding designation assumes all proficient attributes have been met.				
Element	Level of Performance (Administrator check ONE for each element)			
	Ineffective (0)	Minimally Effective (1)	Effective (3)	Highly Effective (4)
Relationship	Positive relationships have not been developed or maintained with students, colleagues and/or parents.	Little support and cooperation characterized relationship with students, colleagues, and/or parents.	Support and cooperation characterize relationships with students, colleagues and/or parents.	Teacher assumes a leadership role in developing positive professional relationships with students, colleagues, and/or parents.
Contributions	Little or no participation in school and district projects. Contractual obligations are not met.	Teacher seldom participates in school and district projects. Rarely meets contractual obligations.	Teacher participates in school and district projects, works collaboratively with colleagues, and meets contractual obligations.	Teacher takes a leadership role in school and district projects, or volunteers in school or district events above and beyond contractual obligations.
Record keeping	Records for maintaining student progress and procedural activities / duties are unorganized, incomplete and/or inaccurate.	Records for maintaining student progress and procedural activities are usually unorganized and reports are turned in late.	Records for maintaining student progress and procedural activities / duties are accurate and timely, and routinely communicated to parents.	Records reflect student academic and social growth, and are reported to parents through a variety of venues. Teacher participates in district activities to monitor and evaluate record keeping effectiveness.
Professional growth	Teacher does not actively participate in professional development activities. There is no evidence of new learning in classroom instruction.	Teacher seldom participates in professional development activities. Makes excuses and rarely signs up for new learning activities.	Teacher seeks professional development opportunities to enhance knowledge and skills, actively participates and implements new knowledge/skills into lessons.	Teacher develops, presents and/or conducts professional development activities.
Professionalism	Professional obligations are not met in a timely manner.	Professional obligations are rarely met in a timely manner. Teacher rarely participates in team / departmental activities.	Professional obligations are not met in a timely manner. Teacher participates in team/departmental activities.	Teacher takes a leadership role in team/department / building/ district decision making.

Total _____/20

Standard VI: Professionalism				
The effective teacher displays behavior in his/her actions and demeanor that is a credit to the professionalism.				
Element	Level of Performance (Administrator check ONE for each element)			
	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
Personal appearance	Untidy, rumbled, and/or wrinkled	Usually wears appropriate attire. Occasional jeans, caps and flip flops.	Appropriate attire. No jeans, caps and flip flops.	Extremely neat and tidy. Professional casual.
Personal responsibility	Blames students, parents, and others for problems.	Usually blames students, others or the situation for his/her part in any controversy.	Accepts responsibility for his/her part in any controversy. Adjust personal goals.	Readily acknowledges personal failures openly to supervisor and collaborates with others to remedy problems.
Handling of leadership and policy decision	Reaction is negative. Resists feedback from supervisor or other teachers.	Reluctantly works within the policy structure. Displays an uncooperative attitude.	Works within the policy structure. Welcomes feedback from supervisor.	Accepts and implements leadership and policy decisions using proper procedures to affect policy change. Takes a leadership role with colleagues.
Handling dissent from students and parents	Sticks to original decision even when facts dictate a different response. Refuse to mediate situation.	Hesitant in making decisions. Inconsistent in addressing dissent of the same issue with different people.	Attempts to address situation in a calm manner as soon as possible.	Attempts to handle situation as soon as possible. Illicit support and resources from others to assist in settling dispute.
Integrity and ethical conduct	Meets commitments sporadically. Never on time. Displays dishonesty in interactions with students and others.	Seldom meets commitments on time. If not, will communicate with supervisor with reasons.	Usually meets commitments verbal, written and implied without exception. Meets proficiency and intentionally models behavior for students and other colleagues.	Always meets commitments verbal, written and implied without exception. Meets proficiency and intentionally models behavior for students and other colleagues. Displays high standards of honesty, integrity, and confidentiality interactions with colleagues, students, and the public.
Self-control	Easily upset and frustrated quickly.	Unable to control self in difficult situation. Calms down with intervention by third party.	Can control self in a difficult situation.	Possess complete self-control and can provide assistance even in the most difficult and confrontational situations.
Attendance	Late for work over 20% of the time. Always have excuses or emergencies.	Frequently tardy above the average of other colleagues.	Arrives to work on time.	Is punctual. Rarely missing work and is on time in the classroom to start instruction before students arrive.
Handling diversity and equity	Makes comments which displays self-orientation and intolerance of different opinions. Teacher interaction with students reflects a disregard for diversity with inappropriate or insensitive comments. No allowance for individual viewpoints or perspective.	Mostly ignores different opinions and points of view. Briefly interacts with students expressing different viewpoints.	Respects different opinions and points of view. Teacher interactions with students are appropriate and sensitive to diversity; individual viewpoints and perspective are encouraged.	Is tolerant of different points of view within the boundaries of the mission of the organization. Teacher initiates building and/or district activities to raise sensitivity to diversity.

ECORSE PUBLIC SCHOOLS
ECORSE, MI 48229
EVALUATION REPORT FOR SCHOOL ADMINISTRATORS

Educational administration is concerned with the organization and management of ideas, materials, procedures, and people. The basic purpose of administration is to facilitate and support the teaching-learning process. In order to attain the maximal achievement of this purpose, the total staff of a school district must be guided by democratic principles of operation under the leadership of competent administrators.

Each administrator has clearly defined responsibilities; has been given the necessary authority to carry out the responsibilities; and is held accountable for the execution of the responsibilities. In this context, evaluation becomes a necessary and desirable dimension of our total program.

Although evaluation is a continuing process, this more formal approach has been established to facilitate and enrich the process. The purposes of these evaluations are:

- ☐ To improve the quality of administrative performance
- ☐ To encourage professional growth and development
- ☐ To improve self-evaluation

This evaluation activity is to be implemented with all administrators in the school system once a year. Each administrator will meet with the Superintendent in conference for the purpose of discussing the administrator's performance in relation to the content of this report form. To the extent possible, the setting should be relaxed and informal, so that wholesome interaction can take place on a co-professional basis.

DIRECTIONS

1. The evaluation process is to be completed and the report submitted prior to June 30 of each year.
2. The evaluation is to be signed by both parties. The administrator being evaluated may attach a response.
3. The form is to be filled out in triplicate. One copy is to be given to the administrator being evaluated; one copy is retained by the Superintendent; and one copy is to be placed in the administrator's personnel file.
4. The report form includes the following categories of administrative performance:
 - Shared Vision / Culture of Learning
 - Professionalism
 - Community Relations
 - Budget
 - Staff Relationships
 - Curriculum Leadership and Professional Growth
 - Managerial Leadership
 - Overall Rating
5. Each item must be checked in one of the three assessment keys. Any check in the "Perform at minimum level / needs improvement key" is to be explained or supported with a written comment.

**ECORSE PUBLIC SCHOOLS
ECORSE, MI 48229**

ADMINISTRATIVE PERFORMANCE APPRAISAL

Assessment Key – Circle One

NAME _____

SCHOOL _____

DATE _____

1. Exceeds Expectations
2. Meets Expectations
3. Performs at minimum level / needs improvement
4. Does not meet expectation
- ❖ Not Applicable

SHARED VISION / CULTURE OF LEARNING

The educational leader facilitates the development, articulates, implementation of a vision of learning that is shared and supported by the school community. The leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.

The administrator

	a. Uses appropriate data to set priorities and establish high, concrete goals in the context of improving student achievement.
	b. Considers new and more effective ways of doing things based on research and/or best-known practices.
	c. Articulates and promotes high expectations for teaching and student learning.
	d. Aligns the educational programs, plans and actions to the district’s vision and goals for student learning.
	e. Acts as a driving force behind major initiatives.
	f. Provides leadership for assessing, developing, and improving school environment and culture.
	g. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
	h. Promotes collaboration with all stakeholders.
	i. Is easily accessible and approachable to students, staff, and community.
	j. Is highly visible and engaged in the school.
	k. Articulates the desired school culture and shows evidence about how it is reinforced.
	l. Implements effective and consistent school-wide discipline.

STAFF RELATIONSHIPS

Assessment Key – Circle One

An administrator is an educational leader who promotes the success of all students by interacting, supporting, setting high expectations and collaborating with the staff of the building.

1. Exceeds Expectations
2. Meets Expectations
3. Performs at minimum level / needs improvement
4. Does not meet expectation
- ❖ Not Applicable

The administrator

	a. Frequently meets and talks with staff.
	b. Is highly visible and engaged in the school.
	c. Effectively motivates employees to do their best.
	d. Educational leader is consistently visible and welcoming to staff.
	e. Keeps staff informed weekly through written communication.
	f. Establishes and informs staff of a yearly school calendar.
	g. Writes letters and memos in a clear and concise manner with positive overall tone.
	h. Promotes professional dialogue between all staff.
	i. Systematically and fairly recognizes and celebrates accomplishments of teachers, staff, and students.
	j. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
	k. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
	l. Evaluates staff and provides ongoing coaching for improvement.
	m. Ensures that staff has necessary professional development opportunities that directly enhance their performance and improve student learning.
	n. Articulates to the staff the desired school culture and shows evidence about how it is reinforced.
	o. Requires an articulated classroom discipline plan with rules and consequences.
	p. Requires teachers to use effective classroom techniques.
	q. Demonstrates the use of technology to improve teaching and learning.

PROFESSIONALISM

An administrator is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

The administrator

Assessment Key – Circle On

- 1. Exceeds Expectations
- 2. Meets Expectations
- 3. Performs at minimum level / needs improvement
- 4. Does not meet expectation
- ❖ Not Applicable

	a. Demonstrates ethical and professional behavior.
	b. Adopts values, beliefs and attitudes that inspire others to higher levels of performance.
	c. Demonstrates appreciation for and sensitivity to diversity in the school community.
	d. Adapts leadership behavior to the needs of the current situation.
	e. Is respectful of divergent opinions.
	f. Consistently follows the district chain of command.
	g. Actively participates in community and district events.
	h. Utilizes a collaborative and site-based model to effect relevant change.
	i. Presents a positive image within the Ecorse Public Schools district and community.
	j. Consistently commits time to district and building beyond the regular work day.
	k. Demonstrates excellent attendance.
	l. Notifies district officials when out of the building and of absences.
	m. Makes arrangements for supervision when out of the building.
	n. Utilizes community and district resources to refer for assistance and/or to report student incidences.
	o. Ensures the confidentiality of sensitive information.
	p. Submits materials/reports prior to district deadlines.
	q. Responds well and implements suggestions.
	r. Consistently exhibits appropriate demeanor and dress.
	s. Has a personal professional development plan.

CURRICULUM LEADERSHIP AND PROFESSIONAL GROWTH

Assessment Key – Circle One

An administrator is an educational leader who assists appropriate staff to develop, maintain, and revise curriculum documents based on systematic review and analysis. The administrator is resilient and displays personal behavior that is appropriate and professional.

- 1. Exceeds Expectations
- 2. Meets Expectations
- 3. Performs at minimum level / needs improvement
- 4. Does not meet expectation
- ❖ Not Applicable

The administrator

	a. Monitors and appeals the graduation rate and the drop-out rate reports.
	b. Readily acknowledges personal and organizational failure openly to direct supervisor.
	c. Facilitate and plans building level meetings.
	d. Seeks out and attends conferences related to School Improvement Plan/Student Achievement.
	e. Subscribes to educational journals.
	f. Is a member of multiple professional education associations.
	g. Knowledgeable about current research based educational trends.
	h. Sets and adjusts personal goals.
	i. Attends and participates in all district curricular activities.
	j. Visits classrooms consistently to monitor instructional programs.
	k. Seeks ways to assist teachers in more effective instruction.
	l. Accepts and implements leadership and policy decisions.
	m. Constructively handles dissent from subordinates.
	n. Explicit improvement of specific performance areas based on previous leadership evaluation.
	o. Integrity: The leader meets commitments – verbal, written, and implied – without expectation.
	p. The leader possess complete self-control and can provide assistance even in the most difficult and confrontational situation.
	q. The leader is in compliance with legal ethical requirements in relationships with employees and students.
	r. The leader is tolerant of difficult points of view within the boundaries of the mission of the organization.
	s. The leader is organized, including having a calendar, task list, organized desk, and office.

MANAGERIAL LEADERSHIP

Assessment Key – Circle One

An administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.

- 1. Exceeds Expectations
- 2. Meets Expectations
- 3. Performs at minimum level / needs improvement
- 4. Does not meet expectation
- ❖ Not Applicable

The administrator

	a. Complies with state and federal mandates and local board policies.
	b. Protects instructional time from unnecessary distractions and interruptions.
	c. Addresses current and potential problems in a timely manner.
	d. Manages fiscal and physical resources of the school responsibly, efficiently and effectively.
	e. Communicates effectively with both internal and external audiences about the operations of the school.
	f. Building security measures are established and implemented.
	g. Sets goals and seeks out funding to make improvements and/or updates.
	h. Ensures grounds and building are attractive and uncluttered.
	i. Request necessary repairs.
	j. Maintains cooperative relationship with support staff.
	k. Establishes and implements effective office procedures.
	l. Decision making is consistently based on data not consensus or leadership mandated.

BUDGET

Assessment Key – Circle One

An administrator is an educational leader who ensures the programs are cost effective and funds are managed prudently; Complies budget and cost estimated based upon documented program needs, as well as compiling, maintaining, and filing all reports, records, and other documents required.

1. Exceeds Expectations
2. Meets Expectations
3. Performs at minimum level / needs improvement
4. Does not meet expectation
- ❖ Not Applicable

The administrator

	a. Always operates within allocated budgets.
	b. Writes for competitive grants to fund building programs.
	c. Implements cost saving measures whenever applicable.
	d. Actively seeks other sources of funding, such as business partnership, donations, fundraisers and other.
	e. Takes advantage of community promotions and corporate programs.
	f. Initiates requisitions and P.O.'s in a timely fashion.
	g. Keeps accurate accounting of all subsidiary building accounts.
	h. Provides building staff with necessary supplies, tools, equipment and materials.
	i. Oversee the entrance of any funds into the proper accounts and deposit in the bank in the timely manner.

COMMUNITY RELATIONS

Assessment Key – Circle One

An administrator is an educational leader that promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

1. Exceeds Expectations
2. Meets Expectations
3. Performs at minimum level / needs improvement
4. Does not meet expectation
- ❖ Not Applicable

The administrator

	a. Engages family and community by enhancing shared responsibilities for student learning and support of the school.
	b. Promotes and supports a governance structure for family and community involvement in the school.
	c. Facilitates the connections of students and families to the health and social services that are needed to stay focused on learning.
	d. Establishes with staff a school culture that welcomes and honors parents and seeks ways to engage them in their children’s learning.
	e. Encourages parents to be highly active and visible within the school.
	f. Establishes an environment of cooperation with the entire school community.
	g. Building is orderly and reflects an environment conducive to learning.
	h. Establishes an atmosphere where most parents make positive comments about the school.
	i. Encourages all staff to exhibit a professional attitude and demeanor towards the community.
	j. Educational leader is responsive to the school community.
	k. Establishes an effective, collaborative and team concept.
	l. Models cooperation, collaboration and team concept.
	m. High values are placed on instructional time.

ECORSE PUBLIC SCHOOLS
 ECORSE, MICHIGAN 48229

ADMINISTRATIVE PERFORMANCE APPRAISAL – ITEMS FOR NEXT YEAR (20__)

GOALS	METHOD OF IMPLEMENTATION	EVALUATION	TIMELINES	E	M	N

Appraiser

Date

Appraisee

Date

Codes:

- E** - Exceeds Expectations
- M** - Meets Expectations
- N** - Needs improvement

Administrative Performance Appraisal

Appraiser

Date

I have received a copy of this appraisal and understand a copy of this document shall be included in my personnel file.

Appraisee

Date

*Is the overall evaluation acceptable?

Yes

No

*If no, is the overall evaluation considered a negative evaluation?

Yes

No

Comments:

Screening Interview Candidate Evaluation Form

Name: _____

Date: _____

Competency:	Ineffective	Minimally Effective	Effective	Highly Effective
<p align="center">Initial Impression</p> <p>Professional appearance, punctuality, confidence, verbal expression</p> <p align="center">Personality, Maturity, and Poise</p> <p>Personable, likable, courteous, confident, well-adjusted, at ease, polished, knowledge of acceptable social behavior Articulates aspects of background that reflect values Describes experiences that demonstrate maturity</p>	0	1	2	3
<p align="center">Education/Intellectual Capacity</p> <p>Academic record (undergraduate, graduate), professional development, breadth and depth of education</p> <p align="center">Work Experience/Portfolio</p> <p>Skills transferable to learning environment, ability to discuss matters of substance Demonstration of judgment, record of responsibility, diligence, initiative and success in job</p>	0	1	2	3
<p align="center">Analytical Abilities/Writing Skills</p> <p>Logical thinking, advanced problem solving skills Strong research and writing skills Ability to utilize data to inform instruction</p>	0	1	2	3
<p align="center">Extracurricular Activities</p> <p>Evidence of leadership skills, skills transferable to educational environment, diverse interest, high energy level and discipline Time management, organizational abilities</p>	0	1	2	3
<p align="center">Communication/Interpersonal Skills</p> <p>Communicates clearly and effectively Ability to interact with peers, parents, students, and administration Ability to establish effective and cooperative relationships Strong listening skills, tact, diplomacy</p>	0	1	2	3
<p align="center">Drive and Focus</p> <p>Hardworking, motivated, energetic, demonstrated leadership ability</p> <p align="center">Interest in School</p> <p>Ability to articulate goals, relevance of background and goal</p>	0	1	2	3

	Ineffective	Minimally Effective	Effective	Highly Effective
Teacher Evaluation 2011-12	0	1	2	3
Teacher Evaluation 2012-13	0	1	2	3

TOTAL POINTS: _____

OVERALL PERFORMANCE RATING:

_____ Ineffective

_____ Minimally Effective

_____ Effective

_____ Highly Effective

Highly Effective 24 - 21

- An outstanding applicant, I strongly recommend

Effective 20 - 16

- A very good applicant, I recommend callback

Minimally Effective 15 - 11

- A good applicant, but I do not recommend callback

Ineffective 10 - 0

- A mediocre or below average applicant, I do not recommend callback

Ralph J. Bunche Academy
Professional Development
2012 – 2013

Goals	Date	Activity	Persons Responsible	Evidence	Completed
#1 – 4	Spring 2012	Schools as Professional Learning Communities	Dr. Jonella Mongo, Literacy Coach and Kelly Beck, Teacher	Agenda Sign In Sheet Minutes	
#1 – 4	Spring 2012	The Language of Planning and Instructional Delivery <ul style="list-style-type: none"> • Scaffolding Lessons • Instructional Models 	Dr. Jonella Mongo, Literacy Coach	Agenda Sign In Sheet Minutes	
#1 – 4	Summer 2012	Strategies to Support Early Reading and Writing <ul style="list-style-type: none"> • Academic Vocabulary • Focused Comprehension Strategies <ul style="list-style-type: none"> ○ Think Aloud ○ Directed Listening & Thinking Activity (DLTA) ○ Directed Reading & Thinking Activity (DRTA) 	Dr. Jonella Mongo, Literacy Coach	Agenda Sign In Sheet Minutes	
#1 – 4	Summer 2012	Process Writing Content Writing 6 + 1 Traits of Writing	Dr. Jonella Mongo, Literacy Coach	Agenda Sign In Sheet Minutes	
#1 – 4	September 2012 – June 2013 (<i>Quarterly</i>)	Class A Training – Common Assessment	Yolanda Johnson, Student Application Consultant, WRESA	Agenda Sign In Sheet	
#1 – 4	September 2012 – June 2013 (<i>Monthly</i>)	School Improvement Meetings	School Improvement Team	Agenda Sign In Sheet Minutes	
#1 – 4	September 2012 – June 2013 (<i>Bi-weekly</i>)	Professional Development Staff Meetings	Leslie Coleman, Educational Leader	Agenda Sign In Sheet Minutes	
#1 – 4	September 2012 – June 2013 (<i>Monthly</i>)	Grade level vertical and horizontal alignment of Common Core Standards	Teachers, Administration	Agenda Sign In Sheet Logs Evaluations	
#1 – 4	September 2012 – Ongoing	Immediate support from instructional coaches	Literacy Coach Social Studies Coach Mathematics Coach	Lesson Plans Logs	

#1 – 4	September 2012	Instructional Learning Cycle	Dr. Jonella Mongo, Literacy Coach	Agenda Sign In Sheet Minutes	
#4	September 2012 – Ongoing	Science Court	Aniceto Muniz, Title I Science	Lesson Plans Logs	
#1, 3	October 2012	Cross Curricular Connections through Social Studies – The Logical Fit between ELA and Social Studies	Cathy Johnson, Social Studies Coach	Agenda Sign In Sheet Minutes	
#1, 2	November 2012	Mathematics and Literacy Learning Centers <ul style="list-style-type: none"> • Instructional Learning Cycle • Cooperative Learning Roles • Differentiated Approach 	Connie Harris, Mathematics Coach Dr. Jonella Mongo, Literacy Coach	Agenda Sign In Sheet Minutes	
#1 – 4	January 2013	Active Learning Across the Curriculum	Dr. Jonella Mongo, Literacy Coach Connie Harris, Mathematics Coach Cathy Johnson, Social Studies Coach	Agenda Sign In Sheet Minutes	
#1 – 4	February 2013	Teaching and Learning in the 4 core subjects	Dr. Jonella Mongo, Literacy Coach Connie Harris, Mathematics Coach Cathy Johnson, Social Studies Coach Aniceto Muniz, Title I Science	Agenda Sign In Sheet Minutes	
#1 – 4	March 2013	Active Teaching, Learning, Assessment	Teachers, Administration	Agenda Sign In Sheet Performance Assessments, Minutes	
#1 – 4	April 2013	Formative Assessment	Ellen Vorenkamp, WRESA	Agenda Sign In Sheet	
#1 – 4	May 2013	MEAP Data Analysis	Teachers, Administration, Instructional Coaches	Agenda Sign In Sheet Performance Assessments, Minutes	
#1 – 4	June 2013	MEAP Data Analysis	Teachers, Administration, Instructional Coaches	Agenda Sign In Sheet Minutes	

NEW TEACHER INSTITUTE
July 2013

<i>Dates</i>	<i>Topic</i>	<i>Presenter</i>
Monday, July 29, 2013	6+1 Traits of Writing	Dr. Jonella Mongo, Literacy Coach
Tuesday, July 30, 2013	Data Dialogue	Dr. Deletha Motley, SIF
Wednesday, July 31, 2013	Strategies to Support Early Reading	Dr. Jonella Mongo, Literacy Coach
Thursday, August 1, 2013	Transiting to the Common Core State Standards	Curriculum Director
Friday, August 2, 2013	Differentiated Instruction/Marzano's Academic Vocabulary	Instructional Coaches

#1	November 2013	Developing Learning Walks	Principal Dr. Jonella Mongo, Instructional Coach	Agenda Sign In Sheet Minutes	
	February 2014	Survey of Enacted Curriculum	School Improvement Team	Sign in Sheet	
	March 2014	Survey of Enacted Curriculum	School Improvement Team	Sign in Sheet	
#2	April 2014	MEAP 2012 Data Analysis and Dialogue Looking Ahead to 2014-2015	Teachers, Administration, Instructional Coaches	Sign in Sheet	
#2	May 2014	MEAP 2012 Data Analysis and Dialogue Looking Ahead to 2014-2015 Schoolwide Instructional Targets for 2014-2015	Teachers, Administration, Instructional Coaches	Agenda Sign In Sheet Performance Assessments, Minutes	
#2	June 2014	MEAP 2012 Data Analysis & Dialogue Looking Ahead to 2012-2015 Marzano's Academic Vocabulary	Teachers, Administration, Instructional Coaches	Agenda Sign In Sheet Minutes	

**Ecorse Public Schools
Ecorse, MI 48229**

CALENDAR -- SCHOOL YEAR 2013-2014

August 28	Professional Development Day
September 3	Teacher's Meeting/Record Day
September 4	First Day for Students
September 25	Fourth Wednesday Count
October 8-17	MEAP Windows
October 2-24	Make-Up
November 5	Professional Development Day
November 20	Last Day of School Before Thanksgiving
November 25	First Day of School After Thanksgiving
December 20	Last Day of School Before Winter Break
January 6	First Day of School After Winter Break
January 13	Martin L. King Day – No School
February 12	Second Count Day
February 17	Last Day of School Before Mid-Winter Break President's Day – No School
February 24	First Day of School After Mid-Winter Break
April 17	Last Day of School Before Spring Break
April 28	First Day of School After Spring Break
May 26	Memorial Day – No School
June 4	Graduation
June 12	Last Day of School for Students
June 13	Record Day for Teachers

Instruction - 7 hours per day/ 5 days per week (September 4 – June 12)

Increase 35 minutes per day – 385 min/day to 420 min/day

CCSS Literacy Block – 3 hours

Mathematics Block – 2 hours

Electives Block – 2 hours

Extended Learning Time – 3.5 hours per day/ 4-weeks

June 17 – 21

June 24 – 28

July 1 – 5

July 8 – 12

Summer School – 3.5 hours per day/ 3-weeks

July 15 – 19

July 22 – 26

July 29 – August 2

Increased Enrichment Opportunities

Instruction - 7 hours per day/ 5 days per week (September 4 – June 12)

Increase 35 minutes per day – 385 min/day to 420 min/day

CCSS Literacy Block – 3 hours

Mathematics Block – 2 hours

Electives Block – 2 hours

Hands-on activities connecting with and reinforcing what's learned; community and civic activities; partnerships and new resources to work with children on project and inquiry based activities; extra-curricular activities, i.e. Spanish, art, music, sports, dance, video production, tutoring

Teacher Collaboration Schedule 2013-2014

Grade Level Meetings – 90 minutes per month per month

September 18
October 16
November 20
December 18
January 15
February 19
March 19
April 16
May 21
June 18
July 16

School Improvement Meetings– 120 minutes

September 18
October 16
November 20
December 18
January 15
February 19
March 19
April 16
May 21
June 18
July 16

Staff Meetings – 60 minutes bi-weekly

September 9 & 23
October 14 & 28
November 11 & 25
December 9 & 16
January 13 & 27
February 10 & 24
March 10 & 24
April 14 & 28
May 12 & 27
June 9 & 23
July 7 & 21

Enrichment Class Time – 150 minutes per week

September – July (Monday – Friday)

Memorandum of Understanding
Between Ecorse Federation of Teachers

And

Ecorse board of Education of Ecorse Public Schools

Date: September 19, 2012

The Ecorse Federation of Teachers 1425 and specifically the Ralph J. Bunche Academy teachers agree to all the stipulation of State Statute MCL380.1280c in the redesign plan. Specifically, as they relate to our collective bargaining agreement:

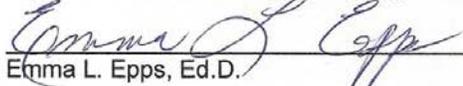
- (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at Ralph J. Bunche Academy:
 - (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at Ralph J. Bunche Academy. 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 Ralph J. Bunche Academy. This subdivision does not allow unilateral changes in pay scales or benefits.

Signed: Ecorse Federation of Teachers, President


James J. Endres

Date: 10/23/12

Signed: Ecorse Public Schools, Superintendent


Emma L. Epps, Ed.D.

Date: 10-23-12