



## **Redesign Plan**

**South Lake Middle School**

**South Lake Schools**

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# Executive Summary

## Introduction

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

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

## **Description of the School**

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

South Lake Middle School is the only middle school within the South Lake Schools' district. It houses grades 6-8. The ending enrollment for the 2013--14 school year was 405. The demographics are as follows: White - 44%, African American - 46%, Two or more races - 7%, Hispanic 2%, Asian .01%. There has been an increase in our African American population and the students eligible for free or reduced lunch. Although enrollment has decreased, our student population is stable, meaning that once they enroll in our school, the majority complete 8th grade. The demographics of the teachers at the school is White - 97%, Asian - 3%. The demographics of the teachers have not changed much. We also accept school of choice students that are residents of Macomb County.

The city of St. Clair Shores has a population of 59,798. The demographics of the city are - White - 92.7%, African American - 3.9%, Native American - 0.3%, Asian - 1%, Pacific Islander - .02%, Hispanic or Latino - 1.7%, and two or more races - 1.7%. Only 22.6% of the households in St. Clair Shores have children under the age of 18. This small percentage can be attributed to the decreasing district population. Part of our district boundary encompasses a lower portion of Eastpointe, The city of has a population of 32487. The demographics of the city are - White - 63%, African American - 30.4%, Native American - 0.2%, Asian - 1.6%, Hispanic or Latino - 1.2%, and two or more races - 3.1%. One of the challenges we face is the perception of the community members. St. Clair Shores has three school districts within the city boundaries. The school districts compete for students and the information given by another district about South Lake Schools is not always accurate and truthful. This also affects our enrollment. However, because we are a small district, we are able to attend to our students' needs. We have an accelerated/honors program for English, Math, and Social Studies. Our foreign language program for Spanish and Mandarin as well as Earth Science, and Algebra allow students to receive high school credit toward graduation.

## **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.**

Mission Statement - Every student learns. Every student achieves.

Vision Statement - It is our vision to create a school district which is committed to preparing all learners for the future. In pursuit of this vision, we will provide a positive learning environment which is characterized by the quality of our staff and the support of our community.

Belief Statement - It is our mission to engage all learners of all ages in a comprehensive educational process which helps them think clearly; communicate effectively; capitalize on change; assume responsibility; learn continuously; and prepare for the future.

We also embody our district's beliefs:

1. All decision making must be based on what is best for children academically, socially, physically, and emotionally.
2. South Lake Schools is a community of learners and all members of the community have a right to succeed.
3. High expectations lead to high achievement.
4. Attitude is more important than ability.
5. All members of the South Lake community are mutually accountable.
6. The diversity of our learning community is valued as a positive reflection of global society.
7. Teaching how to access information and how to examine information critically is more important than teaching specific factual knowledge.

We are offering students programs that lead to high achievement. We offer Spanish and Mandarin, as well as Earth Science which can be taken for high school credit. We have honors classes in Math. Our 8th grade Honors Math class is the same as the 9th grade Algebra class and can be taken for high school credit. We have Global Studies classes in English and Social Studies which allow for expanded critical thinking and the use of a global perspective through novels and the Social Studies content. We expect that all students will strive to do their best and this is communicated to all students. We also offer support to students that need additional support to be successful through our Reading and Math support classes.

## **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.**

In the last three years, we have improved in our MEAP scores in various subject and grade levels. We have shown progress in our 8th grade Reading and Writing scores, 7th grade Writing and Reading and 6th grade Reading. Our scores still need to increase to reach our goal of 85% proficiency by 2021-22. We would like to especially improve in our Math and Reading across all grade levels. By the 2015-16 school year, we would be striving to have proficiency overall for all students for Reading at 65% and Math at 49%. We also see an achievement gap continuing with our Special Education and African American populations. We are striving to lessen that gap as well and will focus on research-based interventions that will help us lessen the gap.

## **Additional Information**

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

Following are other accomplishments of our students, staff, parents, and community efforts:

SLMS Green Team - Green Schools Program - Evergreen Status

Partnership with our sister school in Xi'an China - Gaoxin Greenwich School, where our Mandarin students participated in an educational exchange

National Junior Honor Society

Student Rewards for Academics and Behavior

WEB Leaders serve as mentors to our 6th grade students

Peer Mediation Program

Student Council

Lego Robotics

Middle School Sports

Tutoring through an Opportunity Center

Student work on display at the South Lake Schools Celebration of the Arts

Students receiving awards in Macomb County competitions in Art, Science Olympiad, and Social Studies Olympiad

5 students eligible for admission into the International Academy of Macomb and 3 students admitted to the Macomb Math, Science and Technology Center

Band participation in the St. Clair Shores Memorial Day Parade

# Priority School Assurances

## **Introduction**

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

**Priority School Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	For the 2015 - 16 school year, student growth will be 40% of the overall teacher evaluation.	South Lake Teacher Eval 9 24 2014

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	No	South Lake Schools currently uses the ISSLC standards and goal setting in the evaluation of each administrator. We are in the process of discussing how to integrate student growth into the administrator's evaluations and looking at guidance from the Michigan Department of Education. For the 2015 - 16 school-year, student growth data will be 40% of the overall evaluation.	

# **Operational Flexibility Assurance**

## **Introduction**

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

### Assurance of Operational Flexibility

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

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

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

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	MOU is attached.	SLMS MOU

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Label	Assurance	Response	Comment	Attachment
	<p>Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.</p>	Yes	Attached	Signature Page

# Transformation Redesign Diagnostic

## Introduction

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

## **PART A: REFORM TEAM PERSONNEL**

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

Pamela Balint - Superintendent - pbalint@solake.org  
John Thero - Director of Instruction - jthero@solake.org  
Michael Bruce - South Lake Middle School Principal - mbruce@solake.org  
Sherri Becker - Teacher - sbecker@solake.org  
David Mroue - Teacher - dmroue@solake.org  
Renee Bialke - Teacher - rbialke@solake.org  
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Kyle Kevonian - Teacher - kkevonian@solake.org  
Ed Peddycord - Teacher - epeddycord@solake.org

## **PART B: TEACHING AND LEARNING PRIORITIES**

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

Effective instructional strategies implemented with fidelity in all classrooms is more likely to result in improved student growth.

Review the articulation of curriculum in Science and Mathematics to focus on high priority standards.

Improve the school climate and culture of South Lake Middle School so that it encourages high expectations for students and teachers.

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

A data dialogue was conducted with the staff of South Lake Middle School on September 25th, 2014 @ 3:15 p.m. Data was reviewed from both the MEAP test, and perception surveys conducted in the 2013 - 14 school year. South Lake Middle School also participated in a School Improvement Review (SIR) provided by consultants from the Macomb Intermediate School District. The result of the two day visit was a report on what was observed through classroom observations and interviews conducted with student, teacher, and parent focus groups.

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

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

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

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

Indicator 1A:

The Principal at South Lake Middle School resigned from her position in August of 2014 in order to pursue her doctorate. South Lake Schools posted, interviewed, and hired Mr. Michael Bruce as the new Principal of South Lake Middle School in late August 2014. Mr. Bruce has a great deal of experience as a turnaround leader from Mt. Clemens Community Schools where as Principal of the high school he successfully led the school off the priority schools' list. Mr. Bruce meets all of the "turnaround competencies" outlined by the Michigan School Reform Office. He has already focused on early wins and big payoffs by analyzing how students move through the building and teaching students appropriate ways to move and act in the hallways. This is reducing the number of discipline issues in the school already. Mr. Bruce is also working with the Director of Instruction to analyze academic and perception data collected by the school and they have conducted a data dialogue with the staff to identify areas for improvement and develop big ideas for the staff to focus on.

Indicator 1B:

South Lake Schools will increase leadership capacity by implementing each of the following:

The South Lake Middle School Principal will attend Balanced Leadership at the Macomb Intermediate School District in the 2015 - 16 school year. This training occurs for 8 days and focuses on what specific actions that leaders at high performing schools do in order to maintain high achievement. This training will help the principal plan leadership strategies to keep staff and students focused on the big ideas in the priority schools plan, particularly in building the culture.

The Director of Instruction at South Lake Schools will regularly meet with the Principal at South Lake Middle School to consult and provide feedback on the implementation of the big ideas and provide resources needed for implementation.

Each school year, the Director of Instruction will meet with the principals in South Lake Schools to review School Improvement Plans and collaboratively plan the budgets for Title grants and District Resources so that each school has the needed resources to implement activities designed to increase student achievement.

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

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.**

Indicator 2A:

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The teacher evaluation tool at South Lake Schools was developed in the following manner:

South Lake Schools and South Lake Schools Education Association (SLEA) collaborated with teachers and administrators to develop a new evaluation system over a period of four years. A committee made up of the Director of Human Resources, the Director of Instruction, building principals, the SLEA union president and vice-president, and elementary, middle, and high school representatives met frequently to discuss the model and how the final effectiveness rating would be calculated. This process began during the 2008-2009 school year and resulted in the adoption of the Charlotte Danielson model. The committee continued to meet numerous occasions during the 2009-10 and 2010-11 school years to finalize revisions in evaluation procedures, documentation, and the incorporation of student data and student growth progress using state, district, and local assessments. Due to new State mandates, Central Office administrators and SLEA representatives met at the start of the 2013-14 school year to finalize the incorporation of student growth as 25% in the overall evaluation of each teacher and include "Highly Effective", "Effective", "Minimally Effective", and "Ineffective" teacher effectiveness ratings. For the 2014-15 school year, administrators met to discuss the effectiveness of the teacher evaluation system and agreed to incorporate audit rules to ensure that teachers focus on all identified domains. Prior to implementing the changes to the evaluation system, the South Lake Education Association President and Vice-President were provided with the changes and input was requested. For the 2015-16 school year, the student growth factor will increase to 50% percent of the overall evaluation as required by State law.

Indicator 2B:

The district currently uses an administrator evaluation process that utilizes the Interstate School Leaders Licensure Consortium (ISLLC) Standards. Each administrator meets annually with the Superintendent at the beginning of the school year to establish learning and improvement goals that align to specific ISLLC standards. The Superintendent and administrator then meet multiple times throughout the year to update and check on the progress of goal achievement. Currently, South Lake Schools is reviewing the three models for administrator evaluation provided by the Michigan Department of Education and will select one of those models for implementation in the 2015 - 16 school year. Whichever model is selected, South Lake Schools will ensure that student growth will account for 50% of each administrator's overall evaluation.

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

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

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

Indicator 3A

School leaders and teachers will be identified and rewarded with a \$500 stipend for increasing student achievement based on the following criteria:

At least 90% of students demonstrate growth on the agreed upon measures in the teacher/administrative evaluation process, but must include state standardized test data where applicable.

AND

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Maintain a positive classroom culture by having no more than 4 absences for non-school related reasons per school year.

Teachers and/or Administrators who meet the above criteria will receive the stipend at the end of each school year after the release of student achievement data from the State and a review of teacher attendance records. The reward will be added to the teacher's regular paycheck through the Office of Human Resources.

### Indicator 3B

Staff members who are not increasing student achievement will be identified utilizing the following criteria:

Less than 80% of students demonstrate growth on the agreed upon measures in the teacher/administrative evaluation process, but must include state standardized test data where applicable.

Staff members not demonstrating documented student growth results, will be placed on a Directed Plan of Improvement. This process entails meeting with the teacher to mutually determine what the teacher needs in order to be able to meet the standards of increasing student achievement. Some of the supports that could be provided, but not limited to: assign a mentor teacher to meet regularly with the teacher, offer targeted Professional Development opportunities (State/County/Local), receive more frequent formal and informal observations, and provide release time to observe effective/highly effective teachers in the school/district/county.

Any educator who is rated as ineffective for two consecutive school years will be removed from employment with the district.

The evaluation system for South Lake Schools is aligned with all State mandated legislation and teachers evaluated as "Minimally Effective" or "Ineffective" on evaluations will be provided the support/resources needed, as listed above. These staff members who do not demonstrate improvement on two or more consecutive evaluations will be removed from the school staff.

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

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

Big Idea #1 - Improve the climate

Restorative Practices Training - Title II/GF (2014 - 15)

In December of 2014 a team consisting of the SLMS Principal, The South Lake Schools Director of Instruction, and four classroom teachers participated in a training to learn about the Restorative Practices Model and how it can help improve the climate at South Lake Middle School. At the conclusion of the training, the teachers and admins discussed the model and concluded that this would be a promising initiative to change the climate. At the January Staff Meeting, teachers presented the model to the entire staff. The staff has agreed to be trained and implement the Restorative Practices model. The staff will participate in a day of training on the implementation of Restorative Practices as a model. The social worker, counselor, and principal will attend additional training on facilitating Restorative Circles, which is a

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vital component of the model. The Principal and Director of Instruction will make recommendations to the Superintendent and the Board of Education regarding any required physical or human resources necessary to implement the model. South Lake Schools will also contract with the trainer to provide coaching services in the building for one day per month during the 2014 - 15 school year. The coach will be observing teachers in classrooms, model for teachers, and provide feedback. The coach will also keep the principal aware of which teachers need additional support and which teachers have capacity to support other staff. : The expectation from teachers is to participate in Restorative Practices training and implement the model daily in the classroom. Restorative Practices strategies will be added to the fidelity check online form that teachers will complete bi-weekly and sharing of restorative strategies will be part of each department's common planning time (PLCs) on a monthly basis. At the conclusion of the school year, the administration will meet to evaluate the status of the initiative and plan for further coaching and support needed for successful implementation.

### Implement Positive Behavior Interventions and Supports (PBIS) with fidelity - Title II (2014 - 15)

South Lake Middle School's PBIS team reviewed SWIS data on student behaviors and met with the behavior consultant from the Macomb Intermediate School District on November 13th, 2014 to discuss strategies for improving the behavior of students in common areas such as hallways and lunches as well as the classroom. The team made some recommendations and are currently implementing a school-wide PBIS initiative in the school. Team members are gathering quotes for needed banners in the school and rewards for positive behaviors are being implemented weekly. The team is also meeting on a monthly basis to continue planning. The expectation for teachers is to implement agreed upon PBIS strategies in their classes daily. PBIS strategies is a standing item during monthly staff and school improvement meetings. During this time, teachers share strategies that are working with students and make suggestions for improvement of the system.

### Big Idea #2 - Improve Instructional Practices

#### Complete a book study on student engagement - Title II (2014 - 15)

All staff will complete a book study using the book, "Total Participation Techniques", (Himmele & Himmele, 2011). This book will provide staff with research based strategies in order to keep a high level of student engagement in classrooms so that learning increases. The expectation from teachers is to implement strategies that keep students engaged in learning daily. Student engagement strategies is a "Look For" item during administrative walk-throughs. Time for discussion of each chapter of the book occurs during monthly staff meetings.

#### Training in Writing Fluency Tracker - Title II/GF (2015 - 16)

South Lake Middle School staff will be trained in the Writing Fluency Tracker strategy by the ELA consultant from the Macomb Intermediate School District during the summer of 2015. An implementation plan that includes required human and physical resources will be written so that appropriate resources can be allocated to the initiative to ensure success. The expectation for teachers will be to implement the Writing Fluency Tracker strategy in each classroom three times per month. The data will be collected and maintained by students in folders provided by the school. Aggregate data will be reported by each teacher to the principal on a monthly basis.

#### Training in Classroom Instructions that Works - Title II (2016 - 17)

All staff will be trained in Classroom Instruction that Works by the Macomb Intermediate School district during the summer of 2016. Staff and administration will then decide on strategies that will be the focus of classroom walk-throughs and staff instructional rounds on a quarterly basis. The results of the data collected during the walk-throughs will determine when a specific strategy will be considered implemented and a new strategy will become the focus of walk-throughs in its place. Teachers will receive support in the implementation of CITW strategies through feedback received from administrative walk-throughs and instructional rounds with colleagues. The expectation is that teachers will use CITW strategies in their lessons on a regular basis. CITW strategies planned will be identified in the teachers lesson plans that will be submitted to the principal on a weekly basis.

#### Training in the Instructional Learning Cycle (ILC) - Title II

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Teachers will be trained in the Instructional Learning Cycle through the MISD beginning January, 2015. The teachers will then help to train the rest of the core content area staff on the ILC and provide coaching until the ILC is imbedded into the SLMS culture. (2015 - 2018) Initial training on the process will be held for one day during the summer of 2015. ILC meetings will occur for core content teachers by providing a common prep period, of which 90 minutes per week will be used for going through the Instructional Learning Cycle process. The ILC process includes teachers creating common assessments around every 3-4 weeks, implementing these assessments, and then analyzing the results and individual student work. A portion of the monthly staff meetings will also be used to analyze individual student work. The expectation for teachers will be to participate fully in ILC team meetings by creating assessments, analyzing data, planning instructions, aligning curriculum, and sharing high-quality strategies and best practices. Work accomplished will be documented and submitted to the principal after each meeting. The Principal or other administrator will also attend ILC meetings on at least a quarterly basis.

### Big Idea #3 - Improve Curriculum Alignment in Math and Science

#### Curriculum Alignment

Math and Science teachers will be trained in Atlas Rubicon Curriculum Management software and provided with 24 hours during the summer of 2015 to analyze curriculum to ensure that all standards are taught to the proper depth of understanding. Units will be developed that include standard alignment, key concepts, sample lessons, resources, and pre/post common assessments. This professional development will occur in the summer of 2015 so that curriculum alignment can be completed by the beginning of the 2015 -16 school-year. The expectation for teachers will be to work together to break down standards, organize standards into units, agree upon common assessments, and share lessons and instructional strategies. The Director of Curriculum will provide on-site support for the use of the curriculum mapping software and guide teachers regarding instruction.

#### Science Professional Development

Science teachers will participate in professional development with the Science consultant from the Macomb Intermediate School District on teaching science in a manner that integrates inquiry, reflection, and scientific practices into daily lessons. This professional development will begin in the 2015 - 16 school year. The consultant from the MISD will provide individual teacher support by observing instruction in classrooms and providing feedback to teachers. The consultant will also guide teachers through the lesson study process, so that teachers gain experience with integrating inquiry in daily lesson plans. The expectation of teachers will be to participate in all activities and implement the learning into daily instruction. Reports of activities will be developed by the consultant and the teachers that will be submitted to the Principal and Curriculum Director.

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

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

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

#### Indicator 5A

South Lake Schools utilizes the following strategies to recruit the best candidates for all vacant teaching positions within South Lake Middle School:

Compensation: South Lake Schools maintains a competitive salary and benefit package in Macomb county.

AppliTrack: Vacant positions within the District are posted through the online system AppliTrack

(<http://www.aspexsolutions.com/default.aspx>). This program allows district administrators the option to sort potential candidates based on

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their years of experience, area(s) of certification, highly qualified status, highest degree earned, skill level, etc. Once postings are entered in to the AppliTrack system, the software posts the vacancy to K12JobSpot (<http://k12jobspot.com/>) and the District Facebook page (<https://www.facebook.com/SouthLakeSchools>).

District Website: Vacant positions within the District are posted on the District website ([www.solake.org](http://www.solake.org)) under the Human Resources link and interested candidates complete an online application through AppliTrack.

MASSP Website: Vacant positions within the District are posted on the Michigan Association of Secondary School Principals (<http://mymassp.com/jobs>) website.

Metro Bureau: Vacant positions within the District are posted on the Metro Bureau's website ([www.metrobureau.org](http://www.metrobureau.org)).

Michigan Universities: Teacher postings within the District are sent directly to Wayne State University, Michigan State University, Central Michigan University, Eastern Michigan University, Oakland University, and Western Michigan University.

Student Teacher Agreements: South Lake Schools currently has agreements with Central Michigan University and Wayne State University to place student teachers within the District.

Teacher Assignments: All teachers are assigned positions based on their teacher certification and highly qualified status. All teachers in South Lake Schools are certified and highly qualified for their positions.

South Lake Schools assigns teachers to schools in the following manner:

Review data to determine what student needs have to be met

Create programs to meet those needs

Select teachers to work in these programs based upon their proven track record of success meeting the identified needs.

For example, at the end of the 2013 - 14 school-year the Director of Curriculum met with the SLMS Principal and mathematics teachers to review the achievement data from a math intervention class that we were running. The data demonstrated the students were not improving academically based upon being in the intervention class. After the data analysis we planned a change in the program being taught from a preview/review of current math topics in the students' general education math class to a direct instruction program that placed at-risk students into the program through a screening process. We then looked at available teachers that have a proven track record of success with direct instruction programs and working with at-risk students. We identified Mrs. Cindy Boylan as a teacher that would be able to successfully meet the needs of the students in this program, and she had the appropriate certification to teach the class. We then recalled her to the building full-time, and she now teaches the majority of these intervention classes.

Indicator 5B

South Lake uses the following criteria to retain staff at South Lake Middle School:

Student achievement data: through the teacher evaluation process, agreed upon student growth data is collected by teachers and submitted as part of their evaluation. Teachers are retained based upon having at least 80% of their students demonstrate growth in the teachers academic discipline.

Attendance: teachers are retained based upon maintaining a good attendance record.

Participation in School Community: teachers are retained based upon their active participation in the school community by participating on school committees such as the PBIS team, School Improvement team, etc.

Teachers at South Lake Middle School also are encouraged to maintain their employment through the following:

Competitive Salary: Teacher salaries in South Lake Schools are currently the seventh highest in Macomb County and twenty-ninth highest in the State of Michigan.

Professional Development: South Lake provides teachers with multiple professional growth opportunities each year. All new teachers will participate in the New Teachers Academy provided by the MISD.

Rewards: Staff members who provide student growth data that demonstrates that at least 90% of students assigned to them are growing

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academically and the teacher maintaining a good attendance record receive a stipend.

Technology: Select staff members will receive updated classroom technology equipment

Mentoring: Research states that high levels of teacher attrition is directly related to feelings of isolation. To address this, new and at-risk teachers are provided with mentors trained by the Galileo Teacher Leadership Project. These teachers will be provided with release time to plan, observe, and collaborate with their mentor teacher.

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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

**Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program**

Indicator 6

South Lake Middle School staff participated in a data dialogue to determine the underlying causes of their identification as a priority school. Data was reviewed from the MEAP test as well as perception data collected from Parent, Student, and Teacher surveys. After analysis of the data, the staff determined that the following data related to the schools' designation as a Priority School.

All students performed poorly in mathematics

All students performed poorly in science

There exists significant gaps in achievement between White and African American sub-groups in mathematics

There is a significant percentage of parents, students, and teachers who perceive that there are issues of respect between teachers and students and between students and other students that is having a significant impact on achievement.

South Lake Middle School also participated in a School Improvement Review (SIR) conducted by the Macomb Intermediate School District.

The results of this process indicated the following improvements need to be a focus in order to raise student achievement:

Increase the depth of knowledge in the instructional program

Increase the amount of opportunities for students to interact and discuss learning

Increase the use of student objectives and ensure that they are focused on learning and not on agenda items

Increase the use of cooperative learning techniques.

Improve the relationships between teachers and students, particularly African American students.

This information led the staff and administration at South Lake Middle School to focus on three big ideas for improvement:

Effective instructional strategies implemented with fidelity in all classrooms is more likely to result in improved student growth.

Review the articulation of curriculum in Science and Mathematics to focus on high priority standards.

Improve the school climate and culture of South Lake Middle School so that it encourages high expectations for students and teachers.

The instructional program was selected to address each of the big ideas:

Big Idea #1 - Improve the climate

Implement Restorative Practices with fidelity - School-wide implementation

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Restorative Practices is a school management model that includes two components. The primary component is strategies that teachers will use in their classrooms daily that encourage positive relationships with students such as Affective Statements, Affective Questions, and small impromptu conferences. The second component addresses student discipline. This includes social discipline, fostering understanding, repairing the harm, and apologies.

Implement Positive Behavior Interventions and Supports (PBIS) with fidelity - School-wide implementation

Positive Behavior Interventions and Supports (PBIS) is a school climate model that fits nicely under the umbrella of Restorative Practices. PBIS entail the analysis of discipline data in order to determine where, at what times, and what locations most discipline problems occur. After the data analysis, teachers and administrators look for ways to modify and teach students how to behave in these locations/times so that discipline problems decrease. This could include posting signs with student expectations, explicitly teaching students how to flow through certain areas in the school, etc. This model also includes teacher strategies for improving the classroom climate through positive supports and strengthening student/teacher relationships.

Big Idea #2 - Improve Instructional Practices

Improve student engagement - School-wide implementation

Teachers will read and conduct a book study on "Total Participation Techniques", (Himmele & Himmele, 2011). This book will provide staff with research based strategies in order to keep a high level of student engagement in classrooms. The result of staff utilizing these techniques will be that student discipline issues will decrease and student learning will increase. The Principal will facilitate the book study during monthly staff/school improvement meetings beginning in January, 2015.

Implement Writing Fluency Tracker - School-wide implementation

Writing Fluency Tracker is a process in which all teachers provide students with the opportunity to write for 5 minutes multiple times per week. After each 5-minute write students count the number of words written and collect the data in a folder provided to them. Over time, the number of words that students are able to write in five minutes improves and students become more comfortable with writing. The result of this will be that students' writing stamina will increase which will allow them to easily express their thinking and increase learning in all classrooms.

Implement Classroom Instructions that Works Strategies - School-wide implementation

Classroom Instruction that Works is a collection of learning strategies that research has shown has a high impact on student learning. South Lake Middle School Teachers will learn these strategies and use them regularly in instruction. The result of this will be higher quality instruction and increased student engagement. Teachers will attend three days of training from the Macomb Intermediate School District during the summer of 2016. During the 2016 - 17 school-year CITW strategies will be "Look Fors" during classroom walk-throughs and observations. CITW strategies will also be standing items during staff/school improvement meetings and PLCs.

Implement Professional Learning Communities using the Instructional Learning Cycle (ILC) as a model - Core content area implementation

Core content area teachers will implement Professional Learning Communities (PLCs) using the Instructional Learning Cycle (ILC) as a model. The ILC model consists of teachers analyzing standards, aligning curriculum, and creating common assessments. Once the common assessments are implemented, teachers meet to analyze the results at the aggregate and for individual students. Teachers then will plan supports (Tier 2 and Tier 3) as needed. This cycle will repeat every 3 - 5 weeks. Teachers will meet in PLC during common planning time that will be created within the middle school schedule. PLC's will be conducted for a minimum of 90 minutes per week. At the conclusion of each PLC, the team will compile notes of the work completed and submit them to the building principal. The results of this work will be increased alignment of curriculum to State standards, instruction that will meet the needs of individual students, and increased student learning.

Big Idea #3 - Improve Curriculum Alignment in Math and Science

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Align Mathematics and Science curriculum in Atlas Rubicon - Math and Science Department Implementation

Math and Science teachers will meet for 24 hours during the summer of 2015 in order to align curriculum to standards and develop common assessments. This will give teachers a beginning on implementing PLC's in the Fall of 2015. Meeting dates will be determined by the end of May, 2015.

Ensure Science is taught using an inquiry based approach to learning - Science Department Implementation

Beginning in the fall of 2015, the Science teachers will begin working with the Science Consultant from the Macomb Intermediate School District on how to teach science through an inquiry based approach. Teachers will become familiar with instructional standards in science and learn how to implement science instruction using inquiry models. This will result in increased student engagement and learning for students. Teachers will implement these strategies into their daily lessons.

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

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact**

Indicator 7

South Lake Middle School will implement Professional Learning Communities (PLCs) in the core content areas beginning with the 2015 - 16 school year. Teachers will use the Instructional Learning Cycle (ILC) as the model for conducting PLCs. Teachers will meet in departmental teams for at least 90 minutes per week. This time will come from common planning periods that will be created in the school schedule.

During this time teachers will prioritize instructional standards, align curriculum, create common assessments, design formative assessments, analyze student data at the class and individual level, and determine which students need tier 2 and 3 supports. Students needing tier 2 supports will receive support in the classroom through differentiated instruction using best practice instructional methods. For example, teachers could discover through common assessment data that a small number of students are still struggling with solving equations, Teachers could then design a small period of instruction for these students to ensure that they understand the concepts and gain needed skills in solving equations. Tier 3 supports in math and reading will occur through support classes that students are scheduled into based upon data collected through screening tools, common assessments, and teacher evaluation. South Lake Middle School currently provides students with support classes in reading using Corrective Reading as a direct instruction program. Students falling into tier 3 in mathematics are provided with a support class that uses Essentials for Algebra or Connecting Math Concepts. Both of these programs are direct instruction programs that focus on remediating students' skill deficits as quickly as possible. Research shows that direct instruction programs excel at remediating students academic skills by utilizing a consistent, scripted approach to instruction in which students practice key skills that lead to misconceptions.

Time will also be dedicated at monthly staff and school improvement meetings to the review of school/grade/content/individual student data. Teachers will discuss the results and make decisions regarding the support services offered and strategies employed in classrooms.

Teachers will be expected to participate in the Instructional Learning Cycle and be accountable for the work completed during meetings. At the conclusion of each meeting, notes concerning the work accomplished will be compiled by the team and submitted to the Principal. The Principal and other district administrators will also attend each department's PLC meetings on a quarterly basis.

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The outcome of this implementation will be that student achievement will increase as measured by local common assessments, the NWEA assessment, and the M-STEP tests.

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

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

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

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

### Indicator 8A

South Lake Schools will increase time for core academic subjects by redesigning the current schedule. The current schedule is made up of six academic class hours and an advisory period that run between the hours of 7:50 a.m. - 2:50 p.m. Each class period, including the advisory period, run for 51 minutes with a 4 minute passing time between periods. Students have a 35 minute lunch with a 4 minute passing period before and after lunch.

For the 2015 - 16 school year, South Lake Middle School will eliminate the advisory period, shorten the lunch period to 25 minutes, and eliminate the passing period prior to lunch starting. This will result in core academic classes increasing instructional time of at least 11 minutes per class period. This translates to 198 hours of increased instruction in core academic areas for the 2015 - 16 school year.

Research shows that increased time for students engaged in instruction with a teacher has a positive impact on student achievement. This plan will result in students engaging in instruction for an additional 198 hours for the 2015 - 16 school year and will lead to increased student achievement.

### Indicator 8B

South Lake Middle School offers a number of student enrichment activities including the Green Team, Student Leadership (WEB) team, Lego Robotics, Band, Science Olympiad, and Middle School Sports. South Lake Schools will increase time for enrichment activities through a longer school day. Each Monday - Thursday, select teachers will run an Opportunity Center from 3:00 - 3:45. This time will be utilized for student tutoring and retaking assessments. This will allocate three hours of enrichment time per week, which translates to 105 hours of enrichment time per year. Each day will concentrate on a different core content area. This will increase student achievement by providing additional time for students in content areas in which students struggle. This time also provides students with multiple opportunities to demonstrate their learning. Research shows that students who spend more time in enriching activities learn more and have higher achievement scores than students who do not participate in structured enrichment activities. The enrichment programs described here will have a positive impact on student achievement.

### Indicator 8C

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South Lake Schools will increase time for professional collaboration by redesigning the use of the current schedule. When classes are scheduled for the 2015 - 16 school year, common planning periods will be built into the schedule for the core academic teachers. With this common planning time, each department will meet twice per week for 45 minutes for the purpose of curriculum development and/or analyzing student data and adjusting the instructional program to meet the needs of students. This practice will increase student achievement by ensuring that standards are being taught and that the instructional program is meeting the needs of students. Research indicates that when teachers take the time to collaborate on student data at the class and individual level, as well as on instructional practices, that student achievement increases. This additional time will give teachers the opportunity to analyze data, make instructional decisions, and provide students with needed supports. This will result in increased student achievement.

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

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

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

Indicator 9A:

South Lake Middle School is planning on utilizing the following strategies to engage families and the community in reform efforts:

South Lake Middle School will start utilizing community members to provide mentoring for at-risk students. These community mentors will work with students on organization, academics, and responsibility. We will start by focusing on at-risk males.

South Lake Middle School principal meets monthly with a parent group called the Koffee Klatch. During a meeting with this group in the fall of 2014, members of this group decided it would be best for the group to reorganize as a Parent-Teacher Organization (PTO). The purpose of this change is to allow parents a mechanism for fundraising to provide resources that enrich students' experience in the middle school that focus on identified areas of improvement. The PTO will have formal monthly meetings to assess critical need areas to focus where their revenues can be spent. This will improve student achievement by ensuring that students are engaged in the school community.

South Lake Middle School will start a committee of African American Mothers. This idea was initiated by a parent. This group will provide feedback to the school and teachers on how to improve communication, connections, and relationships with African American students. Over 50% of the middle school population is African American.

South Lake Middle School teachers and staff will regularly make positive phone calls to parents and students. These positive phone calls are recorded in an online log that is regularly reviewed by the School Improvement Team and Principal.

South Lake Middle School will hold parent meetings that focus on how parents can help students be successful in core content areas. For the 2015 - 16 school-year, each department will hold one parent meeting. For the 2016 - 17 school year, each department will hold one parent meeting per semester. Parents will be notified of these meetings through the school/district newsletter, robo-calls, and personal invitations from staff.

South Lake Middle School will conduct parent-teacher conferences three times per school year (November, February and May) instead of twice per year in an effort to increase the face-to-face communication with our school community. Some families do not take advantage of other methods the school uses to communicate the academic achievement of our students, and they rely on face-to-face opportunities.

Every September, South Lake Middle School conducts an Open House/Curriculum Night. All parents are invited to meet the key school personnel, meet the instructional staff, receive information on cultural and instructional improvement strategies, receive information on grading and assessment policies, get signed up on our parent portal system, etc.

Every March, South Lake Schools holds a district open house to engage the entire school community in an opportunity to showcase all of our schools. South Lake Middle School in particular, showcases all of its curricular and extracurricular programs.

These strategies will help families feel connected to the school and improve the school climate as well as connect families to the instructional program so that student learning increases.

Indicator 9B:

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South Lake Middle School will engage with the community partners utilizing the following strategies:

Local businesses are contributing incentives to encourage students to be active in the school community and increase performance in their classes. These incentives include field trips, coupons for merchandise, discounts at local businesses, etc.

South Lake Middle School will reach out to the Wayne State C2 Pipeline program that is currently providing enrichment activities to South Lake High School to inquire about running programs for middle school students. This program provides activities for students that relate to Science, Engineering, Math, and Technology. (Big Idea 2).

South Lake Middle School will utilize the services of CARE to provide students with activities that educate them concerning the dangers of drug and alcohol abuse.

A South Lake District Representative will regularly attend the meetings of the 9 Mile/Mack Business Leaders group. This is a group of business owners that work in the community that South Lake serves. The district representative will reach out to this group to encourage their help in the middle school reform efforts as well as facilitate community opportunities for students in South Lake Middle School.

A South Lake District Representative will regularly attend the meetings of the Kiwanis Club of St. Clair Shores. This is a group of community leaders that work or reside in the community that South Lake serves. The district representative will reach out to this group to encourage their help in the middle school reform efforts as well as facilitate community opportunities for students in South Lake Middle School.

A South Lake District Representative will regularly attend the meetings of the St. Clair Shores Optimist Club. This is a group of community leaders that work or reside in the community that South Lake serves. The district representative will reach out to this group to encourage their help in the middle school reform efforts as well as facilitate community opportunities for students in South Lake Middle School.

South Lake Middle School will partner with the Michigan Attorney General's office to provide students with programs that educate them on internet safety, sexting, bullying, and cyber-bullying.

All of these strategies will help the Middle School's reform efforts by improving the school climate and providing additional enrichment for students in Math and Science.

## **PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT**

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

**Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.**

The South Lake Middle School Principal will have the autonomy to make the following decisions:

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

Title I Budget - South Lake Middle School does not receive Title I funding.

Use of Time - The Building Principal determines the school schedule with the staff. Central Office ensures that the submitted schedule complies with instructional minutes and State Statutes.

Professional Learning - Each spring the building principals meet with the Curriculum Director with their School Improvement Plans(SIP). The information from each school's SIP is used to create the District Improvement Plan (DIP). All needed Professional Learning (PL) activities are entered into the DIP and a budget for PL is created using the projected allocation from Title II and the General Fund budget.

Budget - Each spring, the school principal is allocated the number of staff budgeted by the Central Office based upon the number of students and students' needs. The principal then determines how to deploy the staff in the building. All supplies are requested by the building and ordered from the central office. This provides for budget efficiency while ensuring that the school's needs are met.

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

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

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

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### Indicator 11A

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

### District Support

The central office administration will regularly meet with the Middle School Transformation Team to review data from classroom walk-throughs, and student data.

The central office administration will regularly meet with the middle school administration to review data from evaluations.

Surveys from teachers reporting the effectiveness and amount of support regarding curriculum and professional assistance will be conducted.

### MISD Support

The MISD will provide assistance by providing consultants to work with staff in the following areas:

Provide South Lake teachers with professional development in Close and Critical Reading strategies

Provide ongoing professional development to science teachers on curriculum alignment and inquiry based teaching strategies

Provide technical assistance on the "Writing Tracker" strategy

Provide assistance via the Facilitators of School Improvement team

Provide technical assistance and training for South Lake Middle School in implementing a Multi-Tiered System of Support through the MiBLSi Grant.

Provide training for teachers and administrators on implementation of the Instructional Learning Cycle.

### External Provider Support

The district will contract with the Galileo Teacher Leadership Project to provide professional development in teacher leadership to select staff at the middle school.

The district will contract with a consultant to provide training for administrators and teachers in cultural responsibility.

The district will contract with the Sower Center to provide training and coaching in Restorative Practices in order to address school climate and student/teacher relationships.

### Indicator 11B

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