



Reform Redesign Report

Tucker Elementary School

Beecher Community School District

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TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information.....	7
Transformation Redesign Diagnostic	
Introduction.....	9
PART A: REFORM TEAM PERSONNEL.....	10
PART B: TEACHING AND LEARNING PRIORITIES.....	11
PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	14
PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES.....	19
PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT.....	22
PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT.....	26
Assurances Report	
Michigan Department of Education Assurances.....	30
Priority Assurances.....	30

Assurances Report

Michigan Department of Education Assurances 33

Priority Assurances 33

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?

Tucker Elementary services 368 students from Kindergarten to 6th grade. An Early Childhood Program is housed within the building and run as a separate entity. Tucker Elementary is an urban school located in the Beecher Community School District. Beecher Community School District boundaries lie within Flint, Mt. Morris, and Genesee Township. The school district has seen a decrease in student population over the past three years. Tucker is located in the middle of a neighborhood bordered on all sides by a 4 lane road. The majority of the homes surrounding the school are owned by the land bank, boarded up, or rentals. Tucker Elementary has decreased in student population from 405 in 2009-2010 to its current standing of 368. This decrease is consistent with its two main ethnicities; African American and Caucasian. The building has maintained a free and reduced price lunch percentage of 97% + for the past three years. The community surrounding Tucker is distressed. Unemployment, drug use, violence, and single family homes contribute to the challenges associated with this building.

School's Purpose

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

The mission of Beecher Community School District is to "empower students to be successful academically and socially in a global society". Tucker Elementary serves approximately 350 students in support of that broad mission. From its youngest children enrolled in the building's Head Start program through sixth graders completing requirement prior to enrollment in Beecher's middle school, Tucker's children rally around their school's pledge:

I am a learner at Tucker

I am somebody

I am important

I make a difference each day

I follow the "Give Me Five" Expectations

RESPECT

RESPONSIBILITY

KINDNESS

HONESTY

COURAGE

I practice self-control

Today, I shine like a STAR

I do my BEST

I am a Tucker Bulldog!

The school wide mission of Tucker Elementary is to "create a safe and nurturing environment for our learning community. Together we will provide a quality education that engages staff, parents and students to become responsible, life-long learners able to make positive contributions towards society".

Those two mission statements plus Tucker students' school pledge combine to describe a community-based education and support system focused on meeting social, emotional and educational needs of distinctive children. Visitors to this community-centered building will notice an array of support systems aimed at supporting a wide range of needs. Those include home-school liaisons, embedded social worker programs, enhanced security and parent support initiatives.

Tucker Elementary School's educational program is enacted through traditional K-6 self-contained classroom and ancillary support services. A full-time school principal directs Tucker's staff of approximately 35 certified and non-certified individuals. Students have access to effective and highly individualized embedded counseling and special education services.

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.

Tucker Elementary has not seen significant student academic growth over the past three years. Areas that the school is trying to improve upon include: Infrastructure, instructional and curricular alignment. Tucker Elementary will work on sustained, extensive and targeted interventions. Wall-to-wall creation, implementation and monitoring of a completely new Tucker Elementary School student achievement oriented infrastructure (focused leadership, teacher selection and retention processes, embedded professional development, certified and support staff evaluation, reward and incentive systems, building policies, implementation of a uniform progressive, continuous, research-based curricula, instructional practices and expectations for success) will be built focusing on students' needs. Instructional design and methodology in each and every classroom and across all grade levels will be predicated on best practices. Finally, Tucker will have staffing flexibility to ensure we are servicing students as needed based upon data.

Additional Information

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

There are no additional comments at this time.

Transformation Redesign Diagnostic

Introduction

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

PART A: REFORM TEAM PERSONNEL

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

Beecher Community Schools Board of Education - tseltzer@beecherschools.org
LaSonya Larry - Beecher Board of Education Member
Mary Rankins,- Beecher Board of Education Member
Joyce Jackson - Beecher Board of Education Member
Dr. Josha Talison - Superintendent- jtalison@beecherschools.org
Diana Castle - State and Federal - dcastle@beecherschools.org
Annette O'Malley - Curriculum and Instruction - aomalley@beecherschools.org
Tracey Barton - Principal - tbarton@beecherschools.org
Robert Howard - Kindergarten Teacher - rhoward@beecherschools.org
JoLene Townsend - Kindergarten Teacher - jtownsen@beecherschools.org
Norma LaFave - First Grade Teacher - nlafave@beecherschools.org
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David Bell -2nd Grade Teacher - dbell@beecherschools.org
Heather Guerra - Second Grade Teacher - hguerra@beecherschools.org
Jane Bailey - Third Grade Teacher - jbailey@beecherschools.org
Johanna Craven - Third Grade Teacher - jcraven@beecherschools.org
Annette Zemon-Parker - Fourth Grade Teacher - azemon@beecherschools.org
Latrice Manns - Fourth/Fifth Grade Split Teacher -
Debra Jackson - Fifth/Sixth Grade Teacher - djackson@beecherschools.org
Marlene Chatmon - Sixth Grade Teacher - mchatmon@beecherschools.org
Salina Bowie - Music Teacher - sbowie@beecherschools.org
Donald Forte - Physical Education Teacher - dforte@beecherschools.org
Mia Barnett- Student Interventionist - mbarnett@beecherschools.org
Mary Burton - Reading Interventionist - mburton@beecherschools.org
Seth O'Connor-School Social Worker - soconnor@beecherschools.org
Sandra Buchner - Special Education Teacher - sbuchner@beecherschools.org
Barbara Carstensen - Special Education Teacher - bcarsten@beecherschools.org
Sandra Barnett - Special Education Teacher - sbarnett@beecherschools.org
Diane Rankins - Parent Facilitator - drankins@beecherschools.org
JoAnn Webster - Para-professional - jwebster@beecherschools.org
Marty Zmiejko - Beecher Education Association President - mzmiejko@beecherschools.org
Mrs. Hamilton - Parent
Teresa Spencer - Parent

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.)

The School Reform Team initiated their search for causes associated with their school's Priority School status through extensive use of Wellman and Lipton's Collaborative Learning Cycle. Data-driven study processes highlighted two areas of concern. First, Tucker's five-year trend data indicated that students lagged significantly behind statewide averages across all subject areas associated with Michigan Education Assessment Program (MEAP) testing. Very low percentages of students were able to demonstrate proficiency in any tested subject. Secondly, school-wide failure had become a norm throughout the Tucker Elementary School community, inclusive of administrators, teachers, support staff and parents.

Use of the Collaborative Learning Cycle led Tucker's Reform Team to identify two over-arching ideas that will lead to positive changes in teaching and learning. Effective upgrading, clarifying and strengthening of the school's infrastructure, inclusive of school policies, grade level and classroom structures, teacher and administrator evaluation systems and building-wide protocols, must occur so that educational and support systems work in concert to enable student achievement. Secondly, the design of Tucker's instructional program, including curriculum, support materials and teaching methodology must strictly adhere to known best practices of successful schools serving communities of learners demographically similar to that of Tucker Elementary.

First Big Idea: Numerous infrastructure deficits are contributing to low student achievement. Those include but are not limited to school climate and procedures, classroom and grade level schedules, child study processes, promotional policies, team teaching and least restrictive environment-related decisions for special needs students. During the 2012-2013 school year, initial and immediate infrastructure-related changes will be implemented. This will include No Nonsense Nurturing (Lee Canters Group) professional development training in January of 2013 for Tucker staff, adherence to a self-contained instructional model for all K-2 classrooms, piloting of a self-contained instructional model for selected upper grade classrooms, and analysis of comparative student achievement data to determine potential effectiveness of school-wide model of self-contained classrooms. Beginning fall, 2013, significant infrastructure changes will occur, including the use of a balanced school year calendar, prescribed and regimented classroom instructional schedules, building-wide school program schedules, explicit and detailed breakfast and lunchtime procedures and expectations for student behavior, student discipline procedures and arrival/dismissal protocols. No Nonsense Nurturing will be implemented building-wide. Beginning fall, 2014, additional infrastructure-related changes will occur, including clarified strengthened child study processes and clarified policies relating to placement of special needs students in least restrictive environments. Infrastructure changes will decrease student behavior referrals, increase learning time and promote student achievement in all core content areas.

Second Big Idea: Lack of clear and specific instructional methodology as well as a comprehensive and clearly delineated curriculum is contributing to low student proficiency at all grade levels and throughout all subject areas. During the 2012-2013 school year systematic administrative classroom walk-throughs by the principal and curriculum director, exclusive of staff evaluation processes, will be conducted to gather data related to current instructional practices. Following winter, 2013 training, Readers and Writers Workshop will be implemented at all grade levels and within all classrooms. Beginning fall 2013, a cohesive research-based curriculum (pacing guides, materials, and lessons based on Common Core Standards) will be in place at all grade levels. Further implementation and more effective use of Readers and Writers Workshop will continue. A unified classroom management program based on No Nonsense Nurturing will be implemented at all grade levels.

State what data were used to identify these ideas.

Student Referral - Data reveals type of offense, frequency and individual student identities. The number of behavior referrals for the 2010 - 2011 school year compared to 2011 - 2012 school year includes 783 in 2010 vs. 957. Bullying incidents numbered 48 in 2012 and 49 in 2011. Fighting and physical aggression numbered 196 in 2010 and 373 in 2011. Insubordination actions totaled 242 in 2010 and 147 in 2011. Behaviors noted in 2010 occurring more than 30 times include: disruption of the educational process, assault, disobedience, disrespect, instigating, and general misconduct. Behavioral items noted in 2011 occurring more than 30 times included disobedience, disrespect and truancy. Tracking student referrals is important for appropriate support placement. Through the implementation of this plan, we expect to see at least 10% decrease in all discipline referrals for the first year and a 15% decrease when compared to the 2011-2012 results. Quarterly review of respective data by all staff will occur during each year of the plan's implementation.

Students Absences - Data reveals the number of tardies and absences per student and is important for tracking transient student populations, identification of truant students and monitoring students' attendance for academic support. Student absence data helped to determine if instructional methods alone effect student achievement or if student attendance was a contributing factor. Student attendance data will be accessed by the school social worker weekly and reviewed with staff as it pertains to respective students. In 2009-2010 and 2010- 2011 Tuckers student attendance rate was 89%. An increase to 92% will be noted for the 2014-2015 school year.

MEAP Results - Use of the Collaborative Learning Cycle focused on five-year MEAP trend data. Analysis provided insight into reasons behind sustained long-term failure of Tucker students to reach acceptable levels of proficiency. In 2010-2011, 28% of Tucker students were proficient in reading, 14% were proficient in writing, 8% were proficient in mathematics, 4% were proficient in science and 2% were proficient in social studies. In 2011-2012, 29% of students were proficient in reading, 11% proficient in writing, 4% were proficient in mathematics, 0% were proficient in science, and 3% were proficient in social studies. Focusing all available resources on reinvention of Tucker's infrastructure and instructional program will positively impact MEAP related outcomes. By the 2016-2017 school year we are projecting 45% proficiency in all subject areas. We project 85% proficiency in all subject areas by 2020.

NWEA, Measures of Academic Progress - Student achievement outcomes beyond those available through MEAP also contribute toward the understanding of students' proficiency levels. Creation of Tucker's Transformational Plan was informed by comparing fall 2011 to fall, 2012 percentages of students above the norm. Results include the following: Mathematics: Kindergarten increased 11% to 14%. First grade increased 14% to 19%. Second graders decreased 23% to 15% through the two testing periods. Third graders increased 19% to 20%. Fourth graders decreased 14% to 12%, and fifth graders increased 3% to 9%. Sixth grade students decreased 6% to 0%. Reading: Kindergarten increased 20% to 24%. First graders increased 7% to 11%. Second graders remained at 14%. Third graders decreased 16% to 0%. Fourth graders decreased 26% to 9%, and fifth graders increased 6% to 11%. Finally, sixth graders decreased 11% to 5%. Language Arts: Third graders increased 17% to 24%. Fourth graders decreased 30% to 14%. Fifth graders increased 6% to 19%, and sixth graders decreased 15% to 5%. Science: Third graders increased 12% to 22%. Fourth graders decreased 19% to 7%. Fifth graders increased 3% to 17%, and sixth graders decreased 19% to 3%. It is projected that by 2016, at least 45% of Tucker students will score on NWEA above the norm in all subject areas. By 2020, 85% will score above the norm in all subject areas. Results will contribute toward effective implementation of newly adopted curriculum, monitoring within professional learning communities and evaluating/adjusting of instructional practices. Data will be reviewed by teachers following the close of each testing window during weekly PLC meetings.

Administration and respective staff will review classroom data quarterly.

STAR Testing: results from STAR testing for the past three years was considered. That data revealed average grade equivalents for school years 2010, 2011 and 2012. Results include the following: Math - first grade = 1.1, not available, 0.2; second grade = 1.7, 1.3, 1.1; third grade = 2.3, 2.1, 2.2; fourth grade = 2.8, 2.7, 3.1; fifth grade = 3.3, 2.6, 3.1; sixth grade = not available, 3.6, 3.6. Reading - first grade = 1.1; not available, 0.8; second grade = 1.5; 1.5, 1.3; third grade = 2.0, 2.0, 1.9; fourth grade = 2.5, 2.6, 2.5; fifth grade = 3.1, 2.4, 2.8; sixth grade = not available, 3.7, 3.4.

Fall, 2012, STAR Early Literacy - Kindergarten Level: This assessment revealed that 57% of students were classified as early emergent readers and approximately 43% were classified as late emergent readers. By 2015, the average grade equivalent as indicated by STAR is projected to be at grade level. Teachers will access outcome data monthly and information to monitor and adjust instruction. The principal and respective teachers will review results

quarterly. Child Study - processes are in place to support students demonstrating academic concerns. Staff working with the students, administration, and parents jointly develop a plan of support for respective students. Plans developed inform the teacher how to differentiated instruction within the classroom. Tucker's Child Study model will be followed.

Staff Survey and parent survey (2012) results showed a lack of communication among staff and parents, poor behavior and climate, and an ineffective curriculum.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

Former Tucker Elementary School Principal was removed from her administrative position and assigned to a Beecher Community School District Head Start position in March 2012. She subsequently resigned from district service.

A District Principal Search Committee was formed in April 2012. Membership included Central Office personnel, building staff, and a parent. Members reached consensus agreement upon qualities needed for Tucker Elementary School's new leader. A regional search was conducted through use of popular mediums. The new principal, Mrs. Tracey Barton, assumed her position on July 1, 2012. Mrs. Barton has extensive experience working with at-risk students. She began her teaching career in 1996 in Clark County School District, Las Vegas, Nevada as a teacher. During that time she taught at an at-risk school for six years and had the opportunity to be a part of a teacher cohort that was trained under Ruby Payne in which they studied the culture of poverty. The school she worked in had a high poverty rate, frequent gang activities, and a high migrant and ELL population. Upon moving to Michigan she brought that experience to Beecher Community School District as a teacher and later became the Student Interventionist. Mrs. Barton has sixteen years experience working with students considered to be at-risk. With this experience, Mrs. Barton has a unique understanding of the needs of Tucker Elementary School's student population and respective community. Mrs. Barton possesses leadership skills of an effective leader, including team leadership, problem solving, organizational commitment, confidence, and use of data to drive decision-making. Mrs. Barton's professional resume is attached.

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

Beecher personnel and union members worked cooperatively to develop the new district evaluation plan during the 2010-2011 school year. This team consisted of Central Office, administration, and teachers. The group met throughout 10-11 to create Beecher's current evaluation tool. Beecher Board of Ed and union's final approval was reached to use the Danielson-based model for all teaching staff. The new performance assessment tool is currently in use District wide & assesses classroom management, discipline, rapport/communication, instructional organization, student learning, students actively engaged in learning, delivery of curriculum, appropriate instructional techniques, and personal and professional qualities, & student growth. Tucker staff met in Nov. 2012 to review the evaluation process. It was decided to use NWEA, STAR, and classroom assessments as baselines for evaluating student growth. A draft template for tracking student growth was discussed and presented on 11/27/12. The staff approved the template and reached a consensus to use the current district tool in conjunction with our Transformational Plan. The tool is attached. These tools will be reviewed and approved by the Superintendent and Board of Ed for fall 2013 implementation. Beecher's teacher evaluation tool includes a section on student growth and achievement. This section will be weighted as 15% of the summative score in 2012 - 2013 school year, 25% in 2013 - 2014 school year, 40% in 2014 - 2015 school year and 50% in 2015 - 2016. At the start of each school year, all teachers will complete the student growth template based on NWEA and STAR standardized test scores. The template and supporting documentation will be reviewed quarterly by the building administrator. The template will be used to document student growth and inform each teacher's annual evaluation process. A summative evaluation will be completed at the end of each school year for all teachers. It will be based upon frequent classroom walk-throughs and formal observations. Student growth will be determined by expecting a full year's academic growth for classes in core content areas based on: Highly Effective: Beyond a year's growth; Effective: Year of growth per year; Minimally Effective: Under a year's growth; Ineffective: Under half a year's

growth. Members of Tucker's faculty possessing a Highly Effective or Effective final evaluation rating will demonstrate a deep understanding of data driven instruction. Their pedagogy will be focused around needs of their students as referenced in their lesson plans, data showing student achievement growth, strong classroom management, and having met the needs of their learners. Members possessing a Minimally Effective or Ineffective evaluation rating will immediately have their Individualized Development Plan (IDP) reviewed and modified using the data from the evaluation. The IDP will be mutually developed between the building administrator, curriculum director and staff member. This plan will focus on areas identified as concerns. The staff member will have an increase of professional development opportunities, be assigned a mentor, be evaluated according to legislative requirements, and meet with the curriculum director monthly. Staff members on an IDP who receive another Minimally Effective or Ineffective summative evaluation will be removed from Tucker. Tucker will follow the Revised School Code legislation regarding performance evaluation system for teachers and administrators. Building administrators are directly responsible for the evaluation of staff utilizing all elements of the instrument. All teaching staff will be evaluated in accordance with legislation. Non-Tenured staff will have an end of year final summative evaluation. All staff members will experience frequent classroom walk-through activities. Information gleaned will be incorporated into teachers' final evaluations. In addition to the required evaluation processes and beginning with the 13-14 school year, all Tucker faculty, working with the principal, are required to develop and maintain an IDP. This instrument will facilitate and track each staff member's professional growth and provide opportunities for individualized PD to enhance instructional skills. The plan will be based on data from student achievements, formal evaluations, and informal observations. This plan will be developed during the first quarter of each year and reviewed and modified as needed following each evaluation. District wide administrative evaluations will be conducted through use of a newly developed assessment tool also based on the Danielson model. That instrument was first used during the 11 - 12 school year. Central office personnel are responsible for evaluating building administrators at least twice per year along with establishing and evaluating the leaders' progress toward professional goals as stated in the leaders IDP. The superintendent has direct responsibility for evaluating the Tucker Elementary principal twice per school year. The administrative tool evaluates leadership, communication skills, organizational performance, interpersonal skills, organizational management, labor management relations, evaluations, fiscal management, and student growth. The same student growth formulas will be utilized for the administrative evaluations, including 15% in 2012 - 2013 school year, 25% in 2013 - 2014 school year, and 40% in 2014 - 2015 school year. The teacher and administrative protocol tools are attached with the tools. When an administrator is deemed minimally effective or ineffective after 3 consecutive evaluations, they will either be transferred to a new position or procedures for removal from the workforce will be aggressively enacted. Administrators found to be effective will be offered extended contracts. Opportunities will be offered to these individuals to expand professional capabilities through training and professional development.

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

Tucker staff met on November 9, 2012 to determine a range of incentives and rewards for incorporation into our new evaluation system. Stipends, release time, luncheons and special recognition for achievement were suggested. Subsequently, a plan was developed in which all teachers who meet student growth targets based upon NWEA assessments, local assessments and/or receive a "Highly Effective" or "Effective" overall evaluation rating shall be eligible to participate in a points-based incentive program. This effort would be associated with Tucker's student growth data template and the annual evaluation process. Growth targets will be based upon class averages equating to a year's growth in the academic year. Teachers will have the opportunity to use points earned toward rewards. The incentive system will allocate points to the teacher as they meet student growth goals and are rated "Effective" or "Highly Effective" on evaluations. Teachers may choose when to expend points and may choose from a system of rewards. A draft plan of this system is included within Assurances under the Evaluation Tool. This new points based rewards system will be implemented for the 2013 - 2014 school year.

Personnel evaluation tools and expectations will be explained through group staff meetings prior to the beginning of the school year.

Subsequent individual administrator/staff meetings will be held with staff members to promote thorough review of all evaluation processes. Non-tenured personnel will be formally evaluated per current Michigan legislative standards. Tenured personnel will be formally evaluated. Frequent classroom walk-throughs will be completed for all tenured and non-tenured teachers. Personnel effectiveness will be assessed through a combination of classroom observations and summative evaluations.

If personnel are found to be minimally effective or ineffective, their Individual Development Plan will be revised and Michigan legislative requirements will be followed. When personnel remains minimally effective or ineffective, procedures for their removal from the workforce will be aggressively enacted. Teachers receiving "Highly Effective" and "Effective" ratings will be provided formal opportunities to explore craft-enhancement opportunities. Tucker Elementary School's building principal is responsible for the completion of all evaluation processes associated with the school.

Central office personnel will be responsible for evaluating building administrators at least twice per year. Central office personnel are also responsible for establishing and monitoring building leader's progress towards professional goals as stated in each leader's Individual Development Plan. When building administrators are deemed "minimally effective" or "ineffective" after three consecutive evaluations, they will either be transferred to a new position or procedures for removal from the workforce will be aggressively enacted. Administrators that are found to be effective will be offered extended contracts. Opportunities will be offered to these individuals to expand professional capabilities through participation in training and professional development.

Rewards for the building administration include the offering of additional year long contract with the ability to expand professional capabilities. These offerings include the ability to attend additional training and professional development. Release time will be given, stipends can be offered, and the ability to grow in their leadership capacity will be given.

School leaders will be identified by their participation in school development activities, participation in the Transformational Plan implementation, support of curricular reviews, and growth toward district initiatives. The building administrator will be responsible for identification of school leaders. Rewards for school leaders will include the ability for these staff members to grow in their leadership capacities. Based upon our experience with our high school teacher leadership team that is already in place, implementing a reward system that allows for this type of growth has been instrumental with moving the building forward. This group of staff members plays a vital part in how the building progresses. These leaders collaborate professionally amongst their leader group, have a say making changes as needed, help to support their peer teachers, and are given the opportunity to be a leader within their building and on district initiatives. The district will help to groom these staff with their abilities to lead and coach their peers within the building by allowing for added training, additional days of support, and being portrayed as a leader within the district. They will be offered additional professional development opportunities outside of the district to include Michigan State's Fellowship of Instructional Leaders, county future leaders' trainings, and building improvement trainings. These offerings are given due to the leaders showing commitment to the building. Trainings will be supported by the Director of State and Federal Programs and building administration. These rewards allow for additional supportive training, stipends, release time, and recognition from peers.

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.

Reform Redesign Report

Tucker Elementary School

Collaborative Learning Cycle dialogs revealed a need to implement effective and sustainable instructional, curricular and cultural changes throughout the school. In response to significant instructional needs, an appropriate, complete, sustainable and relevant elementary curriculum will be adopted by the Beecher Community School District Board of Education no later than June, 2013. The new curriculum will be presented to Tucker staff before June 15, 2013. Full implementation of the new curriculum will take place at the beginning of Tucker's 2013 - 2014 school year. The approved curriculum will be systematically reviewed and clarified during Professional Learning Community teacher collaboration sessions scheduled throughout 2013 - 2014. The principal and Director of Curriculum will facilitate these vital Professional Learning Community meetings. Additional and sustained professional development activities will be scheduled as follows:

Professional Development Needs Assessment Survey - In order to ensure implementation of the school reform activities, each faculty member will complete an extensive professional development needs assessment inventory on an annual basis. Staff will complete this assessment prior to the start of each school year. The instrument will be subsequently reviewed prior to the end of each respective school year. This data, in conjunction with student growth data, will be used to gauge implementation of Transformational Plan initiatives. Collective information will further inform Tucker's annual professional development calendar.

Summer Stipend-Based Professional Development - Time and resources necessary to address development of critical teaching skills will be allocated in support of summer training academies. Tucker staff will attend extensive summer, 2013 and 2014 workshops under the direction of Beecher's Director of Curriculum. Sessions will meet training needs of staff as dictated by Transformational Plan components.

Professional Learning Communities - During summer, 2013, selected Tucker teachers will begin intensive Professional Learning Communities training. In turn, trained teachers will facilitate development of related skills among remaining Tucker staff throughout 2013 - 2014. All staff will be trained during the summer of 2014.

Writers and Readers Workshop - In November 2012, selected teachers from Tucker Elementary began Readers Workshop training. Their sessions meet bi-monthly and will continue through spring 2013. Trained staff will subsequently develop relevant skills within remaining Tucker faculty during required staff meetings, professional learning community sessions and School Improvement Team meetings. All staff will be trained in the summer of 2013.

No Nonsense Nurturing - Tucker will implement building wide No Nonsense Nurturing classroom management curriculum. Implementation will utilize in-classroom coaching and development of a culture plan to guide instruction, expectations and discipline hierarchy. Training will commence January 2013. Sessions will occur outside of the school day with stipends offered to staff for participation. Further training will occur throughout 2013 - 2014 during scheduled professional development days. A private vendor will facilitate training with support from Beecher's Director of State and Federal Programs.

Utilization of Test Scores - Building wide NWEA and STAR testing will facilitate monitoring of student achievement. Professional development necessary for effectively use is underway. Related and ongoing professional development will continue throughout the 2013 - 2014 school year. Sessions will occur during monthly staff meetings and will be led by administration and Tucker's NWEA point of contact.

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.

In preparation for the 2013 - 2014 school year and beyond and when teacher vacancies exist, recruitment of candidates will be based on student needs as identified through parent surveys, staff surveys and related indicators. Tucker's principal will be actively involved throughout

the process of candidate interviews. Hiring decisions will be based on each candidate's credentials, skills, abilities as an effective writer and reference checks. Recommendations for hiring will come from the Tucker principal.

Tucker's interview team members will include central office administration, the building principal and members of the school reform team. Interview questions will focus on knowledge of best practices including the Understanding by Design instructional framework, knowledge of Robert Marzano's Classroom Instruction that Works and High Yield Strategies, as well as experience in professional learning communities as described by DuFour, DuFour & Eaker. Candidates will also be queried on their knowledge of research-based differentiated instruction strategies and Reader and Writer Workshop for both content and process.

Tucker's recruitment and retention efforts will be enhanced through implementation of a Tucker specific Leadership Academy. This cohort-based program, a partnership between Tucker Elementary School, the University of Michigan-Flint and/or the Genesee Intermediate School District, will enable staff to participate in ongoing targeted coursework associated with curriculum development, instructional methodology, administrative skill and capacity development as well as content specific knowledge and skill development. The Leadership Academy will commence operation in July, 2013 and will be directly supervised by the building principal.

Starting with the 2013 - 2014 school year, all Tucker staff will complete and maintain an Individualized Development Plan inclusive of specific professional development opportunities. Teachers that receive "highly effective" rating on their evaluation and that are trained in coaching will use this technique within a mentoring program. Experienced mentors will be assigned to respective non-tenured teachers. All non-tenured teachers will participate in annual district orientation/induction programs and will be coached by teachers trained in blended coaching techniques.

On Friday, November 9, 2012 Tucker staff agreed that a cash incentive would be appreciated as a way to compensate high achieving staff. Starting with the 2013 - 2014 school year, teaching staff with "highly effective" evaluation rating will receive a monetary stipend at the end of the evaluated year. The allocate stipend is currently being negotiated by the union and central office and will be in place for the start of 2013 - 2014.

Teaching staff will be subjected to changes in assignment based upon blended data, including parent ratings, classroom observations, student behavior data, and student achievement data, to achieve the most effective placement of a teacher beginning with the 2013 - 2014 school year. The principal, in conjunction with the Tucker Reform Team, will evaluate data to determine the "best fit" for the current and future staff. The principal has been granted the right to accept or deny any district staff member wishing to transfer to Tucker Elementary. The principal and mentor team members will use current student behavior data, student achievement data, classroom observations, teaching evaluations along with any documented information from parents and students to make the decision to deny or move a staff member.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

During the second half of the 2012 - 2013 school year, Beecher Community School District, Central Office personnel, Tucker administration, and elementary teaching staff will take all necessary steps to initiate effective implementation of MAISA/Oakland School's SCOPE Curriculum. This resource is posted online at <http://oaklandk12public.rubiconatlas.org/Atlas/Public/View/Default>.

SCOPE curriculum was created through seven steps of curriculum mapping (From Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (pp. 8-16), by H. H. Jacobs, 1997). Each highlight lesson has been written using Thinking through a Lesson Protocol (TTLP), a research-based tool to help teachers prepare for lesson enactment (Smith, M.S., Bill, V., & Hughes, E.K. (2008). Thinking through a lesson: Successfully implementing high-level tasks. *Mathematics Teaching in the Middle School*, 14, 132-138.) Authors used a specific curriculum management tool to create the curriculum. This tool can be found at <http://www.rubicon.com>. The curriculum is based on Common Core standards for ELA and Math and the GLCEs for Science and Social Studies. The ELA lessons focus on Readers and Writers Workshop.

Beecher's Director of Curriculum will lead Tucker's transition toward effective use of a new and common curriculum. Reviews of curriculum are being organized and held bi-monthly by the Director of Curriculum; these reviews are currently in place. The Director has developed a curriculum council with representatives from Tucker Elementary and the building administrator. The focus of this council is to meet bi-monthly beginning November 2012 to ensure fidelity of the MAISA/Oakland scope implementation.

Readers and Writers Workshop provides teachers with intentional and effective strategies necessary for success with multiple levels of students, promoting a knowledge base for instruction. November 2012, selected teachers from Tucker Elementary began participation in Readers and Writers Workshop related professional development. Trained staff will then provide ongoing professional development for all other Tucker Elementary teachers. December of 2012, all Tucker Elementary staff will participate in a daylong "Introduction to Readers and Writers Workshop". This training is led by the Director of Curriculum. Tucker staff will continue their Readers and Writers Workshop PD into the 2013 - 2014 supported by our ISD.

Tucker Elementary will begin the implementation of a classroom management system that will create a school culture shift through use of the No Nonsense Nurturing program. This initiative includes a coaching component as well as development of a culture plan that guides instruction, clarifies teacher expectations and outlines a specific discipline hierarchy. No Nonsense Nurturing is a research based proactive classroom management system designed to communicate instructional urgency for all students. No Nonsense Nurturing supports teachers in developing classroom management techniques that involve explicit and precise directions, behavioral narration and appropriate consequences that align with expectations and values. Selected staff will be trained as instructional coaches. Training will begin in January 2013, and continue through the remainder of the current school year. Full implementation of No Nonsense Nurturing will begin fall, 2013. Behavior referrals, student achievement on assessments, and attendance data will be used to evaluate the success of implementation. In addition to sustained application of No Nonsense Nurturing, Tucker Elementary will implement the Positive Behavior Intervention Support system to curb identified behavioral concerns. This system will be co-led by Tucker's Behavior Interventionist and principal. Implementation has begun and is based upon the Bucket Fillers Book by Carol McCloud.

Professional Learning Communities represent extended learning opportunities used to foster collaborative learning among colleagues within a particular work environment. (<http://www.schoolimprovement.com/experts/richard-dufour/> Richard Dufour). During summer, 2013, selected SY 2012-2013

teachers will begin Professional Learning Communities training. These trained staff will lead weekly Professional Learning Community meetings for the 2013 - 2014 school year. During the summer of 2014, remaining Tucker staff will also receive PLC training.

PLC's will be conducted during Tucker teacher's weekly release time. The principal will monitor the PLC initiative to assure success. Documentation logs will be completed by all participants for each weekly meeting. Logs will be routinely submitted to the principal for review. PLC sessions will be utilized to establish SMART (specific, measurable, attainable, relevant, and time-bound) classroom learning goals, planning and evaluating curriculum, analyzing data and developing targeted student interventions.

A 2013 - 2014 school year balanced calendar will be implemented. This calendar allows for continuous student learning, shorter vacations and fewer opportunities for students to forget important lesson material. Teachers will spend less time reviewing past lesson objectives. A balanced calendar allows for additional instructional time to occur during student breaks allowing for student specific targeted interventions along with providing students a jump-start for their upcoming instructional objectives. (Ballinger, Charles E., and others. THE YEAR-ROUND SCHOOL: WHERE LEARNING NEVER STOPS. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1987. 42 pages. ED 290.210). The flexibility of the balanced calendar facilitates intersession programs during breaks. These programs enhance and enrich student learning. (White, William D. "Initiating and Administering a Year-Round Program in Your Secondary School." Paper presented at the Annual Meeting of the National Council on Year-Round Education, Los Angeles, California, January 23-25, 1985. 23 pages. ED 258 336.)

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

Tucker Elementary staff will systematically utilize formative and summative assessments to evaluate student growth. Instruction and lesson plans will be continually modified as needs are identified. Formal assessments used for these purposes will include Tucker's NWEA testing program, given to students three times each school year, STAR testing, administered every four to six weeks, teacher-developed quarterly assessments and daily monitoring of student achievement through varied formative assessments including classroom observations, exit tickets and thumbs up/thumbs down.

Staff will evaluate the information derived from all assessment data during required weekly meetings. Tucker will implement three weekly meetings collaboratives - one being a required staff meeting, the second being a professional learning community meeting and the third being weekly grade and/or content level meetings. These meetings are described in the paragraphs below.

Tucker Elementary will implement a weekly early release program that will allow staff to work collaboratively within their professional learning community structure. This initiative will begin during the 2013 - 2014 school year. Professional Learning Communities will include all Tucker staff, including the principal, teachers and support personnel. This collaborative work will allow for reflective dialogue in which staff conducts conversations about students' academic scores while identifying related issues and problems. This approach has proven to effective in making curriculum reform and instructional changes. A team of Tucker staff will be trained in the model during summer 2013 professional development and will help to lead the initiative during the 2013 - 2014 school year. The entire staff will be trained during the 2014 - 2015 school year. Full implementation and understanding of the process, data to be evaluated, and implementation of a working and functioning professional learning community will be in place by 2015 - 2016.

Tucker's monthly professional learning community initiative will adhere to a specific schedule as noted below. The scheduled may be modified to meet shifting instructional needs following review of data. Agendas and data reviews will be required from each meeting. The required documentation will be submitted to the principal for review and assessment.

Week 1 - Setting SMART classroom learning goals

Week 2 - Plan and evaluate curriculum, review common assessments

Week 3 - Analyze data

Week 4 - Plan and provide interventions

Professional learning communities will systematically review and evaluate data to identify individual students or classrooms that are below grade level or are making slow gains. When academic struggles are identified, the professional learning community will identify instructional changes or interventions to be implemented. Teams will explore all avenues of interventions that may benefit the student, including re-teaching, differentiated instruction or small-group tutoring. Professional Learning Communities will use data to identify positive gains. When a team identifies positive growth through data analysis, effective teaching styles and techniques will be shared with colleagues, enabling others to make the same changes.

Tucker teachers will access a common planning period daily beginning fall, 2013. Weekly grade and/or content level meetings will be held during these school day sessions. One planning period a week will be devoted to teachers meeting together as a grade level or content level to discuss student data, curriculum, and other requirements. The building administrator will be directly involved with these meetings monthly.

Finally, teachers will access and share test data with parents through scheduled conferences, required progress reports and documented telephone contacts. An enhanced Parent/Teacher Conference Program will occur two times annually beginning with the 2013 - 2014 school year. When data reveals that a student's achievement is below grade level, a minimum of four parent/teacher conferences will be conducted. Instructional changes and interventions will be discussed with parents as well as supplying parents with additional learning materials for use at home. Parents will be provided access to their child's grades and scores via Beecher's online parent component of the Tucker Elementary website. The enhanced program will require teachers to pre-schedule conference with every parent and follow-up with parents not in attendance.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

Tucker Elementary will increase student-learning time by 30 minutes a day. This additional time school-wide initiative will begin with the start of the 2013 - 2014 school year and will impact all teachers and all grade levels. Approximately 88 hours of Tucker Elementary School instruction time will be added during the school year through this new expectation. Secondly, Tucker Elementary School will adopt a 2013 - 2014 year-round balanced calendar. The innovative and new calendar will redistribute traditional "time off" between quarters, thus providing targeted and additional intercession instructional time. Reference the attached calendar for Intercession schedule details. Summer school will occur during the summer of 2013 for immediate support of our students.

Enrichment activities will be implemented during the intercessions. Intercessions are the time between quarters, equating to approximately 10 days of extended learning opportunities. Intercessions will run Mondays through Thursdays for at least than 3 hours daily. The focus will be to provide extended time for students to increase knowledge within the curriculum, allowing for smaller group instruction and providing of opportunities for student growth in all core content areas. Instruction will be based and evaluated upon student data (STAR and NWEA testing results). Our 21st Century programming will run enrichment opportunities along with Tucker Elementary staff.

Restructuring learners' daily non-classroom activity periods will enact increased student learning time. Sessions will move from traditional activities only (e.g. gym, art, music) to experiences that are academically focused (e.g. SuccessMaker reading and math online support) and other areas of academic enrichment based upon student needs as demonstrated by assessment results. Full implementation of the changes will occur during the 2013 - 2014 school year and beyond.

Classroom instructional time will be maximized by elimination of Tucker Elementary School's current non-self contained teacher specialization program. All Tucker Kindergarten through fifth grade classroom faculty will provide services through a strictly self-contained approach. We have found that a student moving from one classroom to another room for instruction decreases the amount of instructional time on task for the students. Keeping students within a self-contained classroom (meaning one teacher teaches all core areas) will decrease time lost due to lining up, walking to another classroom, and getting started with another teacher. This will not increase the amount of instructional time outside of the normal school hours, but will increase instructional time within the school day. Looking at observational walk through information from the 2011 - 2012 school year and comparing it to the years it is implemented will show the additional time on task. This transition to all self-contained classrooms will be piloted during the second semester of the 2012 - 2013 school year. Adjustments will be made based upon data results from this piloted time.

Overall increases in instructional time beginning in fall, 2013 include:

88 hours through extension of daily programs by 0.5 hours and 72 hours annually through implementation of a balanced year calendar school scheduled intercession programs. Additional hours of instruction will be provided for targeted students through an all-grades summer school (120 hours/five weeks), Genesee Intermediate School District 21st Century Program (450 hours annually).

Additional Time:

88 hours = ½ hour increase daily (responsible parties: District Administration to review, set up transportation, and implement for the 2013 - 2014 school year and beyond.)

72 hours = 3 intercessions x 4 days a week x 2 weeks x 3 hours a day (All students invited) (District Administration to establish a calendar that includes intercessions for the students to extend learning opportunities.)

120 hours = 5 weeks of summer school x 4 days a week x 6 hours a day (2 - 3 hours supported with Genesee Intermediate School District 21st Century Programming) (All students invited) (Director of State and Federal Programs to organize summer school opportunities for the building. This will be implemented during the summer of 2013.)

450 hours = 21st Century after school programming; 150 days x 3 hours a day (All students invited) (Coordinated through the building administrator, Director of State and Federal Programs, and Genesee Intermediate School District - holder of the 21st Century funding.)

By 2014 - 2015, Tucker Elementary will increase parent opportunities to participate in enrichment programming outside of school hours. Tucker's enrichment program will encompass experience learning to include: field trips, community partners, and volunteer opportunities for parents, community members, and organizations during the school day based upon curricular alignment.

Teachers will be allocated an hour weekly for collaboration to discuss instructional methods, curriculum alignment, data review, school policies, and special education needs.

This weekly time will be scheduled during the school day with students being released for that hour. The weekly meeting time will be based upon a professional learning community structure. Agendas and sign in sheets will be required.

Additional professional learning opportunities to be offered include: curriculum alignment, data assessment, school policies, instructional support and practices, divergent learning styles / special education students, grade level collaboration. Times for professional development include: five district required professional development days, weekly hour release, meeting during planning time weekly, and the possibility of being scheduled during intercession time, and summer break.

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

Tucker Elementary currently supports varied family and community partnerships. These programs will be refined and strengthened in conjunction with Tucker's Transformational Plan. These partnerships include:

Great Lakes Stewardship Outreach (University of Michigan-Flint) - Tucker staff, including Shelly Stewart-Roberts, Robert Howard, Norma LaFave, and Jolene Townsend will work cooperatively during 2012 - 2013 to strengthen this program by inviting more teachers to join the Tucker Elementary beautification/community garden project.

University of Michigan-Flint "On Campus" Program - The University will officially open a facility within the District's campus in January, 2013. This public school and university partnership will allow additional student interns to receive instruction on the District's campus. Extended learning opportunities for our students (pre-college and college courses) will occur. Parenting classes as well as extended learning opportunities for community members will be offered on a regular basis.

Local University Student Interns Program - Beecher Community School District administrators will work cooperatively with local universities and mentor teachers to place local student interns during the 2012 - 2013 school year. Placement frequency will increase each school year.

Pastoral Alliance - Beecher's Superintendent of Schools has established a Pastoral Alliance group beginning this school year. This group

Reform Redesign Report

Tucker Elementary School

meets bi-monthly to discuss and expand support for district and building school improvement efforts.

Supplies for Families Support Program - During the 2012 - 2013 school year, Tucker's school social worker and parent facilitator have worked with local food pantries and churches to supply food, clothing, furniture, and other essential items Tucker Elementary families require. The food pantry feeds students during the after school programs, summer school programs, and with weekly backpacks that are sent home with students on the weekends. Partnerships will continue through upcoming school years.

During the 2012-2013 school year and beyond, Tucker Elementary will use the following methods of communication with parents and community:

Facebook - Information will be updated weekly through the building's technology point of contact.

Tucker Webpage - All teachers will be required to have a calendar of events that is updated weekly showing assignments and weekly objectives. The principal will monitor this requirement.

Synervoice - This resource is a telephone communication system that disseminates crucial information as needed electronically through telephone calls to all parents. The principal has oversight of this resource.

Newsletters - Classroom focused weekly newsletters will be sent home to parents, inclusive of a paper version and through teacher's websites.

Parent Teacher Conferences - Structured conferences will be held twice each school year, in the fall and spring. Conferences will be scheduled for specific times and dates by each classroom teacher. Communication with parents not in attendance will be made by teachers within one week of the missed conference. Documentation of all contacts will be maintained by classroom teachers and made available to the principal for review upon request.

Parent Teacher Conferences for Struggling Students (students below grade level in any core content area) - Two additional parent teacher conferences will be scheduled outside of the school day by classroom teachers to address concerns. Sessions will occur in January and May. Documentation of these conferences will be available for review by the principal upon request. This expanded conference program will begin during the 2013 - 2014 school year.

Open House Opportunities - Two open house programs will be offered at two different times in the first month of each school year. One session will occur during the school day and one will be held during evening hours for parents working varied schedules. This revised open house program will begin during 2013 - 2014 school year.

Weekly Parent Meeting Program - Parent meetings will be scheduled weekly during the school year. These meetings will be set up and facilitated by the Parent Facilitator and building administrators. Topics will vary depending on a survey sent out to all parents at the start of each school year. Subjects may include MEAP assessments, dealing with disruptive behaviors, financial support, Protective Services, and student learning.

Tucker Elementary will continue to employ a parent facilitator and school social worker to support teacher and parent communication along with providing parents additional support to enable student success. These staff will work collaboratively with grade level teachers to support parents of students demonstrating academic failure. Examples include: student absences, assistance in planning parent meetings, coordination of educational opportunities for parents and students and conducting home-visits for the purpose of acquiring information

regarding parent needs and behavioral concerns which interfere with students' academic progress.

Parent Teacher Organization - This group assists Tucker's school-wide Parent Facilitator in organizing no fewer than two monthly parent involvement meetings. Sessions will rotate through a morning and evening schedule to accommodate needs of parents. The parent facilitator, parent-teacher organization members, and Tucker staff will design meeting agendas.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

A Memo of Understanding (MOU) was signed by the Beecher Education Association, the Board of Education, and the Beecher Superintendent of Schools, stating that the District and Association are committed to meet requirements placed within the Transformational Plan. This agreement includes operational flexibility in the areas of staffing, calendars, time, and budgeting. The Memo of Understanding is attached.

Teachers assigned to work with Tucker Elementary students will be placed in positions based upon prior evaluation outcomes and student performance data during the implementation of this Transformational Plan. The Tucker Elementary principal will exercise right of refusal to deny a teacher the ability to move into Tucker Elementary School if their capacity does not align with Tucker Elementary School's direction and programming needs. This includes teachers from within the Beecher district wishing to be placed at Tucker Elementary as a staff member. This authority will be in force throughout the duration of the plan. Current State legislation regarding teacher evaluation and removal of staff will be followed, including removing teachers evaluated as "ineffective" within the building. Student data will be a significant portion of the evaluation tool and weighted as legislated.

Tucker Elementary administration will be involved with the process of interviewing for any open positions within the building. Placement decisions will be based upon potential candidate's credentials, abilities, written abilities, and reference checks. Recommendations for hiring will come from Tucker Elementary administration. This process is currently in place.

Tucker Elementary will be allowed to adjust their school calendar as needed. An extended year calendar will be implemented for the 2013 - 2014 school year. This will spread teaching days out over the course of a fiscal year instead of within the traditional model. The balance school year calendar will allow for teaching "Intercessions" to occur while students are on break, thereby increasing the number of days students are in school. The district administration and board members are in full support of this. The district has begun the process of notifying the community through different means including: mailings home (September, November, and 2 - 3 more times during the remainder of the 2012 - 2013 school year); community meetings (pastoral group that meets bi-monthly, district town hall meeting (held in November); board meetings; and parent meetings held on campus. The calendar is being developed by a group of Tucker staff members along with central office administration. It will be brought to the Beecher Board of Education for full motion and approval in April 2013 after further investigation into a schedule for the building, parents, students, and staff is reviewed.

Tucker Elementary will have the ability to schedule their professional development days. The district places five full school days each school year for professional development. The building will have the schedule and set up professional development needs based upon this plan and the building data. A professional development calendar is attached with this plan.

The balanced school year calendar will also add extra time onto every school day, again increasing the time all students are in school. The Tucker staff agrees to add 30 minutes a day onto the students' time. This will add an approximate 88 hours of additional instruction to the school year. The staff at Tucker Elementary under the guidance of administration is working out the details of how the day will look, including time frames for teaching each subject. This new schedule will be implemented for the 2013-2014 school year. Along with increasing student time at school, the building has also been given the operational flexibility to increase student time on task and engagement within the building. Walk through data shows there is an approximate loss of ½ hour - 1 hour of instruction daily when students transition between

different teachers. The staff wants to implement a self-contained classroom instructional program that will allow one teacher to teach all core content areas and adjust lessons based upon specific student needs. This increase in instructional time will be noted in classroom walk through data and can be measured in increased student achievement.

Tucker Elementary School's district-supplied operational budget will be adjusted to meet unique Priority School-related needs. More financial support will be given from both general and federal funding to maximize opportunities for student success. Because Tucker Elementary is part of the Title Consolidation Pilot for the state, more flexibility is allowed with the expenditure of its federal monies. This allows, for example, the ability to place funding in training referenced within this plan without having to have specific details of how many, which one, what time, what location, etc. It in turn gives Tucker Elementary operational flexibility to make sure the funds are spent where needed, based upon the data and items referenced within this plan. This increase in operational budget will result in an ability to increase student achievement. Tucker's required Title set aside will be utilized to support their initiatives. From the 20% set district set aside, funds have been allocated to start the cultural plan development and implementation during 2012 - 2013 school year, including a bringing a provider to campus to research and develop a culture plan for the building, hold No Nonsense Nurturer training (how to work with students in poverty and meet their needs while increasing academic rigor), training staff to be coaches within the building to develop these cultural needs, and stipends to participate in the training. District funds have also been set aside to support extended learning opportunities for the students during the summer. Title funds have been set-aside at the building level that will allow staff to participate in Professional Learning Community Training during the summer of 2013. These funds have been allocated with the support of the Director of State and Federal Programs under the guidance of the Tucker administration. This collaboration for funding requests and needs is in place and will remain in place for future decisions.

Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations.

Beecher Community School District, inclusive of the Board of Education, Superintendent of Schools, Administrative Cabinet and staff, will support all efforts put forth from this Transformational Plan in support of Tucker Elementary School's unique needs. Tucker Elementary School's principal is accountable for maintaining a clear understanding of specific technical assistance needs associated with programming, student achievement, priority plan maintenance and related circumstances.

Unique professional development activities, determined through focused study of staff capacity and student data, will enhance our capacity to meet goals of significant improvement. Additional sustained Tucker specific professional development initiatives will be supported through Title IIa funding and any additional funds related to Tucker's priority status. Tucker Elementary will work with multiple entities to seek and receive technical assistance as needed. Those include:

*Genesee Intermediate School District (GISD) (Statewide System of Technical Assistance) - GISD's current points of contact for priority schools include Sybil Lendzi and Karen Stong. Both individuals have begun the process of meeting with the Beecher's central office staff and Tucker's principal. Their support for Tucker Elementary includes: participation in the Statewide System of Technical Assistance (6 meetings a year with Tucker staff helping them to focus on independent goals, learning how to analyze data and implement school improvement efforts); school improvement writing efforts (scheduled in March / April / and May annually); an academic coach (funding dependent from GISD); curriculum review with the Director of Curriculum (already occurring); and support with the Readers and Writers Workshops. The initial technical assistance meetings have already started and will be fully in place for the 2013 - 2014 school year. GISD has also offered support in writing different components of this transformational plan. This occurred in October and was attended by Central Office and Tucker Administration. The Survey of Enacted Curriculum will be given to Tucker Staff in March of 2013 with the assistance of Sybil Lenzi from GISD. GISD will then support the building with review of the results along with changes needed to be made during the spring and summer

months of 2013.

*Michigan Department of Education (MDE) offers technical assistance through the school year in the forms of different meetings. All meetings related to priority status will be attended by district staff. Central office and building administration receives opportunities and offerings. Items related to the building will be shared and participation will be required. Central office also maintains records of participants. The offerings include the fall and spring school improvement meetings held in Lansing annually of which central office and staff attend.

*Michigan State University (MSU) Intervention Specialist MDE has assigned Jon Hartwig, an Interventionist Specialist through MSU to the district. Jon's main point of contact for the district is the Director of State and Federal Programs and the Tucker administrator. Jon has worked with the Tucker staff to identify base line data and causes for the priority status. He has already spent numerous days on campus helping the staff to identify root causes for the failure. Jon will continue to work with the building to lay the groundwork for moving forward. Dates have been targeted in February, March, and April of 2013 to continue this process.

*Office of School Reform - assistance in creation and review of this plan. The Office of School Reform has provided the interventionist referenced above.

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	Attached please find: 1. The teacher evaluation protocol 2. The teacher performance appraisal system tool 3. The administrator evaluation procedures 4. The principal evaluation form 5. The current administrators resume 6. The draft teacher incentive plan eval attachment.pdf
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	The professional development calendar for the remainder of this school year and the next school year is attached. Professional Development Calendar.docx
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	Please reference the attached schedules and calendars. calendar attachment.pdf
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	Please see the attachment. increased learning opportunities.docx
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	Please see attached. teacher collaboration time.docx

Reform Redesign Report

Tucker Elementary School

<p>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.</p>	<p>Yes</p>	<p>Please see attached:</p> <ol style="list-style-type: none">1. Memo of Understanding signed by the Board of Education and Union President.2. Agenda for the union meeting held with Tucker Elementary staff showing agreement by staff3. Sign in sheet for Tucker Elementary staff attending the meeting <p>mou attachment.pdf</p>
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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	TKR Tran eval attachment.pdf
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.docx
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	calendar attachment.pdf
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	increased learning opportunities.docx
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	teacher collaboration time.docx
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	mou attachment.pdf

Beecher Community School District Professional Teacher Evaluation Process

The professional teacher evaluation team consists of administrative staff members (building administrators, building principals, director of state and federal programs, director of curriculum and the superintendent). These individuals have received training in subjectivity to ensure that the observation techniques have been aligned to express more consistent judgments. In assessment, we strive to ensure two types of reliability: *inter-rater* (raters agree with each other) and *intra-rater* (a rater gives the same score to a performance rated on separate occasions). Scoring criteria, in the form of rubrics, are generally used to guide raters to arrive at the same, or nearly the same, evaluation of a teacher performance.

In rated assessments, the scoring criteria form an integral part of the evaluation, rating criteria to evaluate the quality of the performance. The criteria reflect the relative importance of various aspects of the performance, and are appropriate for the population being assessed.

©The Danielson Framework is the evaluation instrument utilized to evaluate the areas of Planning and Preparation, Classroom Environment, Professional Responsibilities and Instruction. Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching. Evaluations will meet legislative requirements for evaluation of teacher performance based upon student data.

All classroom observations are conducted openly and with full knowledge of the teacher. **The evaluation instrument is prepared cooperatively by the Association and the representatives of the Board of Education and serves as written notification to the future tenure status.** A minimum of thirty minutes for probationary teachers or 3 visits totaling a minimum of thirty minutes for tenure teachers. All teacher evaluations will be held no later than April 15 for probationary teachers and May 1 for tenure teachers. Alleged unsatisfactory teaching performance will be clearly stated in the teacher evaluation **and the tenure teacher will be placed on an Individual Development Plan (IDP) based on the evaluation.**

Areas requiring improvement, expected and observable results will be the focus of the IDP. Reasonable timelines for accomplishment of these results and administrative assistance will be provided. In the event that termination is recommended, a written letter of notification is issued to the Board of Education, stating the reasons for the recommendation according to the provisions of the Tenure Act. Unfavorable evaluations shall be given the opportunity to be reevaluated by another evaluator prior to twenty-five (25) calendar days from the end of the school year.

The administrative team conducts 5 to 6 classroom walkthroughs in a timeframe of 5-6 minutes in each school building beginning the first week of the school year. A debriefing is implemented on site to compare notes and allow for feedback of the observations of the team, which can include electronic communication of the walkthrough. Evaluation of each teacher is concluded using the Go Observe™ evaluation tool to gather the data of the observed teaching environment, instruction, classroom management, and professionalism.

<p>Domain 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments</p>	<p>Domain 2: Classroom Environment 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space</p>
<p>Domain 4: Professional Responsibilities 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism</p>	<p>Domain 3: Instruction 3a Communicating With Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness</p>

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BEECHER COMMUNITY SCHOOL DISTRICT

Teacher Performance Appraisal System

Teacher's Name

Building

Assignment

School Year

INTRODUCTION

The purpose of this document is, most fundamentally, to enable Beecher teachers and their supervisors to interact meaningfully regarding the professional qualities and behaviors which the school district expects its teaching employees to exhibit. To do this, basic characteristics of highly effective teachers are outlined in the pages which follow. Teachers will be able to measure their own performance using these standards as a measure of excellence.

The appraisal process should be collaborative in nature, so that teachers and supervisors may work together to create a positive climate which focuses on continuous performance improvement.

Finally, this booklet has been designed to promote the idea that teacher effectiveness should be appraised consistently across the district. It should be recognized, also, that the results of each appraisal should be tailored to reflect the unique abilities, needs, and aspirations of each teacher.

DIRECTIONS

For each of the eight basic categories assessed within this booklet, the evaluator will provide an overall rating using the following scale:

4	=	Highly Effective	<i>{Under the Tenure Act, ratings of</i>
3	=	Effective	<i>3 or 4 are viewed as satisfactory}</i>
2	=	Minimally Effective	<i>{Under the Tenure Act, ratings of</i>
1	=	Ineffective	<i>1 or 2 are viewed as "less than satisfactory" or</i>
NA	=	No Knowledge or Observation	

In addition to the overall rating in each category, several "specific indicators" are listed. These indicators are intended to illustrate the sorts of specific teacher and/or student behaviors which, when present, will contribute to effective teaching performance. The evaluator will use notations next to these items in order to elaborate upon the overall rating, using the following system:

- + This sign indicates that the evaluator finds the teacher is employing this particular indicator effectively.
- ✓ This sign indicates that the evaluator views this as an area which merits special attention or which the teacher should view as a high-priority item.
- This sign indicates that the evaluator finds this area unacceptable.

Not all of the specific indicators will be marked, and this is intentional, since the purpose of the notations is to project a sense of priority and focus for the teacher. The absence of a notation does not connote either satisfactory or unsatisfactory performance in that area.

This appraisal system has been designed to focus on eight characteristics or qualities which are felt to describe effective teaching performance. They are as follows:

- 1) classroom management and discipline
- 2) rapport/communication
- 3) instructional organization
- 4) student learning
- 5) students actively engaged in learning
- 6) delivery of curriculum
- 7) appropriate instructional techniques
- 8) personal and professional qualities

The beginning teacher and the evaluator should also understand that the four characteristics which are printed in bold type are considered to be particularly critical to immediate success in the classroom; the others are no less important, but are expected to be refined as the teacher gains experience.

METHOD OF OBSERVATION AND DETERMINATION

The evaluator will determine the level of learning through observing the class and talking to the teacher and students. These methods may be particularly helpful in evaluating characteristics 4 and 5. The evaluator will observe and/or review such things as:

- a. tests and test results
- b. student-written work
- c. questions students ask
- d. answers students give
- e. classroom discussions
- f. projects
- g. displays of student work
- h. class activities
- i. mastery of activities and/or skills
- j. lesson plans
- k. student assignments
- l. goals and objectives
- m. classroom rules and procedures
- n. district curriculum guides
- o. attendance and grade book

1) **Is there appropriate classroom management and discipline?**

The effective teacher establishes and maintains appropriate management procedures and creates an environment in which students work with a sense of purpose.

Rating System			Overall Rating for this Item		
(4) Highly Effective	(3) Effective	(2) Minimally Effective	1 st Eval:	2 nd Eval:	3 rd Eval:
(1) Ineffective	(NA) No Knowledge or Observation				

Specific Indicators:

<u>1st</u>	<u>2nd</u>	<u>3rd</u>	
—	—	—	a. The teacher is consistent in applying rules and in dealing with students.
—	—	—	b. The teacher establishes and communicates clear and fair rules.
—	—	—	c. The teacher clearly communicates to students what is expected of them, both as to behavior and assignments.
—	—	—	d. Students comply readily with the teacher's expectations regarding behavior and learning.
—	—	—	e. The teacher demonstrates smooth and effective transitions between activities.
—	—	—	f. Students complete assigned tasks and activities and lessons as instructed by the teacher.
—	—	—	g. Students do not disrupt other students from learning as they complete assignments and activities.
—	—	—	h. The teacher treats students in a fair manner.
—	—	—	i. The teacher is actively engaged with students.
—	—	—	j. The teacher positions himself/herself in the classroom in ways which encourage optimum learning.
—	—	—	k. The teacher is aware of the activities that are occurring in the classroom even when working with individual students and responds appropriately.
—	—	—	l. The students are on task.
—	—	—	m. The teachers handles disruptive and/or inappropriate behavior effectively.

COMMENTS:

1st Eval:

2nd Eval:

3rd Eval:

2) Is there suitable rapport and communication?

The effective teacher creates a positive classroom atmosphere in which all students feel comfortable with themselves and each other, where frequent student questions and responses are prized, and in which students are confident that their individual needs are understood.

Rating System			Overall Rating for this Item		
(4) Highly Effective	(3) Effective	(2) Minimally Effective	1 st Eval:	2 nd Eval:	3 rd Eval:
(1) Ineffective	(NA) No Knowledge or Observation				

Specific Indicators:

<u>1st</u>	<u>2nd</u>	<u>3rd</u>	
—	—	—	a. The teacher demonstrates a commitment to the academic success of each and every student.
—	—	—	b. The teacher encourages good behavior and interacts with the students easily.
—	—	—	c. The students ask questions freely and engage in private conversations with the teacher.
—	—	—	d. Students appear comfortable in the classroom.
—	—	—	e. The teacher shows empathy for the students and demonstrates an understanding of their individual needs.
—	—	—	f. The students volunteer willingly to answer questions.
—	—	—	g. The teacher praises the students frequently.
—	—	—	h. The teacher shows patience when working with students.
—	—	—	i. The students are allowed to make choices regarding educational activities in the classroom.
—	—	—	j. The teacher has a sense of humor and can laugh with the students.
—	—	—	k. The teacher is polite and treats each student with respect.
—	—	—	l. The teacher speaks with a positive and enthusiastic tone.
—	—	—	m. The teacher listens to students and accepts feedback.
—	—	—	n. The teacher uses vocabulary appropriate to the age group.

COMMENTS:

1st Eval:

2nd Eval:

3rd Eval:

3) Is there effective instructional organization?

The effective teacher organizes and presents efficient, purposeful, and well-managed lessons conducive to students' learning needs.

Rating System			Overall Rating for this Item		
(4) Highly Effective	(3) Effective	(2) Minimally Effective	1 st Eval:	2 nd Eval:	3 rd Eval:
(1) Ineffective	(NA) No Knowledge or Observation				

Specific Indicators:

<u>1st</u>	<u>2nd</u>	<u>3rd</u>	
—	—	—	a. The teacher has constructed the daily plan so that lessons flow naturally from activity to activity.
—	—	—	b. The teacher provides engaging activities that encourage student involvement and minimize disruptions.
—	—	—	c. The teacher employs an effective instructional plan for students on a daily and long-term basis.
—	—	—	d. The teacher provides an introduction and closure to each lesson.
—	—	—	e. The teacher's materials are readily available and appropriate for the lesson's content.
—	—	—	f. The teacher's required assignments are reasonable and purposeful.
—	—	—	g. The teacher helps students become organized.
—	—	—	h. The teacher allocates appropriate time for the planned activity.
—	—	—	i. The teacher uses various questioning techniques to promote and expand discussions.

COMMENTS:

1st Eval:

2nd Eval:

3rd Eval:

4) **Are students learning satisfactorily?**

The effective teacher utilizes instructional methods and skills so students master the subject areas, activities and/or skills expected of them.

Rating System			Overall Rating for this Item		
(4) Highly Effective	(3) Effective	(2) Minimally Effective	1 st Eval:	2 nd Eval:	3 rd Eval:
(1) Ineffective	(NA) No Knowledge or Observation				

Specific Indicators:

1st 2nd 3rd

- | | | | | |
|---|---|---|----|---|
| — | — | — | a. | Students appear to be learning the subject matter of the class at an appropriate rate. |
| — | — | — | b. | Students are learning the activities and/or skills they need to learn in the class at the appropriate rate. |
| — | — | — | c. | Students turn to and rely on the teacher as knowledgeable in the subject area and/or activity/skill area. |
| — | — | — | d. | Students are mastering or have mastered the goals and objectives for the class. |
| — | — | — | e. | Students are prepared for subsequent classes that rely on the current class as a foundation. |
| — | — | — | f. | Students are developing critical thinking and problem solving skills. |

COMMENTS:

1st Eval:

2nd Eval:

3rd Eval:

5) Are students actively engaged in learning?

The effective teacher establishes a challenging and positive learning environment which encourages active student involvement in the learning process.

Rating System			Overall Rating for this Item		
(4) Highly Effective	(3) Effective	(2) Minimally Effective	1 st Eval:	2 nd Eval:	3 rd Eval:
(1) Ineffective	(NA) No Knowledge or Observation				

Specific Indicators:

<u>1st</u>	<u>2nd</u>	<u>3rd</u>	
—	—	—	a. The teacher provides clear directions for classroom activities.
—	—	—	b. The teacher expects and encourages all students to be actively involved in classroom activities.
—	—	—	c. The teacher provides for individual student differences.
—	—	—	d. The students pay attention when the teacher or other students are speaking.
—	—	—	e. The students approach the teacher with questions and comments.
—	—	—	f. The students show progress towards the goals and expectations of the teacher.
—	—	—	g. The students are actively engaged in a learning activity.
—	—	—	h. The students demonstrate an understanding of classroom goals and objectives.
—	—	—	i. The students readily follow teacher directives.
—	—	—	j. The teacher's high expectations are evident by student response and behavior.
—	—	—	k. The students are responding to the teacher's high expectations and goals.

COMMENTS:

1st Eval:

2nd Eval:

3rd Eval:

6) Does the teacher deliver curriculum?

The effective teacher plans and implements a program of instruction that meets student needs and adheres to the district's adopted curriculum.

Rating System			Overall Rating for this Item		
(4) Highly Effective	(3) Effective	(2) Minimally Effective	1 st Eval:	2 nd Eval:	3 rd Eval:
(1) Ineffective	(NA) No Knowledge or Observation				

Specific Indicators:

<u>1st</u>	<u>2nd</u>	<u>3rd</u>	
—	—	—	a. The teacher demonstrates current knowledge of subject matter.
—	—	—	b. The teacher demonstrates current knowledge of appropriate instructional practices.
—	—	—	c. The teacher follows the district curriculum.
—	—	—	d. The teacher delivers the curriculum at the proper instructional level.
—	—	—	e. The students demonstrate evidence of working toward identified learner outcomes.
—	—	—	f. The teacher's lesson directly relates to desired instructional outcomes.
—	—	—	g. The teacher communicates short-term objectives and long-term goals.
—	—	—	h. The teacher's lessons are presented in a logical sequence.
—	—	—	i. The teacher takes responsibility for student learning.

COMMENTS:

1st Eval:

2nd Eval:

3rd Eval:

7) Does the teacher use appropriate instructional techniques?

The effective teacher uses a wide variety of materials, methods and activities appropriate to the levels of all students.

Rating System		Overall Rating for this Item		
		1 st Eval:	2 nd Eval:	3 rd Eval:
(4) Highly Effective (1) Ineffective	(3) Effective (NA) No Knowledge or Observation	(2) Minimally Effective		

Specific Indicators:

1st 2nd 3rd

- | | | | | |
|---|---|---|----|---|
| — | — | — | a. | The teacher serves various roles in the classroom...ie., coach, discussion leader, consultant, information provider, demonstrator, etc. |
| — | — | — | b. | The teacher plans and provides a variety of appropriate instructional activities. |
| — | — | — | c. | Student assignments and activities are interesting and challenging. |
| — | — | — | d. | The teacher monitors and assists student practice of newly-learned critical skills. |
| — | — | — | e. | The teacher presents lessons and activities which cause students to use higher order thinking processes. |
| — | — | — | f. | The teacher effectively models the skills which students are expected to master. |
| — | — | — | g. | The student approaches assigned tasks independently, with little, if any, further teacher assistance. |
| — | — | — | h. | The teacher continuously monitors student understanding and adjusts instruction accordingly. |
| — | — | — | i. | The teacher provides the student with meaningful feedback when evaluating student work. |
| — | — | — | j. | The teacher plans lessons which relate whenever possible to everyday, real world situations. |
| — | — | — | k. | The teacher is cognizant of, and plans instruction for students with different styles. |
| — | — | — | l. | The teacher develops and administers assessments appropriate to the instructional outcomes. |
| — | — | — | m. | The teacher plans lessons allowing for hands-on student involvement when appropriate. |
| — | — | — | n. | The teacher accesses, when available, technology and other resources beyond the textbook in instructional planning and delivery. |

1st Eval:

COMMENTS:

2nd Eval:

3rd Eval:

8) **Personal and professional qualities.**

The effective teacher demonstrates appropriate personal and professional qualities.

Rating System			Overall Rating for this Item		
(4) Highly Effective	(3) Effective	(2) Minimally Effective	1 st Eval:	2 nd Eval:	3 rd Eval:
(1) Ineffective	(NA) No Knowledge or Observation				

Specific Indicators:

<u>1st</u>	<u>2nd</u>	<u>3rd</u>	
—	—	—	a. The teacher remains current regarding new instructional practices and curriculum issues, and voluntarily undertakes on-going training.
—	—	—	b. The teacher is punctual and seldom absent.
—	—	—	c. The teacher's attire is neat, clean, appropriate, and reflects a high degree of professionalism.
—	—	—	d. The teacher consistently demonstrates the physical ability, emotional stability, self-control, and positive outlook necessary to withstand the stress and strain of teaching.
—	—	—	e. The teacher demonstrates the willingness to be actively involved in such activities as curriculum development, school improvement planning, student activities and/or other professional activities which may involve time beyond the normal school day.
—	—	—	f. The teacher is a team player, and successfully collaborates with colleagues on meeting student school-related needs and other matters.
—	—	—	g. The teacher is knowledgeable about, and complies with, Board policies, administrative rules and regulations, and state laws which pertain to his/her professional responsibilities.
—	—	—	h. The teacher completes necessary written reports accurately and promptly.
—	—	—	i. The teacher communicates regularly and effectively with parents.
—	—	—	j. The teacher sets professional goals to improve instruction and/or classroom performance, and strives to attain those goals.
—	—	—	k. The teacher actively seeks out available resources and/or other staff which may be useful in improving the performance of his/her students or his/her own teaching performance.
—	—	—	l. The teacher exhibits the qualities of reliability and dependability in undertaking his/her professional responsibilities.
—	—	—	m. The teacher is willing to take risks as appropriate to enhance student learning.

COMMENTS:

1st Eval:

2nd Eval:

3rd Eval:

9) **Student Growth**

Pursuant to Michigan Compiled law Revised School Code 1249 {MCL380.1249} Performance Evaluation System, this category constitutes a "significant factor" of the overall evaluation. Student growth may be measured by, but not limited to, student performance on national (ACT,PLAN,Explore),state (MME,MEAP),and local (DRA, Dibels, common grade level and/or course) assessments. This category will also take into consideration the building's progress toward meeting school improvement goals and the teacher's participation as an active, contributing member of District and building school improvement, curriculum and professional learning community teams and his/her implementation of District initiatives and school improvement goal strategies in their classroom.

**Data sheet attached*

Rating System		Overall Rating for this Item	
(4) Highly Effective	(3) Effective	(2) Minimally Effective	(1) Ineffective
	(NA) No Knowledge or Observation		

Specific Indicators:

1" _____ 2"" _____

1" Eval:

2" Eval:

- a. Teacher supports and implements district and building initiatives in the classroom.
- b. Teacher actively participates as a member of a school improvement team.
- c. Teacher implements strategies developed by schoolimprovement teams.
- d. Building shows adequate progress toward meeting school improvement goals.
- e. Teacher actively participates as a member of professional learning communities.
- f. Teacher actively participates as a member of a curriculum development team.
- g. Teacher effectively uses formative assessment to drive instruction.
- h. Teacher effectively uses summative assessment to assess student knowledge and understanding of content.
- i. Students demonstrate adequate (year for a year) growth on standardized assessments [MEAP/MME, EPAS (Explore,PLAN,ACT)].
- j. Students demonstrate adequate growth on localassessments (Dibels,ORA,Common Grade Level/Course Assessments).

COMMENTS:

Classroom Visits: No. _____, Approximate length of visits _____, No. of conferences

Classification of staff member for purpose of evaluation (check one).

_____ 1. Probation

_____ 1st year

_____ 2nd year

_____ 3rd year

_____ 4th year

_____ 2. Tenure

EVALUATOR'S SUMMARY AND RECOMMENDATION: (sheets may be attached)

TEACHER'S COMMENTS: (sheets may be attached)

Date _____ Teacher _____ Evaluator _____

Beecher Community School District Administrator Evaluation Procedures

Administrators are provided annual evaluation using a Likert Quality Scale evaluation instrument: The Administrator Evaluation Form. Ratings are based on the effectiveness of the Administrative Employee's Leadership, Communications, Organizational Performance, Interpersonal Relations, Organizational Management, Labor Management Relations, Evaluation of Subordinates, and Fiscal Management. Additionally, substantive comments for each evaluation criteria area the employee has been observed while engaged; in the performance of duties, and by demonstrating and practicing the expectations of performance in accordance with the district's mission and strategic goals.

Criteria used for consideration in Assignments and Transfers:

- Length and area of professional experience with the system
- Certification and continuing education requirements
- Applicable education and training
- Job performance as determined by annual evaluation
- Student Growth and Achievement
- Administrative needs

It is agreed and understood that each year an administrator shall be evaluated as to his/her professional service. Evaluation results with less than an overall satisfactory level shall be subjected to conference meeting for discussion with the possible development of a plan of assistance to make required adjustments.

Administrative probationary period is 90 working days following his/her board approval date. The Board of Education has ultimate authority for the placement and reduction of administrative employees.

Administrators are provided a one (1) year contract, followed by annual renewals based on the accomplishment of satisfactory levels achieved. Administrators may be transferred to other positions based upon the criteria listed above if meeting or exceeding expectations are not met.

Beecher Community School District
Principal Evaluation Form

Administrator

Position

Rating Scale

- 1 – Exceeds Goals.....performs beyond job expectations
- 2 –Meets Goalsmeets job expectations
- 3 – Progressing Toward Goalsneeds improvement in order to meet job expectations
- 4 – Does Not Meet Goalssupporting statement and/or documentation required
- 5 – Not Applicable.....not applicable to administrator’s assignment

1 Leadership

	1	2	3	4	NA
1.1 Empowers and motivates staff to give their best work performance to accomplish the district’s mission and goals	<input type="checkbox"/>				
1.2 Assumes responsibility for the content and process of decisions made, actions taken, and the resulting outcomes	<input type="checkbox"/>				
1.3 Provides appropriate praise and recognition for staff	<input type="checkbox"/>				
1.4 Provides clear and consistent direction for all staff	<input type="checkbox"/>				
1.5 Promotes and supports staff initiative and innovation	<input type="checkbox"/>				
1.6 Seeks and recommends the best-qualified candidates for staff positions	<input type="checkbox"/>				
1.7 Orientates and supports new staff	<input type="checkbox"/>				
1.8 Balances district goals with job responsibilities	<input type="checkbox"/>				
1.9 Involves the school community in decision making when deemed appropriate	<input type="checkbox"/>				
1.10 Leads and participates in professional development activities	<input type="checkbox"/>				
1.11 Demonstrates use of a variety of team building skills	<input type="checkbox"/>				
1.12 Demonstrates effective decision making and conflict resolution techniques	<input type="checkbox"/>				
1.13 Identifies staff strengths in order to appropriately delegate tasks	<input type="checkbox"/>				
1.14 Demonstrates consensus building skills both as a leader and as a member of a group	<input type="checkbox"/>				
1.15 Enforces positively and with conviction Board policies and district regulations	<input type="checkbox"/>				
1.16 Cooperates at the district level in supporting and/or organizing all programs	<input type="checkbox"/>				
1.17 Initiates direction and proactively responds to issues	<input type="checkbox"/>				

Comments

2 Communications		1	2	3	4	NA
2.1	Presents ideas effectively to a variety of audiences	<input type="checkbox"/>				
2.2	Speaks and writes articulately and correctly	<input type="checkbox"/>				
2.3	Practices appropriate non-verbal behaviors	<input type="checkbox"/>				
2.4	Responds appropriately to non-verbal behaviors	<input type="checkbox"/>				
2.5	Uses active and reflective listening skills	<input type="checkbox"/>				
2.6	Provides clear and consistent directions for all staff	<input type="checkbox"/>				

Comments

3 Organizational Performance		1	2	3	4	NA
3.1	Demonstrates knowledge of the professional and worksite operations	<input type="checkbox"/>				
3.2	Demonstrates knowledge of technical field trends	<input type="checkbox"/>				
3.3	Understands operational needs of district and sites	<input type="checkbox"/>				
3.4	Motivates and assists staff in the implementation of worksite work	<input type="checkbox"/>				
3.5	Demonstrates knowledge of effective job techniques	<input type="checkbox"/>				
3.6	Conducts formal/informal workplace visitations to support high performance	<input type="checkbox"/>				
3.7	Engages staff and self in the study and application of effective practices	<input type="checkbox"/>				
3.8	Initiates numerous and varied strategies to improve performance	<input type="checkbox"/>				
3.9	Analyzes performance data and designs new practices for continuous improvement	<input type="checkbox"/>				
3.10	Meets or exceeds performance goals and objectives	<input type="checkbox"/>				
3.11	Maintains high expectations for students, staff, parents, and self	<input type="checkbox"/>				
3.12	Ensures timely and appropriate communication with schools and other worksite regarding services and work projects	<input type="checkbox"/>				
3.13	Meets timelines and deadlines	<input type="checkbox"/>				
3.14	Supports schools in the achievement of their educational goals	<input type="checkbox"/>				

Comments

4 Interpersonal Relations		1	2	3	4	NA
4.1	Works effectively with the entire school community	<input type="checkbox"/>				
4.2	Demonstrates patience, empathy and respect for others	<input type="checkbox"/>				
4.3	Demonstrates fairness, firmness and consistency in handling problems and conflict situations	<input type="checkbox"/>				

4.4	Treats people in an unbiased and impartial manner	<input type="checkbox"/>				
4.5	Expresses disagreement in a respectful manner	<input type="checkbox"/>				
4.6	Utilizes effective stress management techniques	<input type="checkbox"/>				

Comments

5 Organizational Management		1	2	3	4	NA
5.1	Organizes materials and utilizes effective procedures for conducting meetings	<input type="checkbox"/>				
5.2	Delegates authority and tasks responsibly	<input type="checkbox"/>				
5.3	Uses time management techniques	<input type="checkbox"/>				
5.4	Demonstrates skills in office management procedures	<input type="checkbox"/>				
5.5	Works with staff and/or community to create and maintain a safe and orderly school/work environment	<input type="checkbox"/>				
5.6	Schedules staff appropriately to maximize student achievement	<input type="checkbox"/>				
5.7	Manages the operation and maintenance of the physical plant/workplace	<input type="checkbox"/>				
5.8	Uses appropriate technology to manage and conduct work	<input type="checkbox"/>				

Comments

6 Labor Management Relations		1	2	3	4	NA
6.1	Demonstrates knowledge of district contracts through implementation of school/workplace operations	<input type="checkbox"/>				
6.2	Understands and administers the provisions of the collective bargaining agreements	<input type="checkbox"/>				
6.3	Seeks the advice of the personnel office on contract interpretation where appropriate	<input type="checkbox"/>				
6.4	Works collaboratively with union representatives to resolve labor problems	<input type="checkbox"/>				

Comments

7 Evaluation		1	2	3	4	NA
7.1	Uses both formative and summative evaluations	<input type="checkbox"/>				
7.2	Uses a systematic program of visitation, evaluation and conferencing	<input type="checkbox"/>				

7.3	Follows district guidelines/timelines for evaluation of staff	<input type="checkbox"/>				
7.4	Develops plans and offers resources for growth and improvement	<input type="checkbox"/>				
7.5	Uses observation, conferencing, and collaboration skills	<input type="checkbox"/>				
7.6	Promotes self-improvement of staff	<input type="checkbox"/>				

Comments

8 Fiscal Management		1	2	3	4	NA
8.1	Allocates resources to facilitate the attainment of worksite goals	<input type="checkbox"/>				
8.2	Develops the worksite budget in accordance with district budgeting procedures	<input type="checkbox"/>				
8.3	Employs and monitors acceptable accounting procedures in the maintenance of all fiscal records	<input type="checkbox"/>				
8.4	Uses cost control procedures and institutes cost-effective practices in the management of worksite funds	<input type="checkbox"/>				

Comments

Additional Comments

	1	2	3	4
Overall Evaluation Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation status for year _____ is Formative
 Summative – Mini plan Maxi plan

Signature of Evaluator

Date

Signature of Administrator – signature indicates receipt of report only

Date

Administrator may attach a written response to this evaluation form.

Draft Incentives Plan
Tucker Elementary

During the implementation of the Tucker Elementary Transformation Plan, it is the expectation that teachers will go above and beyond to turn Tucker Elementary around and make it a dynamic educational center. With this in mind, we developed a point based incentive plan to reward teachers for all their hard work and dedication to Tucker Elementary.

Teachers will earn points quarterly that can be applied to the incentives listed below. Teachers can accumulate those points throughout the school year. Any monetary incentives must be used before then end of the fiscal year as determined by Beecher Community School District. All points start back at zero at the beginning of the following school year.

Points System

Attendance Quarterly

Perfect attendance	10pts
1 Daily Illness	5pts
Perfect attendance at required meetings	10pts
1 missed required meeting	5pts

Professional Development Quarterly

Leading Professional Development	10pts
----------------------------------	-------

Student Growth Quarterly

Highly Effective student growth	10pts
Effective student growth	5pts

Volunteer Hours Quarterly

After school tutoring 8-10 hours	10pts
After school tutoring 6-8 hours	5 pts
After school detention 3-4 hours	10pts
After school detention 2-3 hours	5pts

Club Sponsor Quarterly

Leading an academic enrichment club Ie. Art/Music/Chess/Computer	10pts
Leading an other club Ie. Safety Patrol/Athletics/Student Council	5pts

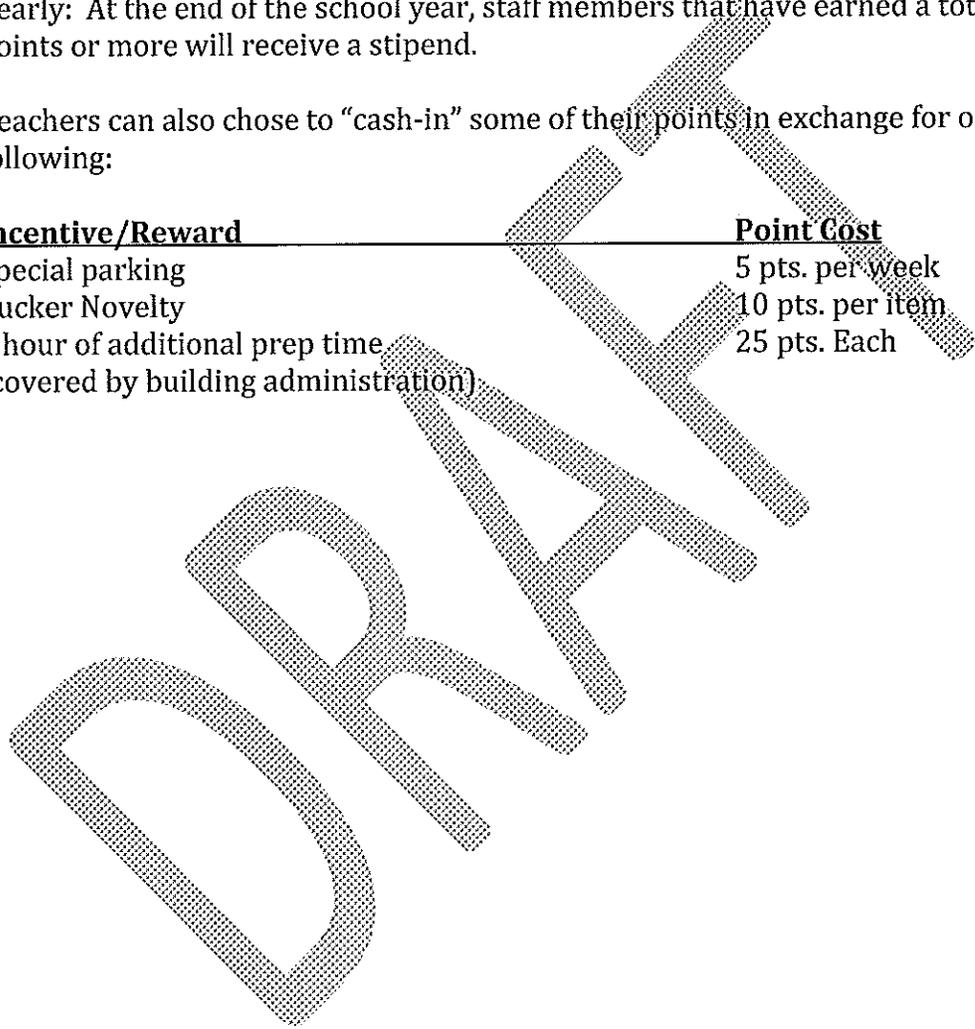
Incentives/Rewards

Quarterly: At the end of each quarter, staff members that have earned 25 points will be invited to attend a special staff luncheon. Those staff members will also be recognized the following staff meeting and rewarded with a Tucker Elementary novelty. A photo of the staff member will be taken and displayed on our wall of fame. Each staff member will also be put in a drawing to win a special prize from one of our district partners.

Yearly: At the end of the school year, staff members that have earned a total of 100 points or more will receive a stipend.

Teachers can also chose to “cash-in” some of their points in exchange for one of the following:

<u>Incentive/Reward</u>	<u>Point Cost</u>
Special parking	5 pts. per week
Tucker Novelty	10 pts. per item
1 hour of additional prep time (covered by building administration)	25 pts. Each



Professional Development Calendar Tucker Elementary

2012-2013 School Year and beyond:

November 2012:

- Curriculum Council Meeting
 - Held monthly
 - Led by Director of Curriculum and Instruction
 - Selected group of staff participating
- Two staff attending Readers Workshop as basis introduction
 - Meetings held every third week
 - Led by our Intermediate School District
 - Two staff members participating as a beginning

December 2012:

- Readers and Writers Workshop presented to all staff
 - Led by Director of Curriculum and Instruction
 - All staff members participating
 - Full day training
- Curriculum Expectations introduced to all staff
 - Led by Director of Curriculum and Instruction
 - All staff members participating
 - Full day training

January 2013:

- Development of School Culture Plan
 - Small group of staff as a target in beginning
 - Led by Center for Transformative Teacher Training (Lee Canter's group)

February 2013:

- Training of Real Time Coaches
 - Small group of targeted staff to be teacher leaders for the building
 - Led by Center for Transformative Teacher Training (Lee Canter's group)

March 2013:

- Completion of Survey of Enacted Curriculum
 - Led by Genesee Intermediate School District Staff
 - All staff participation – full day event

April 2013:

- Continued training and support of Real Time Coaches
 - Same targeted group of staff from February
 - Led by Center for Transformative Teacher Training (Lee Canter's group)

May 2013:

- Curriculum Support Training
 - Offered to all staff outside of school day
 - Led by Director of Curriculum and Instruction

June - July 2013

- PL C Training
 - 4-6 staff members attendance at training
 - Conference to be led by outside company
- Curriculum training
 - Offered to all staff members
 - Led by Curriculum Director
 - Full days for as many that are needed
- Readers Workshop Training
 - Offered to all staff members
 - Led by Intermediate School District with support from Director of Curriculum and Instruction
 - Full days for full week

For the 2013-2014 School Year

Weekly Staff meetings during the 2013-2014 school year:

- Week 1 – Building Needs
- Week 2 – Data Review / Curriculum Reviews
- Week 3 – Data Review / Curriculum Reviews
- Week 4 – School Improvement
- All staff required to attend each week
- An hour long outside of school hours
- Scheduled every week

Weekly Professional Learning Community Meetings during the 2013-2014 school year:

- Week 1 - setting SMART classroom learning goals (specific, measurable, attainable, relevant, and time-bound)
- Week 2 – Plan and evaluate the curriculum / review common assessments
- Week 3 – analyze data
- Week 4 – plan and provide interventions
- All staff required to attend each week
- An hour long outside of school hours
- Scheduled every week

Monthly Administrative Data Reviews during the 2013-2014 school year:

- Held during first week of the month
- All staff participate in data discussion
- Occur during teachers planning period

August 6, 7, and 8

- Culture Plan review
 - Administration and Central Office to lead
 - All staff participation
 - Full days
 - Supported by Center for Transformative Teacher Training (Lee Canter's group)
- Readers Workshop overview
 - Administration and Central Office to lead
 - All staff participation
 - Full days

August 2013:

- Individualized Development Plan
 - Every staff will create / review / update / modify their IDP
 - Completed by the end of August
 - Tucker's Principal to oversee

December 2013:

- Teacher Midyear Progress Report
 - Every staff will review their mid year progress based upon student data and IDP goals
 - Completed before the Winter Recess
 - Tucker's Principal to oversee

May 2014:

- Individualized Development Plan
 - Every staff will review their IDP
 - Review will be completed before the end of May
 - Tucker's Principal to oversee

Summer 2014:

- Professional Learning Community Training
 - Offered to all staff
 - Three full days during the summer
 - Provided by an outside company specializing in PLC training and support

Tucker Elementary

Increased Enrichment Opportunities

Overall increases in instructional time beginning in fall, 2013 include:

88 hours through extension of daily programs by 0.5 hours and 72 hours annually through implementation of a balanced year calendar school scheduled intercession programs. Additional hours of instruction will be provided for targeted students through an all-grades summer school (120 hours/five weeks), Genesee Intermediate School District 21st Century Program (450 hours annually).

Additional Time:

88 hours = ½ hour increase daily (responsible parties: District Administration to review, set up transportation, and implement for the 2013 - 2014 school year and beyond.)

72 hours = 3 intercessions x 4 days a week x 2 weeks x 3 hours a day (All students invited) (District Administration to establish a calendar that includes intercessions for the students to extend learning opportunities.)

120 hours = 5 weeks of summer school x 4 days a week x 6 hours a day (2 - 3 hours supported with Genesee Intermediate School District 21st Century Programming) (All students invited) (Director of State and Federal Programs to organize summer school opportunities for the building. This will be implemented during the summer of 2013.)

450 hours = 21st Century after school programming; 150 days x 3 hours a day (All students invited) (Coordinated through the building administrator, Director of State and Federal Programs, and Genesee Intermediate School District - holder of the 21st Century funding.)

Tucker Elementary Teacher Collaboration

Tucker Elementary will implement a weekly early release program that will allow staff to work collaboratively within their professional learning community structure. This initiative will begin during the 2013 - 2014 school year. Professional Learning Communities will include all Tucker staff, including the principal, teachers and support personnel. This collaborative work will allow for reflective dialogue in which staff conducts conversations about students' academic scores while identifying related issues and problems. This approach has proven to be effective in making curriculum reform and instructional changes. A team of Tucker staff will be trained in the model during summer 2013 professional development and will help to lead the initiative during the 2013 - 2014 school year. The entire staff will be trained during the 2014 - 2015 school year. Full implementation and understanding of the process, data to be evaluated, and implementation of a working and functioning professional learning community will be in place by 2015 - 2016.

Tucker's monthly professional learning community initiative will adhere to a specific schedule as noted below. The schedule may be modified to meet shifting instructional needs following review of data. Agendas and data reviews will be required from each meeting. The required documentation will be submitted to the principal for review and assessment.

Week 1 - Setting SMART classroom learning goals

Week 2 - Plan and evaluate curriculum, review common assessments

Week 3 - Analyze data

Week 4 - Plan and provide interventions

Professional learning communities will systematically review and evaluate data to identify individual students or classrooms that are below grade level or are making slow gains. When academic struggles are identified, the professional learning community will identify instructional changes or interventions to be implemented. Teams will explore all avenues of interventions that may benefit the student, including re-teaching, differentiated instruction or small-group tutoring. Professional Learning Communities will use data to identify positive gains. When a team identifies positive growth through data analysis, effective teaching styles and techniques will be shared with colleagues, enabling others to make the same changes.

Tucker teachers will access a common planning period daily beginning fall, 2013. Weekly grade and/or content level meetings will be held during these school day sessions. One planning period a week will be devoted to teachers meeting together as a grade level or content level to discuss student data, curriculum, and other requirements. The building administrator will be directly involved with these meetings monthly.

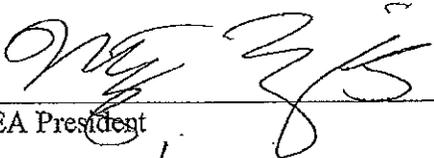
**MEMO OF UNDERSTANDING
BETWEEN BEECHER COMMUNITY SCHOOL DISTRICT'S
BOARD OF EDUCATION AND THE BEECHER EDUCATION ASSOCIATION**

It is understood by the parties that because of the current status of Tucker Elementary being a "priority school" and therefore working on a Transformational Plan, to be submitted to the State of Michigan Department of Education and the Federal Government. The parties recognize that this plan was written with the best interests of the Board and the teachers while Tucker Elementary has a bottom 5% designation. This agreement shall be non-precedent setting. It is specially understood that the current agreement shall not be re-opened during its duration as a Priority School.

The parties also understand that while the school is subject to MCL 380.1280c(8) and the transformational intervention model is being implemented:

a.) That any contractual or other seniority system that would otherwise be applicable shall not apply at the public school for the sole purpose of teacher assignment. This subdivision does not allow unilateral changes in pay scales or benefits.

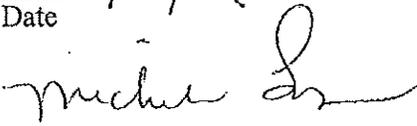
b.) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at the public school. Examples would be: extended learning time in core subjects, minutes in the student day, or days in the student year. This subdivision does not allow unilateral changes in pay scales or benefits. Compensation for any change in working conditions would have to be bargained.



BEA President

11/15/12

Date



Board President

11/21/2012

Date

Memo of Understanding Agenda

November 15, 2012

4:00 room 34 Tucker Elementary

- Discuss Transformational Plan
- Discuss Memo of Understanding
- Answer Questions
- Vote on Memo Of Understanding

Result: Vote to accept the memo of understanding passes with overwhelming support.

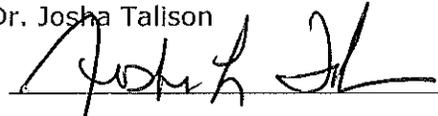
A handwritten signature in black ink, appearing to be "D. J. J.", written in a cursive style.

11/26/12

TUCKER MOU MEETING SIGN-IN SHEET

Name	Signature
Norma LaFave	Norma LaFave
Latrice Manns	Latrice Manns
Seth O'Connor	Seth O'Connor
Don Forte	Don Forte
Johanna Craves	Johanna Craves
Jane Bailey	Jane Bailey
Sandra Barnett	Sandra Barnett
Robert M. Howard	Robert M. Howard
Jo Lene Townsend	Jo Lene Townsend
Mary Burton	Mary Burton
Mia Barnett	Mia Barnett
Shelly Stewart Roberts	Shelly Stewart Roberts
Katrina Forsythe	Katrina Forsythe
DAVID REIL	DAVID REIL
Amatta Zuzar-Perka	Amatta Zuzar-Perka
Marlene Chalmers	Marlene Chalmers
Debra Jackson	Debra Jackson
Heather Guerra	Heather Guerra

Redesign Plan Signature Page

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Beecher Community School District School Name: Tucker Elementary Address: G-5159 Summit Street School Code: 25240	Name: Diana Castle Position and Office: Director of State and Federal Programs Telephone: 810-591-9276 Fax: 810-591-9850 Email: dcastle@beecherschools.org
LEA SUPERINTENDENT/PSA ADMINISTRATOR Printed Name: Dr. Joshua Talison Signature: X  Date: 2/26/2013	Telephone: 810-591-9201 Fax: 810-591-9851 Email: jtalison@beecherschools.org
SCHOOL PRINCIPAL Printed Name: Mrs. Tracey Barton Signature: X  Date: 2/26/2013	Telephone: 810-591-9361 Fax: 810-591-6190 Email: tbarton@beecherschools.org
LEA/PSA SCHOOL BOARD PRESIDENT Printed Name: Mrs. Michelle Loper Signature: X  Date: 2/26/2013	Telephone: 810-591-9206 Fax: 810-591-9851 Email: mloper@beecherschools.org
PRESIDENT OF LOCAL TEACHER UNION Printed Name: Mr. Martin Zmiejko Signature: X  Date: 2/26/2013	Telephone: 810-591-9255 Fax: 810-591-6911 Email: mzmiejko@beecherschools.org

The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the school into the State School Reform/Redesign School District, imposing for the school one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.