



# **Reform Redesign Report**

**Brownell School**

**Flint City School District**

Mrs. Marcia James  
6302 OXLEY DR  
FLINT, MI 48504-1673

# 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.....	25
--	----

## **Assurances Report**

Michigan Department of Education Assurances.....	28
--	----

Priority Assurances.....	28
--------------------------	----

## **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?**

Brownell is an urban elementary school within the Flint Community School District. It houses Headstart, Pre-Kindergarten and, Kindergarten through Sixth Grades. Currently the total enrollment is 409 students. 288 are enrolled in the Kindergarten -Sixth grade program. Brownell's population is predominately African-American. There are 162 males and 126 females.

Brownell has 14 classrooms with an average ratio of 20:1. There are 38 staff members consisting of teachers and support staff.

As enrollment declines, we are faced with many challenges. Our biggest challenges are school closings. We have been affected by district school closings for the past three years. Brownell has made constant adjustments in staffing, students and the community at large. The tax revenues have taken a downward turn causing families to lose homes and move away. The dire need for employment and adequate housing continue to plague our city. General Motor was a mainstay in the community and has since closed it's coporate doors. Our communities are now filled with abandoned homes, boarded up businesses and brownfields. What was once a flourishing city is now impoverished and depressing.

In spite of the bleak outlook, Brownell countiues to remain a strong influnce for the community. It serves the community by providing a safe and orderly environment for staff and studnets. We are a beacon of hope for our children. We strive for academic success for all students.

## **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.**

To teach children who come, regardless of race, religion, ethnicity, socioeconomic background or gender, how to read, write, think, compute, appreciate the arts, speak well, and behave in socially acceptable ways, so that they can become economically independent, contributing members of society.

## **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.**

Brownell School has made adequate yearly progress (AYP) in the last three years. In the next three years, Brownell is striving to become a reward school.

## **Additional Information**

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

None 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.**

Marcia James, Principal, mjames3@flintschools.org

Paul Robinson, Intervention Specialist, robin929@msu.edu

Kerry Donnelly-Roy, 6th Grade Teacher, PD Chair, kdonnelly@flintschools.org

Delores Knuckles-Meeks, 5th/6th Grade Teacher, Mathematics Chairperson, UTF Representative, dknucklesmeeks@flintschools.org

Carla Roberts-Caudle, 2nd Grade Teacher, croberts@flintschools.org

Vivvene Whitaker-Fair, Reading Intervention, LI Chair, vwhitaker@flintschools.org

Amye R. Boone-Warren, 1st Grade Teacher, ELA Chairperson, awarren@flintschools.org

Catanja Harrison, Math Intervention, charrison@flintschools.org

Carl Ranger, District Mathematics Instructional Specialist, cranger@flintschools.org

## PART B: TEACHING AND LEARNING PRIORITIES

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

The two big ideas incorporated into Brownell's Reform/Redesign plan that are intended to enhance teaching and learning are:

1. CURRICULUM and INSTRUCTIONAL TRANSFORMATION - Brownell will transform the curriculum and instruction throughout the building. The plan is to address the curriculum first, followed by a model of instruction that will be systematic across the building. We believe reforming these two areas are a huge undertaking and will take time and energy in order to build the kind of capacity and sustainability to ensure success. Therefore, a research-based instructional model will be implemented by the staff based on the data. The data below illustrates poor student achievement in every content area at every grade level.

- All content areas on MEAP Brownell students are performing below the state (Gap 50% in Reading)
- All content areas assessed on MEAP indicate very low proficiency rates- Science- 3% (5th grade), Reading- 26%( all grades), Math- 8%( all grades) and Writing - 6% ( 4th grade)
- Level 1 student MEAP performance indicated only 3 students in Reading attaining that level. No other MEAP tested content areas had students performing at level 1
- At this point, the Flint curriculum is not aligned to the Common Core State Standards (CCSS). Math is closest to being aligned. It is the plan of the building to have a curriculum that is tightly aligned to the CCSS.
- All Students with Disabilities are not proficient on any content MEAP test
- The current Flint Math, Reading and Writing Units of Study are not aligned to the CCSS
- No teacher in the building is using the available Michigan MAISA Units of Study that are aligned to the CCSS
- Brownell STAR Assessments indicate only 33% of the students are gaining one year of academic growth- over the last 3 years
- Currently there is no consistent instructional model for teaching English Language Arts (ELA), Science and Social Studies
- The current Pacing Guide is too fast in Mathematics and does not allow for re-teaching opportunities
- Teachers are not taking advantage of formative assessment opportunities during the classroom school day. Therefore, teachers are not changing their instruction regularly to meet the ongoing academic needs of the students

The data indicates that Brownell students are performing below the state (MEAP) and federal (STAR) assessments. In some cases there are no noticeable proficiency levels (i.e. Science). The staff believes the major contributing reason is a curriculum that is neither aligned or engaging. The staff will supplement the current Units of Study and align them to the CCSS. In addition, we will supply supplements for the FCS Science and Social Studies Pacing Guides.

Once the curriculum is in place, Brownell will create book studies for the purpose of researching instructional models (Marzano, Madeline Hunter, Fisher and Fry, Wiggins and McTighe, etc.) so that the staff can select from these best practices to create an instructional model that will connect with our children so they can learn and apply the curriculum that is being taught. Once created, the staff will call the instructional model "The Brownell Way". It will be systemically taught throughout each of the classrooms in the building.

To help determine whether the curriculum and instruction is on the right track, the building will be using some of their Title I set-aside monies to hire a teacher leader who will provide technical assistance with data interpretation during the Professional Learning Communities (PLC) meetings that will be created as a part of this comprehensive Transformational Plan.

2. CLIMATE AND CULTURE - The second "Big Idea" is for Brownell to change the climate and culture at the building level. The climate and culture data that has been collected indicates that there is significant time spent on addressing negative student behavior. This behavior takes away valuable classroom time that could be spent on teaching and learning. Some of the behavioral data includes the following:

- 75% of all referrals occur in the classroom
- Since the start of the 2012-13 school year, Brownell has averaged about 10 student referrals a day
- When asked, teachers indicate that they spend a significant amount of their instructional time on disruptive classroom behavior.

Brownell staff believes that focusing on developing a more quality climate and cultural environment will create opportunities for increased time spent on teaching and learning. The staff will implement PBiS as our school wide management system to produce a more conducive school environment. We will elicit more parental support to focus on student learning that will promote extended learning opportunities and increase student achievement. Also, adding the instructional model (see big idea #1) will increase a positive climate and culture as well.

Brownell will also use book studies to bring awareness to better address the community that we service and to support teacher classroom practices (Dr. William (Bill) Cosby, Ruby Payne, and Dr. J. Kujufu, etc.)

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

The data that Brownell used to identify the "Big Ideas" were a mixture of the following: Bureau of Assessment and Accountability (BAA) MEAP Reports, School Data Profile/Analysis; STAR Reading, Early Literacy and STAR Math Diagnostic Reports; behavior referral reports; attendance reports; Developmental Reading Assessment (DRA); District Benchmark Assessments (Interim), Flint Community Schools (FCS) Curriculum Unit Assessments; Positive Behavior Intervention Support (PBiS); English Language Proficiency Assessment (ELPA); The Golden Package; report cards; Synergy; progress reports.

Brownell expects to use many of the assessments identified to promote feedback that will guide the turnaround process in the following ways:

- At the end of each ELA Unit of Study (approx. 6 weeks), students will be administered an interim assessment on their learning as a result of their Unit of Study and teachers will analyze the data in their PLC and hold professional conversations on how they can utilize potential strategies to improve student learning.
- The Academic Coach will identify grade level writing prompts and aligned scoring rubrics for the purpose of determining student progress. PLCs will analyze student writing samples using an available rubric and determine strategies to be implemented in the classroom. The PLC may or may not be facilitated by the Academic Coach. The PLC will make the determination as to the frequency of the prompts.
- Teachers will progress monitor Early Literacy using STAR Reading and STAR Mathematics bi-monthly. Intervention staff and Academic Coaches will facilitate intervention practices based on the data. The PLC will make that determination.
- Quarterly, teachers will use Datawise to analyze District Math (1-6) and Science (3-6) Benchmark assessments for the purpose of determining student growth.
- We will use the identified data to create baseline data points for the purpose of evaluating student achievement in core content areas. This data will guide and modify classroom instruction along with informing the building turnaround process as it relates to student achievement.
- Staff will analyze quarterly Synergy reports to determine the types of disruptive behaviors in the classroom and identify the PBiS strategies that are successful.

## Reform Redesign Report

Brownell School

---

- Teachers will administer the DRA three times per year. Results will be discussed in PLCs.
- Teachers will analyze attendance reports every five weeks, in conjunction with progress reports and report cards. The data will be used to align the progress of Brownell's culture and climate.
- As the Golden Package is available to administration the data dialogue will take place.

The feedback received as a result of the multiple assessments will be analyzed and discussed by the building principal, teacher leader and staff to gauge the progress of the turnaround process at the building level. Continuous adjustments will be made to maximize student learning.

---

**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.**

Ms. Marcia James has been assigned to Brownell Elementary effective October 10, 2012, in order to be involved in the initial transformational plan development and writing. The Master Contract between the Board of Education and the Congress of Flint School Administrators allows for "voluntary movement of a bargaining unit employee from one position to another, which has the same or lower job grade than that currently occupied by the bargaining unit employee." From the onset of the process, Ms. James agreed to be reassigned at this time in order to provide Brownell a fresh start. Ms. James is an experienced principal with 31 years of educational experience. The data at Brownell indicates that there are general achievement issues that could be strongly impacted by overall improvement with reading in all content areas. Ms. James holds a Master of Arts in Classroom Teaching with an emphasis in Reading. Ms. James also has extensive course work in the areas of curriculum and instruction which the district believes could prove to be very beneficial. The district has provided yearly institutes and professional development in data and student achievement which have equipped Ms. James with rapid turnaround qualities. In her years as an administrator, she implemented a turnaround plan for an elementary she was placed in before its closing. She makes use of data walls to drive instruction and charges teachers to engage students with sound instruction. Each year, her school continues to make adequate yearly progress in Mathematics and Reading. She is also detail oriented and will be able to balance the general management responsibilities of being a school leader with the requirements needed to rapidly turn around Brownell Elementary. She has the abilities to lead her staff in problem solving and making instructional decisions based on achievement data. Ms. James is a confident leader with a history of being able to pull teams of individuals together in order to meet challenging expectations.

**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.**

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

During the 2012-13 school year, student growth is being used as a significant portion of the evaluation process. A committee including teachers, administrators, central office, and unions, will be developed by March 2013 to provide a collaborative process to seek agreement on defining a significant portion (10-15%) of the teacher and administrator evaluation instruments be based upon student growth for the 2012-13 school year. The deadline for the committee collaboration MOU signed by the Unions and district officials will be May 2013. On November 16, 2011 the Flint Board of Education adopted Board Policy 5510 Performance Evaluation Systems and delegated to the Superintendent the responsibility of developing administrative regulations. On March 7, 2012 the Board of Education adopted the regulations and rubrics for use in the evaluation. The educator evaluation revisions comply with legislative requirements mandating new performance categories (Highly Effective, Effective, Minimally Effective, and Ineffective), lengthening the probationary period, making staffing decisions based on performance, mandating that student growth be a portion of the overall evaluation, and providing more flexibility on the format and timing of the evaluation process. The Board Policy and teacher evaluation process are currently in effect and may need to be amended in order to comply with future requirements that come from the Governor's Council on Educator Effectiveness. The collaborative process for teachers entails administrator meeting with teacher to discuss performance observation. The administrator and teacher work together to enhance teacher's professional growth.

During the 2011-12 school year, a collaborative process was used to identify Flint Community Schools Leadership Expectations for both instructional and non-instructional administrators. Through a series of collaborative meetings the central office and district administrators worked to identify specific indicators/expectations for instructional leadership. These expectations were categorized into the areas of Vision/High Expectations, Laser-Like Focus on Student Achievement, Data-Based Decision Making, Professional Learning, and Effective Organization to Support Learning and aligned with the new performance categories of Highly Effective, Effective, Minimally Effective, and Ineffective.

Beginning in 2013-2014, a collaborative process will include a committee formed that consists of specified teachers, union representation, principals and central office administrators. The committee will review the district's process used to create a teacher and administrators evaluation plan. An administrator's rubric for student growth will be developed by the collaborative committee.

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

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

**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.**

Teachers and staff will be identified and recognized for increases in student achievement 20 % (class average scaled score) on STAR Early Literacy, Reading and Math during the course of the 2013-2014 school year. Students will be assessed with STAR Math and Reading (early literacy for grades kindergarten and first) in September, November, January, March, and May each year. Teacher leaders, academic coaches and the building principal will be responsible for monitoring and rewarding staff members. Those rewards will be made public.

Teacher Leader Monthly Honors:

Attendance: classroom door banner for best class average attendance for the month

Low behavior referrals: teachers with the lowest behavior referrals for their classroom will earn a banner

Accelerated Reading: K-2 and 3-6 classrooms with highest points will earn a traveling trophy

Progress Monitoring: STAR reading: teacher with the greatest class average improvement will earn local restaurant gift card

Progress Monitoring: STAR math: teacher with the greatest class average improvement will earn local restaurant gift card

Benchmark Assessments

STAR reading (January and May): classroom with the highest increase in class average scaled score will earn a \$25 gift card

STAR math (January and May): classroom with the highest increase in class average scaled score will earn a \$25 gift card

School Leader (principal) Honors:

Accelerated Reading Goals met monthly: sweet treat basket

End of the Year: Meet or exceeds Accelerated Reading Goal: Public recognition in News About Us, District Newsletter

Additional incentives to honor achievement for teachers and school leaders may include the following:

-Public recognition ceremony in May of each year

## Reform Redesign Report

Brownell School

---

- Parking space monthly
- Fruit basket, intermittently
- Wall of fame photo and narrative monthly based on progress monitoring
- Gift cards monthly based on progress monitoring
- Recognition in school newsletter or webpage monthly
- Attendance to a professional conference second semester and/or end of year
- Stipend for classroom equipment/materials per semester
- Extended learning experience for class (field studies) per semester

The district's current teacher and administrator evaluation policies, procedures, and evaluation tools provide the necessary operational flexibility to remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes. The district will establish a committee with union representation February 2013 to identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, schools will be provided operational flexibility to add non-monetary rewards/incentives as determined at the building level.

Amendments to the Revised School Code govern the teacher/administrator Performance Leadership Evaluation Systems. Prior to the removal of leaders and staff members, there will be multiple opportunities given to improve professional practice through the District's redesigned performance evaluation process. The Tenure Law, Public Act 102, amended to the Employment Relations Act, prohibits evaluation as a topic of bargaining.

The implementation of the tenure reform requires a thorough understanding and knowledge of the law. The district is taking a proactive approach studying and analyzing the impact the language has on current bargaining agreements. Affected sections may need to be reviewed or removed from the Collective Bargaining Agreements and developed/implemented as Administrative Regulations.

Highly Effectiveness shall be measured by (MCL380.1249): Student growth, teachers demonstrated skills, classroom management, and teacher's attendance and disciplinary record. Such relevant criteria may include teacher's pedagogical skills, delivering rigorous content, preparation and planning to maximize instruction; significant relevant accomplishments and contributions to the school improvement plan, and specialized training in content areas.

Teachers will, in collaboration with administration, set professional improvement goals for the school year focused on student growth, and reaching the goals established within the school's improvement plan.

Recent teacher tenure legislation has established clear expectations for all school leaders. School leaders are evaluated annually and leadership is linked to student achievement. Leaders will be expected to ensure that instructional practices produce achievement. The District will provide the necessary technical support for the leader and staff. The evaluation process will be utilized to replace the leader/and or staff whose professional practices are not yielding the expected outcome; increased student achievement.

Administrators who are rated as either "minimally effective" or "ineffective" on their most recent annual year-end evaluation will be placed on an improvement plan designed to improve their rating and effectiveness for the following school year. The improvement plan will recommend development opportunities and other measures designed to improve the administrator's performance.

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

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

Step 2: Put on an Individual Development Plan (IDP)/ Professional Development

Step 3: Individual will be monitored with time given for improvement.

Step 4: If improvement is shown, the individual will be moved from the ineffective category.

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

**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.**

The staff at Brownell will transition into a collaborative and inquiry-based learning environment. To accomplish this, Brownell will promote building-wide Professional Learning Communities (PLC). The PLCs will meet 90 minutes a week utilizing multiple grade level structures. In addition, the PLCs will also meet quarterly on Saturday mornings. The PLC agendas will focus on job embedded professional development opportunities for staff (see attached calendar). The focus of the PLCs will be building data---specifically student achievement data that is contextual for the building educators. A 15 minute summary of the PLC meetings will be provided at monthly staff meetings with the focus on progressing towards meeting the school improvement goals and the aspects of the Turnaround Plan. As part of the PLC meeting protocol procedure, time will be devoted to collaboratively reflect while considering next steps in the process. The PLC will be facilitated by teachers, who may access available resources (consultants). The school improvement goals and the Turnaround Plan will set the agenda with a continued focus on the big ideas included in the Turnaround Plan. This will be accomplished by collaboratively incorporating the professional development topics as provided by the staff survey.

The follow-up sessions will be guided through the evaluation form and the answering of the feedback question what are your next steps. The Administration and Teacher leader will monitor Next Step sessions.

### 1. CURRICULUM and INSTRUCTIONAL TRANSFORMATION

Brownell Staff will take an approach that reforms their curriculum followed by developing a comprehensive instructional model. The rationale for taking this approach is due to our data, which indicates poor student achievement that is provided below.

A teacher leader will provide technical assistance with data interpretation at PLC meetings.

Using research-based best practices of the Balanced Literacy Approach supplemented with Houghton Mifflin, Writing Workshop Units of Study, by Lucy Calkins and Step Up to Writing for ELA to align with the Common Core State Standards (CCSS) for the purpose of promoting student achievement. For math, we will utilize the FCS Units of Study as they are aligned with the Common Core State Standards. In addition, we will apply supplements to the FCS Science and Social Studies Pacing Charts with MAISA supplementary materials for Science and the Michigan C3 supplementary materials for Social Studies.

Professional Development- training on CCSS; best practices; Balanced Literacy Approach, data analysis; Common Core content collaborations; research-based supplemental resources; Units of Study (MAISA); learning targets; integrating technology in the classroom; curriculum mapping (Dr. Deborah Wahlstrom), Step Up to Writing, on-site/ off-site visits of successful models, viewing exemplary models of units of study, formative assessment for the purpose of alignment; DRA (researched based assessment needs to be fully implemented) and Data Analysis Protocol.

2. CLIMATE AND CULTURE - The plan includes a focus on changing the climate and culture at the building level. The data that has been collected indicates that there is significant time spent on addressing student behavior.

The time spent on undesirable behavior reduces the teaching and learning opportunities in the classroom.

Focusing on climate and culture will create opportunities for increased time spent on helping students learn better. It is expected that increasing students' time on task by implementing common school-wide classroom management processes while eliciting parental support to focus on student learning will promote extended learning time and increase student achievement. Including an instructional model (see big idea #1) will increase a positive climate and culture.

Please see the attached assurance document

**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.**

Brownell has experienced a myriad of changes over the years. Due to district's declining enrollment and school closings, Brownell has many challenges. This year, with over fifty percent of the staff being new, new principal, new secretary, new custodians and new students, we are faced with starting over. Although this could be a barrier, we choose to make this a positive situation for us and use all the newness as a fresh start. We will use the incentives in #3 to provide flexible working conditions. As the district's conditions change, we will need to have union flexibility to increase opportunities for promotion, career growth and flexible work conditions designed to recruit and retain staff.

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

Considering the current economic and enrollment conditions which the district faces, promotion and career growth opportunities may be limited to attrition and promotion through vacancies as they arise.

Based on data (evaluations, student achievement, performance observation), effective teachers will be identified to model lessons in coworkers' classrooms in order to build capacity throughout the teaching staff. We will use the strategy of allowing effective teachers to have the opportunity to act as principal for the day. Effective teachers will be offered additional opportunities for professional development such as site visits to exemplar schools or professional development workshops, in order to present new strategies to our Brownell staff. In addition, we will utilize flexible planning time to meet students' needs. Flexible planning time may include early or late start for staff to work with students in the identified target areas of need.

## 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.**

Based on the feedback from the formative assessment process, Brownell will use the Balanced Literacy Approach supplemented with Houghton-Mifflin materials. Brownell staff will research, select and implement a formative assessment process based on the CCSS to monitor and assess student growth.

Utilizing data will be a critical component toward developing a highly effective Instructional Model in Brownell's Turnaround Plan. Brownell will use a portion of their Title I set aside money to hire a Teacher Leader who will focus on school-wide data. That person will facilitate data for the PLCs, focusing on data that will impact classroom instruction. The PLCs will meet 90 minutes a week utilizing multiple grade level structures. The PLCs, with guidance from the Teacher Leader, will incorporate a Data Analysis/Data Dialogue process that will include a variety of protocols. The results from these data focused PLC meetings will be communicated with the whole staff. Ultimately, the information will guide the building with the school improvement process and how tightly they may be aligned with the CCSS. The team will consist of Teacher Leader, subject area core team (core content teachers), academic coaches and the parent facilitator.

Brownell staff will research, select and implement a formative assessment process based on the CCSS to monitor and assess student growth. Based on the feedback from the formative assessment process, the team will identify supplementary materials to address missed learning targets unpacked from the CCSS.

Brownell will use the reference data (ie: MEAP, STAR, DRA, Houghton Mifflin benchmark assessments, Datawise, Synergy (SIS), Michigan School Data Portal, ELPA, etc.) to identify students' areas of weakness, using the Data Analysis/Data Dialogue process, to develop a prescriptive guideline (DI- Differentiated Instruction, Balanced Literacy and Multi-tiered System) to meet the CCSS, FCS Units of Study and the FCS Science/Social Studies Pacing Charts.

Kindergarten through third grade will supplement their curriculum as follows:

Reading/Phonics: Balanced Literacy Approach as our instructional program for reading/phonics as well as Houghton Mifflin supplementary materials and The Accelerated Reading program from Renaissance Learning for independent reading.

Mathematics: FCS Mathematics Units of Study. K-3 teachers will supplement the current FCS curriculum with workbooks Houghton-Mifflin on Core workbook resource.

Writing: Balanced Literacy Approach as our instructional program for writing as well as Writing Workshop Unit of Study by Lucy Calkins and the writing organizational tool will be Step Up to Writing.

Science: District Pacing guide supplemented with MAISA (Common Core units of study)

Social Studies: District Pacing guide supplemented with Michigan C3 (Citizenship Collaborative Curriculum)

Technology will be integrated with all subject areas through the use of computer labs.

Fourth-sixth grade will supplement their curriculum as follows:

Reading: Balanced Literacy Approach as our instructional program for reading as well as Houghton Mifflin supplementary materials and The Accelerated Reading program from Renaissance Learning for independent reading. Mathematics: FCS Mathematics Units of Study (currently aligning units of study to the CCSS)

Writing: Balanced Literacy Approach as our instructional program for writing as well as Writing Workshop Unit of Study by Lucy Calkins and the writing organizational tool will be Step Up to Writing.

## Reform Redesign Report

Brownell School

---

Science: District Pacing guide supplemented with MAISA (Common Core units of study)

Social Studies: District Pacing guide supplemented with Michigan C3 (Citizenship Collaborative Curriculum)

Technology will be integrated with all subject areas through the use of computer labs.

### **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.**

Brownell's PLC (teachers, teacher leader, administrator, academic coaches, Title I intervention teachers and paraprofessionals) will use formative, interim and summative assessments to continually monitor student progress toward mastering the learning targets of the CCSS and to create a balanced assessment system at the building level. The analysis from the data will be used to differentiate instruction, create content area data walls for display and use, inform instruction and provide individualized multi-tiered interventions to meet all student academic and behavioral needs. The PLC will use the data to ensure the alignment of the CCSS learning targets and the PBIS behavior targets.

#### Formative assessments:

Teachers will use ongoing formative assessment on a daily basis to improve instructional methods and differentiate instruction to meet individual student needs and to promote a rapid turnaround at Brownell. Brownell considers formative assessment as a process not a test. Formative assessment activities (e.g. conferences, projects, exit slips, anecdotal notes, teacher observations, student self-assessment, journaling, graphic organizers, and ticket out the door) will be used regularly throughout the day. Both teachers and students will track student progress using a formative assessment charting approach. That way, classroom instructional adjustments can be made daily as the student need arises.

#### Interim Assessments:

Brownell teachers will use interim assessments given multiple times throughout the school year to improve rapid turnaround. Interim assessments (e.g. STAR Early Literacy, STAR Reading, DRA, STAR Math, FCS Math Units of Study Mid-Unit Assessments, FCS ELA mid unit assessment writing prompt identifying a specific writing trait -voice, style, content/ideas, etc; teacher assessments created within the PLC to align with instructional program, etc.) will be used as a formative tool that will focus on instructional, predictive and program evaluations.

Interim assessments will be used to diagnose gaps between student knowledge and intended curriculum; provide aggregate information on how Brownell students are doing and identify areas of weakness within the curriculum; reinforce curricular pacing; evaluate the effectiveness of various curricular and or instructional practices; determine students' ability levels for instructional grouping; enrich curriculum; encourage students to evaluate their own knowledge and discover the areas in which they need to learn more; practice for summative tests; increase teacher knowledge of assessment, content domains and student learning.

Interim assessments will be conducted three times per school year in September, January and May.

#### Summative Assessments:

Summative assessments will provide feedback to instructors to indicate growth. Brownell Teachers will use summative assessments to evaluate the effectiveness of the instructional programs and services at the end of an academic year or pre-determined time. Summative assessments (e.g. FCS Math Units of Study End of Unit Assessment, Unit of Study Published Writing Piece, MEAP, ELPA, FCS district math benchmark assessments and FCS district science benchmark assessments, etc.) will be used to make judgments of student competency after an instructional phase is completed.

Summative assessments will be given in October and May/June and used to analyze gaps between student knowledge and intended curriculum; evaluate the effectiveness of various curricular and or instructional practices; increase teacher knowledge of assessment, content domains, student learning and foster discussion within the PLC to focus on students' instructional needs for the upcoming year.

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

The district acknowledges the Priority School's needs to establish schedules and strategies that provide increased time for all students to learn core academic content, by expanding the school day, week or year. The district supports these Priority Schools and will work during the 2012-13 planning year with building administration and staff, union representation to develop such a plan for these schools by May 2013. The district is in agreement with the initial plan to increase learning time by at least 30 minutes per day. The Collective Bargaining Agreement Between Board of Education of the School District of the City of Flint and United Teachers of Flint, Inc. (EFFECTIVE: July 1, 2010 through August 31, 2013) in ARTICLE 32 describes a Shared Decision-Making and Waiver Process which provides building administrators and teachers with the operational flexibility to establish schedules and that provide for increased time for all students to learn core academic content by expanding the school day, week or year.

### ARTICLE 32 Shared Decision-Making and Waivers

A. "Shared decision-making" means a process using a site-based committee to reach a decision by consensus on a topic within the District's guidelines. The shared decision-making process provides all site-based committee members with a fair opportunity to express views.

B. Under shared decision-making, identified portions of the Master Teacher Contract may be waived by the unanimous decision of a committee consisting of the Superintendent, the Executive Director of Human Resources/Legal Affairs, and the President of the United Teachers of Flint, or their designees. Waiver requests must be submitted to the district and to the UTF on the form provided and must be signed by (1) the building Principal, (2) the building Learning Improvement Chairperson, if applicable, (3) the building Professional Development Chairperson, if applicable, and (4) the head UTF building representative or designee.

C. A waiver shall be for one year, specific to the site-based school requesting the waiver, and shall not be precedent setting. Participation in shared decision making shall not be a part of a teacher's evaluation or be otherwise used to discipline a teacher.

School wide Morning Meeting Enrichment 7:55am - 8:25 am (30 minutes)

Monday: math

Tuesday: science

Wednesday: ELA

Thursday: social studies

Friday: climate & culture day. PBiS will be the model to improve climate and culture.

The Brownell staff will use mini-lessons to model, teach and demonstrate positive school behavior as well as school wide procedures and expectations. Staff and students' consistent use of expectations will provide positive conducive environment therefore decreasing the number of daily referrals and disruptions in classroom. The Principal and/ or designated staff members will model, in an all school assembly, positive school behavior January 2013, September 2014, and January 2015.

Teachers will be involved in weekly collaborative meetings on a rotating schedule during the School-Wide Morning Meeting Enrichment

activities. This will provide teachers time to collaborate across grade levels, within grade-levels, for Student Assistance Team meetings & IEP meetings.

Two and a half days a week, our fine arts/PLCs will increase from 70 minutes to 90 minutes.

The Brownell school day will be extended by 30 minutes (15 minutes at the start of the day and 15 minutes at the end of the day). The Brownell PLC will establish the following strategies to be implemented in the 2013-2014 in order to increase student understanding of the academic core content to facilitate a rapid turnaround.

### 1. Curriculum and Instructional Transformation

#### a. Parallel blocking (K-6)

- All K-6 teaching and intervention staff will synchronize an hour of instruction to teach guided reading. 50% of reading materials will be informational. Progress monitoring will take place monthly to allow for differentiated instruction.

These strategies will be used to improve student performance in all content areas at every grade level.

These strategies will be implemented August 2013-2014. Lunch time will be extended daily to include enrichment activities such as multiplication rock, promethean board activities, board games, etc. Activities will be facilitated by Brownell's staff.

### 2. Culture and Climate

a. PBiS will be the model to improve climate and culture. The Brownell staff will use mini-lessons to model, teach and demonstrate positive school behavior as well as school wide procedures and expectations.

Staff and student's consistent use of expectations will provide a positive conducive environment therefore decreasing the number of daily referrals and disruptions in classroom. The Principal and/ or designated staff members will model, in an all school assembly, positive school behavior January 2013, September 2014, and January 2015.

Please see the attached assurance document

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

The required activities of the NCLB Section 1118 are carried out at Brownell Community School by:

1. Parent Facilitator, Behavior Specialist, Intervention Teachers, Teacher Leader, Classroom Teachers, Principal and District Academic Coaches will provide materials and training to assist parents in understanding their child's curricular instruction needs. These meetings are held monthly and alternate between AM and PM sessions to accommodate times for all parents. In conjunction, our staff's August professional development will include activities that involve meeting our community and families. This will help establish partnerships with neighborhood churches and businesses. By meeting the students' basic needs, such as nutrition, clothing, mentoring, and tutoring, the expected outcome is that students will be able to focus on academic goals. These community partnerships will aid in creating a culture and climate conducive to learning and increase academic achievement. Evaluations will be provided at the end of each activity to assess their effectiveness.

-Literacy Training Workshops --to help parents work with their children on specific strategies at home.( i.e. different genres, reading informational/narrative text, connect literacy across content areas.) The expected outcome is to increase understanding of academic assessments that are used to measure student progress and performance levels,thus facilitating parent support of student work toward literacy goals at home and creating a seamless collaboration which will increase student literacy achievement. Intervention Teachers and Academic Coach, 9-11 AM, February 2013 and 2014 and April 2013 and 2014

-Mathematics Training Workshops-- to help parents work with their children on specific strategies at home. (i.e. using various Math

manipulates, connect literature with math, coin identification and counting; cooking using measurement.) The expected outcome is to increase understanding of academic assessments that are used to measure student progress and performance levels. Intervention Teachers and Academic Coach: 9-11 AM, April 2013 and 2014, November 2013 and 2014

-Weekend Fun Day /Meet the Teacher/Orientation-A gathering of students, staff, families and community members that establishes the positive climate and culture of Brownell. The expected outcome is to create a positive culture and climate by establishing partnerships with families, local churches and businesses. (i.e. identify the differences and learn to appreciate the diversity of cultures) All Staff, Saturday A.M., August 2013 and 2014 and January 2014-2015.

-Technology Training Workshops " Will teach parents to access data from the student information system. (i.e. interactive websites that can be accessed from home, basic computer training.) The expected outcome is to empower the parents to take a lead role in their child's education and to stay informed about their child's performance as well as seek out additional researched based online sites to support their child's educational needs. Brownell Teachers, Brownell Technology Specialist, Quarterly beginning October, 2013.

-Title I monthly meetings-- for the purpose of helping their children at home. (i.e. model strategies, parenting tips, nutrition, community connections). Held on the fourth Wednesday: Parent Facilitator, Principal, beginning September, 2013.

These are some of the activities for the 2013-2014 school year: Cookies In a Jar (Math & ELA); Science At Home; Family Math Night; Muffins for Moms (ELA); Donuts for Dads (ELA); Financial Workshop (Math & ELA); Science Field Study; & Scrapbook Workshop (Math). They will be incorporated into the above mentioned workshops and weekend fun days.

These parent involvement strategies will be facilitated by the Parent Facilitator, Behavior Specialists, Intervention Teachers, Teacher Leader, Classroom Teachers, Principal and District Academic Coaches during meetings, workshops and weekend fun days.

- using language that is understandable
- providing an environment that is comfortable, non-threatening and accepting
- providing child care and transportation to attend monthly meetings, as needed
- meetings are held at a variety of times to accommodate various parental schedules
- in-home conferences are held, as needed, with educational and support staff in attendance
- the school informs the parents of programs that are held outside our building- including local, regional, and national conferences and workshops

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

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

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

The existing United Teachers of Flint (UTF) contract with the Flint Board of Education includes language which allows building staff to submit a year-to-year waiver for the purpose of flexibility in the school calendar and daily instructional time schedule. The district will continue to support the school-level decision making and flexibility as it pertains to calendar and instructional time and seek a collaborative understanding with the UTF of the need for operational flexibility to increase time and calendars as determined by the priority planning process during the 2012-13 school year and as it impacts the collective bargaining agreement.

The district will provide operational flexibility and support the principal in implementing the teacher evaluation process in an effort to improve student instruction and provide the principal with greater authority over the human resources of the school. The district has been subject to a multi-year student enrollment decline which has resulted in the layoff of numerous teachers. Thus, the district is not currently in a state of hiring. Principals will be provided flexibility to screen and interview candidates and have final authority over who is selected to be hired to teach at the priority school. The school implements the Flint Board of Education adopted curriculum in all content areas and utilizes district created units of study in English Language Arts and Mathematics. Due to high mobility throughout the district, consistent instruction and pacing of curriculum is utilized at the school. Effectively using data, the principal and teachers identify instructional gaps and needed resources to support closing those gaps. The principal will be provided operational flexibility to manage building funding sources to customize curriculum and instructional approaches.

Principals will have the flexibility to plan professional development beyond the district provided contractual days of professional development. With the assistance of their school improvement team, the principal will plan targeted professional development based upon the building's data and needs both during the school day and outside of the school day. To make this happen they will be provided flexibility in budgeting utilizing their 10% Title I set-aside funds to support priority school activities. In collaboration with their Executive Director of Elementary Education and Director of State, Federal and Local Programs, the principal and the SIP Team will annually plan the coordination of funds to support the extended opportunities for professional learning.

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

The district's superintendent and executive directors of elementary and secondary education provide monthly half day professional development for all administrators in its efforts to promote effective instructional practice and increased student performance. Sessions focus on topics such as best practice, effective use of data, culture and climate interventions and parent/family engagement topics. Principals are also engaged in small group "support team" meetings at school sites five to six times per year. The Executive Director of Elementary works to develop agendas specific to the improvement goals at the visited site. There is a data analysis component, a study component (articles, book study or video clips) and then focused building walkthroughs. This time is used to build consistency of the instructional eye and to help building principals build consistency and continuity with curriculum implementation. Buildings are also supported through content walkthroughs two to four times a year with the involvement of school level improvement team members, academic coaches and central office

representation. During these visits buildings share their progress towards school improvement from the previous visit, their intended focus for the walkthrough and based on the observations next steps for improvement are established. The district will continue to support the buildings with their school improvement/priority school initiatives

The District currently provides various means of external technical supports in order to increase student achievement and graduation rates. GISD provides the teachers and staff with professional development in Best Practices, Differentiated Learning and Positive Behavioral Intervention Support. Supporting the development and refinement of internal building processes and procedures around school improvement is the Statewide System of Support (SSOS). A School support team (SST) consists of an ISD/ESA school improvement facilitator, district representative, and when applicable and MDE representative, and content coach to provide on-site assistance facilitating school improvement processes at (Insert School Name). In addition, content coordinators provided professional development and work with individuals on instructional practice.

Brownell School continues to utilize technical assistance and resource programs and services from various sources ensuring an increase in student achievement through diverse teaching strategies raising the rigor of instruction for all students and staff. Such resources include but are not limited to US Dept. of Agriculture (Fresh Fruit and Vegetable Program); US Dept. of Agriculture (Community Eligibility Option-Breakfast & Lunch Program); 21st Century Community Learning Centers (Before, During and After School Programs); Genesee Regional Chamber of Commerce (Youth Quest After School Programming).

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

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

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

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

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

# 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	Both Teacher and Administrator Evaluation is in the zip file. MOU's uploaded <u>FCS Evaluation Forms.zip</u>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	Use for requirement #4 <u>pd calendar011513.docx</u>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	Use for Requirement #8 <u>Brownell Time Schedule12-13.doc</u>
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	Use for requirement #8 <u>Enrichment Activities[1].docx</u>
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	See PD calendar <u>pd calendar 111312.docx</u>
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	Use for Requirement 2 <u>MOU 2.pdf</u>

**Teacher Evaluation**

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

Teacher \_\_\_\_\_

Subject: \_\_\_\_\_

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

Time:            From: \_\_\_\_\_

To: \_\_\_\_\_

Examples of Strengths in Anecdotal Form:

---

---

---

---

---

---

---

Areas Needing Improvement in Anecdotal Form:

---

---

---

---

---

---

---

Professional Assistance Given:

---

---

---

---

---

Plan of Action:

- a.     Recommendations for Improving Performance and Length of Time for Achieving Results:
  
  
- b.     Consequences if No Improvement:

**Year-End Evaluation Rating**

- \_\_\_\_\_ Highly Effective
- \_\_\_\_\_ Effective
- \_\_\_\_\_ Minimally Effective
- \_\_\_\_\_ Ineffective

**Recommendation**

- Tenure Teacher
- \_\_\_\_\_ Continue Tenure Contract
  - \_\_\_\_\_ Terminate Tenure Contract
  - \_\_\_\_\_ Retain At Present Salary

Non-Tenure Teacher

- \_\_\_\_\_ Renew Contract
- \_\_\_\_\_ Give Tenure Contract
- \_\_\_\_\_ Do Not Renew Contract

I have read the above evaluation.

I understand that my signature does not constitute a concurrence or approval and that I may grieve the evaluation if I believe it to be untrue or to have been accomplished by a method or procedure not in accordance with the Master Teacher Contract. I understand, also, that I may have a representative of my professional organization present at this evaluation conference session with my supervisor or principal.

Remarks by Teacher:

---



---



---



---



---

Teacher \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

HR/LA/03/2012

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

**(This form is to be processed and a copy given to the teacher at the conference session.)**

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

**Teacher Performance Report**

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

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

Subject: \_\_\_\_\_

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

Time: From: \_\_\_\_\_

To: \_\_\_\_\_

Examples of Strength in Anecdotal Form:

---

---

---

---

---

Areas Needing Improvement in Anecdotal Form:

---

---

---

---

---

Professional Assistance Given, Recommended or Requested:

---

---

---

---

Recommendations for Improving Services (Including a Reasonable Length of Time to Achieve the Improvements):

---

---

---

---

If Improvement Is Not Shown, the Following Disciplinary Action May Occur:

---

---

---

---

General Comments:

---

---

---

---

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

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

## STUDENT GROWTH TEACHER EVALUATION

The measurement of student growth constitutes a significant portion of the evaluation. Pursuant to Michigan Compiled Law Revised School Code 1249 (MCL 380.1249) Performance Evaluation System. Student growth constitutes a “significant factor” of the overall evaluation. Student growth may be measured by, but not limited to, student performance on national (ACT, PLAN, Explore), state (MME, MEAP) and local (DRA, STAR, common grade level and/or course) assessments. This category will also take into consideration the building’s progress toward meeting school improvement goals and the teacher’s participation as an active, contributing member of District and building school improvement, curriculum and professional learning community teams and his/her implementation of District initiatives and school improvement goal strategies in their classroom.

The evaluator shall consider **each** of the following when evaluating the Student Growth Measurement:

Indicator Met:

### EVALUATION INDICATORS

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

### INDICATOR SUMMARY

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

---

---

---

---

---

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

I have read the above evaluation.

I understand that my signature does not constitute a concurrence or approval and that I may grieve the evaluation if I believe it to be untrue or to have been accomplished by a method or procedure not in accordance with the Master Teacher Contract. I understand, also, that I may have a representative of my professional organization present at this evaluation conference session with my supervisor or principal.

Remarks by Teacher:

---

---

---

---

---

---

---

---

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

\_\_\_\_\_  
Teacher

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

\_\_\_\_\_  
Evaluator

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

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

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

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

FORM AES 1

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

Position: \_\_\_\_\_

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

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

Date Planning Completed: \_\_\_\_\_

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

Date Summary Completed: \_\_\_\_\_

**INSTRUCTIONS**

**Definition of Terms:**

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

**Part I: Rubrics**

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

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

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

**Part III: Mid-Year Review**

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

**Part IV: Summary Evaluation**

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



## PART I: RUBRICS

### Flint Community Schools Expectations for Instructional Leadership

Expectation: Vision/High Expectations

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



# Flint Community Schools Expectations for Instructional Leadership

## Expectation: Laser-Like Focus on Student Achievement

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



## Flint Community Schools Expectations for Instructional Leadership

### Expectation chosen: Data-Based Decision Making

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



## Flint Community Schools Expectations for Instructional Leadership

**Expectation:** Professional Learning

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



# Flint Community Schools Expectations for Instructional Leadership

## Expectation: Effective Organization to Support Learning

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

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

**Vision/High Expectations**

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

**Laser Like Focus on Student Achievement**

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

**Data-Based Decision Making**

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

**Professional Learning**

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

---

---

---

**Effective Organization to Support Learning**

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

---

---

---

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

Professional Development Needs	Recommended Training and/or Other Action Plans

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

\_\_\_\_\_

Employee

\_\_\_\_\_

Date

\_\_\_\_\_

Evaluator

\_\_\_\_\_

Date

### PART III: MID-YEAR REVIEW

School Year Goals/Targets	Progressing	Not Progressing	Evidence/Comments

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

\_\_\_\_\_

Employee

\_\_\_\_\_

Date

\_\_\_\_\_

Evaluator

\_\_\_\_\_

Date

**PART IV – SUMMARY EVALUATION**

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

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

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

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

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

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

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

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

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

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

<b>School Year Goals/Targets</b>	<b>Achieved</b>	<b>Not Achieved</b>	<b>Evidence/Comments</b>

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

1. **Major contributions and/or Areas of Strength:**

2. **Performance Difficulties and/or Areas of Concern:**

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

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

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

4. Employee's Comments:

5. Evaluator's Comments:

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

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

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

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

# Flint Community Schools

## PERFORMANCE IMPROVEMENT PLAN FOR ADMINISTRATORS

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

FORM AES 3

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

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

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

### INSTRUCTIONS

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

**Part I – Problem Identification and Action Plan:** Identify performance deficiencies, required improvement, corrective actions, and timetables.

**Part II – Progress Review (s):** Conduct at least three (3) progress reviews with employee, not less than thirty (30) days apart, to review employee's improvement progress.

**Part III – Improvement Evaluation:** Upon expiration of the final timetables in Part I, indicate whether or not the required improvement has been attained. If progress has been satisfactory, employee should be removed from the Improvement Process and retained in his/her current assignment. If progress has been unsatisfactory, consult with the Human Resources Department to determine an appropriate resolution.

**PART I – CORRECTIVE ACTION**

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

SIGNATURES:

\_\_\_\_\_

Employee

\_\_\_\_\_

Date

\_\_\_\_\_

Evaluator

\_\_\_\_\_

Date

\_\_\_\_\_

Human Resources Department

\_\_\_\_\_

Date

**PART II – PROGRESS REVIEW (S)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**PART III – IMPROVEMENT EVALUATION**

**Performance Improvement Evaluation:**

**Satisfactory**

**Unsatisfactory**

**Evaluator's Comments and Recommendation:**

(If employee improvement has been unsatisfactory, consult with the Human Resources Department before reviewing with employee)

**Employee's Comments:**

**Signatures:**

Your signature does not necessarily signify that you agree with the Improvement Evaluation; it simply means that it has been reviewed and discussed with you.

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

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

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

Brownell Professional Development Calendar 2012-2014 DRAFT

October 2012						
Date	Format/type of meeting	Times	Purpose	Presenter	Participants	Rationale
October 19, 2012	afterschool	3:00 – 4:30 pm	Synergy – online gradebook/data	Dale Earhart, GISD	All staff	Increase timely feedback regarding student progress
October 2012	Thursdays, afterschool	3:00 -4:00 p.m.	Technology Integration	Eric Strommer, 3 <sup>rd</sup> grade teacher, Brownell	As needed	To increase student engagement through technology integration
Week of October 22, 2012	Professional Learning Community	During ancillary classes Wed, Thurs, Friday	AR/STAR goals/data and instructional implications	Grade level meetings led by classroom teacher	All staff according to grade level	Use data to drive instruction in order to facilitate rapid turnaround of student achievement
Week of October 29, 2012	Professional Learning Community	During ancillary classes Wed, Thurs, Friday	Review DRA protocol and implement due dates	Julia Carter, Academic Coach, FCS	All staff according to grade level	Use data to drive instruction in order to facilitate rapid turnaround of student achievement

Brownell Professional Development Calendar 2012-2014 DRAFT

November 2012						
Date	Format/Type of Meeting	Times	Purpose	Presenter	Participants	Rationale
November 2012	Afterschool	3:00-4:00 pm	Technology Integration	Eric Strommer, 3 <sup>rd</sup> grade teacher, Brownell	As needed	Use data to drive instruction in order to facilitate rapid turnaround of student achievement
Week of November 5, 2012	Professional Learning Community	During ancillary classes Wed, Thurs, Friday	Science Curriculum pacing guide review, reviewed benchmark assessment calendar, Classroom library book distribution for informational text	Tamara Smeltzer, Academic Coach, FCS	All staff according to grade level	Curriculum transformation evaluated in order to facilitate rapid turnaround of student achievement
November 6, 2012	District Wide PD	8:00 a.m. – 3:30 p.m.	Priority Schools Time line and Data Dialogue	Paul Robinson, Interventionist, MSU	All staff	Use data to drive instruction in order to facilitate rapid turnaround of student achievement
Week of November 12, 2012	Professional Learning Community	During ancillary classes Wed, Thurs, Friday	Intervention plan and identification of at risk students	Grade level team meeting, classroom teacher led	Teams and intervention staff	Use data to drive instruction in order to facilitate rapid turnaround of student achievement
November 20, 2012	Staff meeting	15+ minutes	Determine writing prompts for ELA unit 2 book review/literary essay	Julia Carter, Academic Coach, FCS	All staff	Use data to drive instruction in order to facilitate rapid turnaround of student achievement

Brownell Professional Development Calendar 2012-2014 DRAFT

Week of November 26, 2012	Professional Learning Community	During ancillary classes Wed, Thurs, Friday	DRA data collection and grouping, Science benchmark data	Academic Coach	All staff according to grade level	Use data to drive instruction in order to facilitate rapid turnaround of student achievement
---------------------------------	---------------------------------------	---	--	-------------------	--	---

Brownell Professional Development Calendar 2012-2014 DRAFT

December 2012						
Date	Format/Type of Meeting	Times	Purpose	Presenter	Participants	Rationale
December 2012	Thursdays, afterschool	3:00 -4:00 p.m	Technology Integration	Eric Strommer, 3 <sup>rd</sup> grade teacher, Brownell	As needed	To increase student engagement through technology integration
Week of December 3, 2012	Professional Learning Community	During ancillary classes Thurs, Friday	Math benchmark data analysis, ELA informational unit mapping	Academic Coach	All staff according to grade level	Use data to drive instruction in order to facilitate rapid turnaround of student achievement
Week of December 10, 2012	Professional Learning Community	During ancillary classes Thurs, Friday	Begin book study for instructional model, Analyze unit 2 writing prompts	Grade level meeting, classroom teacher led	All staff according to grade level	Use data to drive instruction in order to facilitate rapid turnaround of student achievement
December 18, 2012	Staff meeting	15+ minutes	Climate and Culture,	Marcia James, principal, Brownell, FCS	All staff	Use data to drive instruction in order to facilitate rapid turnaround of student achievement

Brownell Professional Development Calendar 2012-2014 DRAFT

Dates	Format/Type of Meeting	Times	Purpose	Presenter	Participants	Rationale
January 2013	Thursdays, afterschool	3:00 -4:00 p.m.	Technology Integration	Eric Strommer, 3 <sup>rd</sup> grade teacher, Brownell	As needed	
January 15, 2012	Staff Meeting	15+ minutes			All staff according to grade level	
March	District Wide PD	8:00 a.m. – 3:30 p.m.	CCSS & Instructional Model			
May	District Wide PD	8:00 a.m. – 3:30 p.m.	CCSS & Datawise			
Summer 2013	Individual PD workshops	TBD	CCSS Datawise Instructional model			
BOY 2013-2014	3-5 district wide PD days	TBD	CCSS, data analysis, Instructional Model			
Weekly	Professional Learning Community	TBD	Data analysis, CCSS, Instructional Model			



# **BROWNELL ELEMENTARY SCHOOL**



6302 Oxley Drive  
Flint MI 48504  
810 760-1643  
Ms. Marcia James, Principal

## **TIME SCHEDULE** **2013-2014**



### **Breakfast**

**7:25 - 7:55 a.m.**

### **Kindergarten - Sixth Grade**

First Bell: 7:55 a.m.

Tardy Bell: 8:00 a.m.

### **Lunch**

Lunch A	2 <sup>nd</sup> -4 <sup>th</sup>	11:00a.m. - 11:30a.m.
Lunch B	5 <sup>th</sup> -6 <sup>th</sup>	11:35a.m. - 12:05p.m.
Lunch C	Kdg.-1 <sup>st</sup>	12:10p.m. - 12:40p.m.

### **Dismissal**

**3:05 p.m.**

**Half Day Dismissal**

**11:15 a.m.**

Brownell Professional Development Calendar 2012-2014 DRAFT

October 2012						
Date	Format/type of meeting	Times	Purpose	Presenter	Participants	Rationale
October 19, 2012	afterschool	3:00 – 4:30 pm	Synergy – online gradebook/data	Dale Earhart, GISD	All staff	Increase timely feedback regarding student progress
October 2012	Thursdays, afterschool	3:00 -4:00 p.m.	Technology Integration	Eric Strommer, 3 <sup>rd</sup> grade teacher, Brownell	As needed	To increase student engagement through technology integration
Week of October 22, 2012	Professional Learning Community	During ancillary classes Wed, Thurs, Friday	AR/STAR goals/data and instructional implications	Grade level meetings led by classroom teacher	All staff according to grade level	Use data to drive instruction in order to facilitate rapid turnaround of student achievement
Week of October 29, 2012	Professional Learning Community	During ancillary classes Wed, Thurs, Friday	Review DRA protocol and implement due dates	Julia Carter, Academic Coach, FCS	All staff according to grade level	Use data to drive instruction in order to facilitate rapid turnaround of student achievement

Brownell Professional Development Calendar 2012-2014 DRAFT

November 2012						
Date	Format/Type of Meeting	Times	Purpose	Presenter	Participants	Rationale
November 2012	Afterschool	3:00-4:00 pm	Technology Integration	Eric Strommer, 3 <sup>rd</sup> grade teacher, Brownell	As needed	Use data to drive instruction in order to facilitate rapid turnaround of student achievement
Week of November 5, 2012	Professional Learning Community	During ancillary classes Wed, Thurs, Friday	Science Curriculum pacing guide review, reviewed benchmark assessment calendar, Classroom library book distribution for informational text	Tamara Smeltzer, Academic Coach, FCS	All staff according to grade level	Curriculum transformation evaluated in order to facilitate rapid turnaround of student achievement
November 6, 2012	District Wide PD	8:00 a.m. – 3:30 p.m.	Priority Schools Time line and Data Dialogue	Paul Robinson, Interventionist, MSU	All staff	Use data to drive instruction in order to facilitate rapid turnaround of student achievement
Week of November 12, 2012	Professional Learning Community	During ancillary classes Wed, Thurs, Friday	Intervention plan and identification of at risk students	Grade level team meeting, classroom teacher led	Teams and intervention staff	Use data to drive instruction in order to facilitate rapid turnaround of student achievement
November 20, 2012	Staff meeting	15+ minutes	Determine writing prompts for ELA unit 2 book review/literary essay	Julia Carter, Academic Coach, FCS	All staff	Use data to drive instruction in order to facilitate rapid turnaround of student achievement

Brownell Professional Development Calendar 2012-2014 DRAFT

<p>Week of November 26, 2012</p>	<p>Professional Learning Community</p>	<p>During ancillary classes Wed, Thurs, Friday</p>	<p>DRA data collection and grouping, Science benchmark data</p>	<p>Academic Coach</p>	<p>All staff according to grade level</p>	<p>Use data to drive instruction in order to facilitate rapid turnaround of student achievement</p>
--	--	--	---	---------------------------	---	---

Brownell Professional Development Calendar 2012-2014 DRAFT

December 2012						
Date	Format/Type of Meeting	Times	Purpose	Presenter	Participants	Rationale
December 2012	Thursdays, afterschool	3:00 -4:00 p.m	Technology Integration	Eric Strommer, 3 <sup>rd</sup> grade teacher, Brownell	As needed	To increase student engagement through technology integration
Week of December 3, 2012	Professional Learning Community	During ancillary classes Thurs, Friday	Math benchmark data analysis, ELA informational unit mapping	Academic Coach	All staff according to grade level	Use data to drive instruction in order to facilitate rapid turnaround of student achievement
Week of December 10, 2012	Professional Learning Community	During ancillary classes Thurs, Friday	Begin book study for instructional model, Analyze unit 2 writing prompts	Grade level meeting, classroom teacher led	All staff according to grade level	Use data to drive instruction in order to facilitate rapid turnaround of student achievement
December 18, 2012	Staff meeting	15+ minutes	Climate and Culture,	Marcia James, principal, Brownell, FCS	All staff	Use data to drive instruction in order to facilitate rapid turnaround of student achievement

Brownell Professional Development Calendar 2012-2014 DRAFT

Dates	Format/Type of Meeting	Times	Purpose	Presenter	Participants	Rationale
January 2013	Thursdays, afterschool	3:00 -4:00 p.m.	Technology Integration	Eric Strommer, 3 <sup>rd</sup> grade teacher, Brownell	As needed	
January 15, 2012	Staff Meeting	15+ minutes			All staff according to grade level	
March	District Wide PD	8:00 a.m. – 3:30 p.m.	CCSS & Instructional Model			
May	District Wide PD	8:00 a.m. – 3:30 p.m.	CCSS & Datawise			
Summer 2013	Individual PD workshops	TBD	CCSS Datawise Instructional model			
BOY 2013-2014	3-5 district wide PD days	TBD	CCSS, data analysis, Instructional Model			
Weekly	Professional Learning Community	TBD	Data analysis, CCSS, Instructional Model			

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

**November 10, 2010**

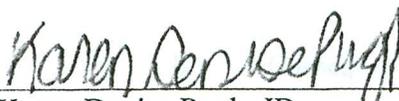
In accordance with the understandings reached between the representatives of the Flint Community Schools and the United Teachers of Flint, Inc., the parties agree to the following:

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

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

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

Dated: November 11, 2010

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

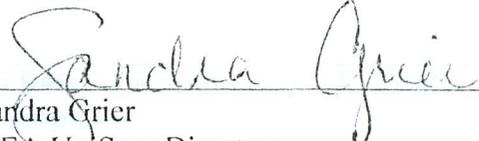
Dated: November 11, 2010

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

Dated: November     , 2010

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

Dated: November 11, 2010

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

# Redesign Plan Signature Page



SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
<p>District: Flint Community Schools</p> <p>School Name: Brownell Elementary School</p> <p>Address: 6302 Oxley Drive Flint, MI 48504</p> <p>School Code:</p>	<p>Name: Mrs. Shelly Umphrey</p> <p>Position and Office: Executive Director Elementary Education Office</p> <p>Telephone: (810) 760-5330</p> <p>Fax: (810) 760-5338</p> <p>Email: sumphrey@flintschools.org</p>
<p><b>LEA SUPERINTENDENT/PSA ADMINISTRATOR</b></p> <p>Printed Name: Lawrence E. Watkins, Jr.</p> <p>Signature: <u><i>Lawrence E. Watkins, Jr.</i></u></p> <p>Date: 3-26-13</p>	<p>Telephone: (810) 760-1249</p> <p>Fax: (810) 760-7450</p> <p>Email: lwatkins@flintschools.org</p>
<p><b>SCHOOL PRINCIPAL</b></p> <p>Printed Name: Marcia James</p> <p>Signature: <u><i>Marcia James</i></u></p> <p>Date: 3-26-13</p>	<p>Telephone: (810) 760-1643</p> <p>Fax: (810) 760-1538</p> <p>Email: mjames3@flintschools.org</p>
<p><b>LEA/PSA SCHOOL BOARD PRESIDENT</b></p> <p>Printed Name: Antoinette Lockett</p> <p>Signature: <u><i>Antoinette Lockett</i></u></p> <p>Date: 3/26/13</p>	<p>Telephone: (810) 760-1249</p> <p>Fax: (810) 760-7450</p> <p>Email: boardmemberlockett@comcast.net</p>
<p><b>PRESIDENT OF LOCAL TEACHER UNION</b></p> <p>Printed Name: Ethel Johnson</p> <p>Signature: <u><i>Ethel Johnson</i></u></p> <p>Date: 3/27/13</p>	<p>Telephone: (810) 733-7800</p> <p>Fax: (810) 733-7715</p> <p>Email: ejohnson@mea.org</p>

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.