



Redesign Plan

Southwestern Classical Academy

Flint City School District

Cheryl Tate, Principal
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Executive Summary

Introduction

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

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

Description of the School

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

Executive Summary

Flint Southwestern Classical Academy (FSCA) 7th-12th is a school-wide International Baccalaureate World School operating within the Flint Community School district. We are state and nationally accredited school through the AdvancED/North Central Accreditation of Colleges and Schools. Our students are provided a world-class education with competitive course offerings which include college prep, Career & Technical Education, middle years and diploma program studies in all core content areas. In addition we offer Learning Support Services (LSS) to eligible students with special needs to ensure that they are able to fully access the curriculum and extra-curricular activities within the least restrictive environment.

Historically, Flint Schools has gone through several occurrences of restructuring which has affected the student make up of Flint Southwestern Classical Academy. Over the past three years we have seen various program changes, first the Classical Academy was relocated to the Southwestern Academy campus in 2009-2010, where two separate programs were offered within the one campus. During the 2012-13 school year, Southwestern and the Classical Academy (IB Program) merged to become one school, Flint Southwestern Classical Academy (FSCA). All 7th- 10th grade students participate in the Middle Years Program and 11th -12th grade students self-select completing the Diploma Program. Our school is now a neighborhood school and students attend who live within the established boundary lines. This is a change from previous years when Southwestern Academy and the Classical Academy were both application programs housed in separate facilities then housed in the same facility, and presently one program. In addition, enrollment has increased now that FSCA is a neighborhood school and no longer an application program. The 2014-15 projected enrollments for FSCA is 1375 students. Another change for this upcoming school year, FSCA will house all 7th grade students attending Flint Schools. Just as other urban school districts, Flint Schools are currently experiencing declining enrollment and we have students with a greater need for supplemental academic and behavioral support/intervention.

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.

Schools Purpose

Southwestern Classical Academy's mission is to develop a community of diverse learners who are committed to academic and personal excellence.

Our International Baccalaureate mission aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Vision:

Southwestern Classical

Academy's vision centers around:

- * using the framework of inquiry based learning
- *reaching out to the needs of diverse learners
- * promoting tolerance and respect
- * participating in global 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.

Notable Attributes

Despite the challenges we face FSCA continues to forge ahead. Over the past four years, several students have been awarded the Gates Millennium scholarship which pays for undergraduate, graduate and post graduate studies. During the 2012-13 school three graduating seniors were recipients of the Gates award. Secondly, FSCA is an International Baccalaureate World School. All students in grades 7th - 10th complete the Middle Years Program and 11th - 12th grade students self-select the Diploma Program. During the 2012-13 school year, 25 students completed the first DP coursework and completed DP examinations in 7 content areas. 17 of the 25 students earned college credits in one or more subjects and one student's scores earned her an International Diploma. During the 2013-14 school year, (2) students earned International Diplomas while 24 additional students completed DP coursework and examinations scores earned them college credits. 21 students earned English credits, 19 students earned History credits, (5) students earned Music credits, (4) students earned Spanish credits and (1) student earned Visual Arts credits. All students take 8 core subject course, 1 Foreign Language, Technology and Visual or Performing Arts courses in grades 7th - 12th as required by the International Baccalaureate Organization.

Because of the many changes at FSCA, we are working to improve the climate and culture of our building and our school is safe and orderly. We are working to continue improving our knowledge and application of the use of various data sets. We must engage our students in learning and provide instructional opportunities for them to become critical thinkers and problem solvers. Also, we are actively working with staff to increase the the use of instructional technology with Promethean Boards and Ipads. We are committed to building and maintaining a positive school culture that promotes academic achievement even as we experience major changes with students and staff population.

Additional Information

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

Additional Information

FSCA has a long tradition of academic achievement. Our staff is working collectively to increase student achievement despite the many challenges our students and families face. We are excited with our new partnership with General Motors. (10) 11th grade students were employed as GM student interns during the summer of 2014. We will continue our partnerships with Central Michigan University (GEAR UP), Genesee Area Skill Center, Career Alliance, University of Michigan- Ann Arbor (College and Career Advisor), Mott Foundation, Kettering , Mott Community College and University of Michigan-Flint. We live in a city that is experiencing major economic challenges. FSCA will continue to be committed to academic excellence and we will work with all of our students to ensure that they reach their full potential. We must differentiate our instructional strategies to meet the needs of our students.

Priority School Assurances

Introduction

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

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		FCS Teacher Evaluation Process

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		FCS - Administrator Evaluation

Operational Flexibility Assurance

Introduction

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

Assurance of Operational Flexibility

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

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

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes		Memorandum of Understanding

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	Since there exists and MOU between FCS and UTF and we have uploaded it in the previous Assurance, we are assuming that we do NOT need to have a negotiation meeting date scheduled.	

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

Transformation Redesign Diagnostic

Introduction

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

PART A: REFORM TEAM PERSONNEL

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

PART A: REFORM TEAM PERSONNEL

Cheryl Tate, Principal, ctate@flintschools.org

Alex Lenear, Assistant Principal, alenear@flintschools.org

Dana Simmons, Assistant Principal, dsimmons@flintschools.org

Kathy Bennett, School Improvement Chair, kbennett@flintschools.org

Jeff Bean, Professional Development Chair, jbean@flintschools.org

Sherry Mockles, IB Diploma Program Coordinator, smockles@flintschools.org

Alicia Pierce, IB Middle Years Program Coordinator, apierce@flintschools.org

Alfred Cook, Science Chair, acook@flintschools.org

Geoffrey Lewis, Math Chair, glewis2@flintschools.org

Patrica Topping, CTE Chair, ptopping@flintschools.org

Debra Olayinka, UTF Representative, dolayinka@flintschools.org

Margaret Fox, Social Studies Chair, mfox@flintschools.org

Kendrick Hariston, School Security

Gina Morris-Cicalo, ELA & Extended Essay Coordinator, gmorris@flintschools.org

Noel McDowell, LSS instructor, nmcdowell@flintschools.org

PART B: TEACHING AND LEARNING PRIORITIES

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

BIG IDEA #1

Culture and Climate:

All stakeholders will consistently display and promote behaviors that are conducive to academic and social success.

BIG IDEA #2

Explicit instruction and application of academic and content vocabulary across all disciplines to increase readiness, comprehension and student achievement.

BIG IDEA #3

All stakeholders will develop informational problem solving skills in a coordinated effort to improve academic preparation and performance.

State what data were used to identify these ideas

BIG IDEA #1

Southwestern Academy stakeholders reviewed referral data, attendance data, classroom observation, hallway observation, and a variety of anecdotal evidence that led to the belief that the implementation of strategies addressing climate and culture will improve student achievement because current student behaviors were conflicting with academic opportunities.

BIG #2

Staff disaggregated data from MME, ACT Common core, student ownership list and school content areas: MME (11th) Reading, Math Science, Social Studies portions of exams and found a large portion of missed answers came from not understanding either the vocabulary attached to the content of the question or the vocabulary in the question itself, thus; determining that if more focus was placed on comprehension of the vocabulary, learning, and assessment of that learning would improve. We will focus on terms such as, but not limited to, analyze, Compare, contrast, evaluate, simplify and interpret.

BIG IDEA #3

Data used is obviously, low GPAs for majority of students, but also included were anecdotal interviews with students debriefing from various exams. We also looked at disaggregated data from benchmark tests and State standardized tests such as, MME, ACT and MEAP which led us to see that students engaged Multiple Choice and rote memory sections of the tests but stayed away from answering essay and process questions.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

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

Indicator 1A

Mrs. Tate became the principal at Southwestern Classical Academy at the beginning of the 2013-2014 school year and therefore is exempt from the removal of the principal requirement. Mrs. Tate is an experienced educator who has served throughout her career as a teacher, counselor, principal and Executive Director of Secondary education.

Mrs. Tate was selected as the transformation leader for Southwestern Classical Academy because throughout her career with the Flint Community Schools she has demonstrated her ability to focus on early wins and big payoffs. She has been able to mobilize staffs around her leadership and helped them to develop and focus upon Big Ideas within their School Improvement Plans. Mrs. Tate's philosophy and work experience demonstrate her willingness to use data to confront the status quo and creatively identify strategies to address complex issues in staffing, reinforcing partnerships with community agencies, and meeting with parents and community.

Prior to Mrs. Tate's arrival in the fall of 2013, Southwestern Classical Academy (SWCA) consisted of the remnants of two programs operating parallel to each other with no common mission. Since her assignment as Principal of Southwestern Classical Academy, Mrs. Tate has CHALLENGED THE STATUS QUO and BROKEN WITH ORGANIZATIONAL NORMS to combine two schools within one building, GALVANIZE the staff, and create a unified culture with a shared vision which embraces and implements the International Baccalaureate program, a BIG IDEA for SWA's improvement plan. This was accomplished through staff summer orientation and team building sessions which quickly reorganized the processes and structures at Southwestern Classical Academy to better facilitate the focus on student achievement as everyone's responsibility. International Baccalaureate training and support was provided for all staff to begin to develop a shared understanding of the program. Included in this shared understanding was the idea that implementing the International Baccalaureate program with fidelity would provide students with character skills to help them make better decisions regarding their behaviors. Mrs. Tate and the staff analyzed student behavior and attendance data, developed an instructional plan around the IB Learner Profiles and established student behavioral expectations, implemented the plan during the first two weeks of school and found that the behavior and attendance issues declined from the same period during the previous year; issuing SWCA AN EARLY WIN AND BIG PAYOFF.

Next, building leadership was reorganized and Professional Learning Communities (PLC) replaced Departmental, Team and Staff Meetings so that, through the use of student data and student work samples, the focus of collaboration time transitioned quickly from operational to student and staff learning. The COLLECTION AND ANALYSIS OF DATA has become the driving force at SWCA under that direction of Cheryl Tate. Professional Learning Communities have participated in data dialogues in order to assess gaps in learning and support and create learning and support plans. STAR Reading and Math data is analyzed to inform instruction and intervention.

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attendance, course grades) and/or student work samples during every collaboration to identify student instructional and intervention needs, progress monitor and to identify those standards or standardized test strands which provide the greatest difficulty for the student population. PLCs then design plans to recapture the instruction of these "power" strand items within the instructional day without distracting from the current curriculum.

Indicator 1B

The District will support Mrs. Tate through monthly professional learning meetings held by the Assistant Superintendent with the intent of building leadership capacity in all principals. Leadership capacity directly affects the culture and climate of a building as it provides the supports for the structures, processes and policies to sustain an environment conducive to the level of academic success which develops students into college and career ready citizens.

The District has also assigned a Priority School Improvement Facilitator (PSIF) to help Flint Community Schools which have been identified as Priority to write, implement and monitor their reform and redesign plans. The PSIF will facilitate and provide support for the implementation professional learning communities, and provide support for the use of data and the data collection processes for the administrators, leadership team and teachers of Southwestern Classical Academy.

During the 2014-2015 school year, the District will be writing an implementation plan to support the 2014 Education Plan which restructures District systems and processes. The new District professional learning plan will focus on leadership development and job-embedded professional learning for administrators, teacher-leaders and teachers. Once implemented, this professional learning plan will provide additional capacity for Priority schools to implement reform/redesign initiatives. The professional learning plan outlined in the Flint Community Schools Ed Plan includes comprehensive professional learning for administrators and teacher leaders through the development of a leaders and aspiring leaders development program. This program will include training and the development of individualized growth plans for teachers, teacher leaders and administrative staff. The implementation of the professional learning programs outlined in the FCS Ed Plan will be the responsibility of the Director of Professional Learning and the Assistant Superintendent of Curriculum, Instruction and Assessment.

Leadership Academy Description

The Leadership Academy includes individualized learning for participants, a school improvement project, and a defense of learning.

Academy participants will learn:

- *at their own pace
- * what each specifically needed to learn, versus one-size-fits all
- * within a cohort format for support and networking
- * using technology that targets specific learning needs and records results
- *through a blend of online and face to face venues to maximize learning
- * with a mentor to guide and support school site activity

All Principals, Assistant Principals and Teacher Leaders will be part of the Academy.

The building leadership team will meet at least monthly and will share responsibility for planning, conducting, evaluating, and facilitating professional learning and reform plan implementation.

In addition, through the allocation of grant funds, the district will provide the principal and leadership team the opportunity to participate in the MSU Fellowship of Instructional Leaders in order to build leadership capacity around implementing the redesign plan, turning around the

school and sustaining the plan beyond the school's Priority status.

In February, 2015 the District Curriculum Leadership Team, charged with leading the implementation of the District Education Plan, began collaborating with the IB Coordinators from Southwestern. This collaboration will continue with the purpose of ensuring alignment and providing resources and support for the IB programming at SWA.

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

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

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

Indicator 2A

As principal, Mrs. Tate will evaluate all staff, teaching and non-teaching, each year. The Assistant Superintendent of Curriculum, Instruction and Assessment, Dr. Jesse Kilgore, will evaluate Mrs. Tate each year. Documents related to the timelines and procedures are uploaded as an Assurance. Teachers are evaluated using the Danielson Framework as determined after a collaborative revision of the Teacher Evaluation instrument was completed in the 2011-2012 school year. The revision process occurred as follows:

- Monthly meetings facilitated by Collins & Blaha, P.C. were held beginning the fall of 2011
- Meetings included administration and United Teachers of Flint representation
- Guidelines were approved which comply with legislation in the Flint Community Schools Board Policy Regulation 5510-R on Performance Evaluation Systems
- A committee including teachers, administrators, central office and unions worked collaboratively to seek agreement on developing an evaluation instrument of which a significant portion was student growth
- The evaluation tool and rubric were provided to teachers and administrators in the 2013-2014 school year
- During the 2013 -2014 school year a collaborative team, consisting of participants from Central Office, building administration and teachers, United Teachers of Flint, MEA, NEA, University of Michigan and the Mott Foundation developed an Education Plan for Flint Community Schools. This plan outlined further revision of the evaluation tool and processes.

The resulting evaluation tool consists of the following:

Flint Community Schools teacher evaluation system is a collaborative model leading to improved teaching performance, increased student academic progress and continuous school improvement. All teachers who engage directly in the instruction and assessment of students will use this new system beginning with the 2014-15 school year. The teacher evaluation system includes the following components and weighting:

The teaching performance component will account for 43 percent of a teacher's final evaluation rating and will be determined by the performance on the Framework for Teaching rubric developed by Charlotte Danielson.

The student academic progress component will account for 50 percent of the teacher's final evaluation rating and will be calculated through the use and review of data from approved student achievement assessments. (In alignment with current legislative expectations.)

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The continuous school improvement component will account for 7 percent of the teacher's final evaluation rating and will be determined by the overall performance on the school's incentive plan.

At the conclusion of the evaluation process, a Final Teacher Evaluation Rating (Form 4) will be calculated using the categories and weightings listed above.

Based on established rubrics and in alignment with state labels, the performance indicators of Highly Effective, Effective, Minimally Effective and Less Than Effective will be used to rate a teacher's performance in the individual areas of teaching performance, student academic progress, continuous school improvement, as well as overall performance.

Indicator 2B

During the 2011-2012 school year, a collaboration process was used to identify Flint Community Schools Leadership Expectations for both instructional and non-instructional administrators. Through a series of collaborative professional development meetings, the central office and district administrators worked to identify specific indicators/expectations for instructional leadership. These indicators/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 aligned with the new performance categories of Highly Effective, Effective, Minimally Effective, and Ineffective. Effective July 1, 2012, the Board of Education adopted the Administrator evaluation tool which will require that evaluations will dictate the layoff and recall of administrators and which emphasize student growth. The District worked collaboratively with the union (Congress) on the administrator evaluation instrument which provides that student growth is at least 40% of the equation which determines administrator effectiveness in 2014-2015 and at least 50% in 2015-2016. A joint committee continues to monitor, refine and define the evaluation process in order to align the evaluation process with current legislation.

In addition to the achievement objectives set by district policy aligned to state legislation, Mrs. Tate will work toward personal goals which include implementing strategies that will insure all learners at Southwestern Classical Academy will be proficient readers, problem solvers working together in a community of learners demonstrating behaviors which lead to academic and social success.

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

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

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

Indicator 3A

The Flint School District has established a committee, the Priority Schools Achievement Recognition Committee (PSARC), with the purpose of identifying and rewarding school leaders, teachers, and other staff members who have increased student achievement through

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implementation of the instructional programs identified in their Reform/Redesign Plan. (i.e. at SWA -Academic Vocabulary; International Baccalaureate Program; Meta cognition) The committee is chaired by the Priority School Improvement Facilitator and district administrators, principals, union representatives and teachers have been invited to participate. The committee developed a performance recognition program which was implemented in June, 2014 to recognize, on a quarterly basis to coincide with required quarterly updates to the Board of Education, those Priority School staff members who have been identified as having increased student achievement. Each quarter building leadership teams will meet to review STAR assessment (or other current district supported assessment). The names of teachers whose students are on pace to average one year's growth in each content (or content appropriate to the big ideas) will be compiled and delivered to the PSARC. The committee will carry out the recognition. Based upon responses to two teacher surveys; teachers were to be recognized in June, 2014 if they demonstrated an average student growth in reading of one year; as measured by STAR Reading Assessment. These teachers would have their names included in the Quarterly Priority School Report to the Board of Education. Additional input from teachers indicated that they would like to have rewards such as a lottery from among those who qualified to receive one hour of teaching from a Central Office Administrator, a certificate of achievement to be added to their personnel file and their names published on the district website. This additional incentive will be implemented for the 2014- 2015 school year. The committee is currently seeking guidance from the Offices of Curriculum and Instruction and Research and Testing as to the criteria and measurement parameters for future performance recognition due to possible changes in District Assessment tools. The Priority Schools Achievement Recognition Committee will continue to meet quarterly for the purpose of monitoring and evaluating implemented reward programs and creating new reward programs aligned with improved student achievement. These programs will be monitored using perception data collected during Priority School staff surveys and academic data from district and building level assessment resources including, but not limited to District Required Assessments, DRA, Benchmark testing and State assessments.

Additionally, schools will be provided operational flexibility to add non-monetary rewards/incentives as determined at the building level. In addition, aligned to building redesign plans and unpacking tool initiatives, teachers will be rewarded for successfully implementing strategies and programs as indicated by the data regarding the specific outcome of a particular initiative with classroom supplies, supplemental instructional materials and professional materials. Again, rewards and incentives will be awarded following a quarterly review of data.

Indicator 3B

Removal of staff shall follow guidelines as set forth by the district in accordance with state legislation.

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 law. The district is taking a proactive approach to 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, teacher's 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 schools. 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

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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. The current principal has received professional development concerning the teacher evaluation process. By attending Professional Learning with the Danielson Organization in August, 2014, she has a better understanding of the criteria and implications of the new evaluation process. Professional learning support for the implementation of the evaluation process will be ongoing and will include: administrator evaluation tool calibration, Danielson-Train the Trainer, Teachscape Walkthrough and Walkthrough Tool (aligned with Danielson) training, and other professional learning support as needed.

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 year. The improvement plan will recommend development opportunities and other measures designed to improve the administrator's performance. If the administrator/staff member has not improved, the District will review the file.

Teachers and administrators that have been identified as needing assistance are placed on Individual Development Plans. These plans outline the areas of deficiency, the action to be taken on the part of both the employee and administration and a time line for completion. This plan is signed and agreed to by both the employee and the supervisor that will mentor and monitor the employee through the process. The document also includes several meetings over the course of the plan. At the sunset date of the plan, a determination regarding progress is made. If sufficient progress is made, the IDP may be modified or discontinued. If sufficient progress is not made, a decision is made either to revise and/or continue the IDP or to recommend that the employment relationship be discontinued.

An administrator or teacher can be removed for incompetence, insubordination, neglect of duty, immorality, failure to perform duties in a satisfactory manner, justifiable decrease in the number of positions, conviction of a felony or crime involving moral turpitude, failure to keep certificate current, cause for revocation of a certificate, and other good and just cause.

Removal of an employee follows the The Teacher Tenure Act & The Teacher Accountability Act 2002, as follows:

Board provides notice of intent to terminate.

1. If the notice of termination is legally sufficient then the employee is able to file notice of intent to contest termination within 15 days. If he/she does so, then the School Board holds a termination hearing between 20 and 30 days after it gave notice of proposed termination or a employee may elect to have a public hearing. After the hearing, the Board votes to retain or terminate the employee. The vote must be taken within 5 days of the hearing. If the teacher is retained, the teacher returns to work, if not the teacher is terminated.
2. If the notice of termination is not legally sufficient, then the employee files a direct appeal to the Tenure Commission. The School Board has 10 days to send the record to the Commission. The employee has 15 days to file an appeal with the Tenure Commission. The Tenure Commission sets a hearing date between 30 and 60 days after the Board vote. The Tenure Commission holds a hearing and votes within 5 days of the hearing. The Commission can uphold or reverse the termination. If the decision is upheld the employee can file a petition for a writ of mandamus to the Circuit Court within 45 days.

Components of the FCS Teacher Evaluation System:

Flint Community Schools teacher evaluation system is a collaborative model leading to improved teaching performance, increased student academic progress and continuous school improvement. All teachers who engage directly in the instruction and assessment of students will

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use this new system beginning with the 2014-15 school year. The teacher evaluation system includes the following components and weighting:

The student academic progress component will account for 50 percent of the teacher's final evaluation rating and will be calculated through the use and review of data from approved student achievement assessments.

The teaching performance component and continuous improvement component (combined) will account for 50 percent of a teacher's final evaluation rating. The teaching performance component will be determined by the performance on the Framework for Teaching rubric developed by Charlotte Danielson. The continuous improvement component will be determined by the overall performance on the school's incentive plan.

At the conclusion of the evaluation process, a Final Teacher Evaluation Rating (Form 4) will be calculated using the categories and weightings listed above.

Based on established rubrics and in alignment with state labels, the performance indicators of Highly Effective, Effective, Minimally Effective and Less Than Effective will be used to rate a teacher's performance in the individual areas of teaching performance, student academic progress, continuous school improvement, as well as overall performance.

Less than Effective Teacher Evaluation Timeline (Implement beginning after the first Less Than Effective rating):

Summer (June-August)

Who has retired?

Who has been laid off?

Who is eligible for recall?

Who is recently hired?

September

Name of primary evaluator given to the teacher, review expectations and timelines

October 30th or 30 days after recall

Individual Development Plan (IDP') must be completed for any teacher previously rated less than effective

Administrators begins classroom observations

November

IDP's for teachers called back late and 1st TPR is due in HR

December

Recommendations for improving services and reasonable time to achieve improvements should be given

(Included in the TPR)

January

1st observations due

February

If improvement is not shown action should be taken such as providing assistance from coaches.

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Second semester observations begin and new domain may be evaluated ?

March

2nd TPR is due in HR

April

2nd observation due

May

Year-end evaluation and any additional TPR's completed

Copies given to HR, evaluator, and employee

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

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

BIG IDEA #1

Southwestern Classical Academy is a 7-12 International Baccalaureate (IB) school. One of the major foci of the IB is to form internationally-minded people who intentionally recognize their commonality with the rest of the human population. Therefore; IB stakeholders strive to be Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, and Reflective. Key staff received training in the implementation of the IB Learner Profile model. Those previously trained staff will provide training to all stakeholders regarding the IB Learner Profile. Stakeholders will receive handouts, participate in collaborative activities and implement lessons based on IB Learner Profiles. All stakeholders will have ongoing access to IB Learner Profile information and materials via the school website. Staff are being trained at Pre-School Year trainings and are supported by documents on the School Web Site (where new staff can find materials as well) in why and how to implement the Learner Profile. (See time-line at the end of this section for specifics) Students specifically will be recognized for their ongoing display of the Learner Profile traits by teacher recognition and peer selections. During monthly PLC meetings time will be allotted to discuss progress and needs in implementing the Learner Profile traits across the curriculum and throughout the grade levels. Classroom teachers will be expected to post the Learner Profile traits in their rooms, use the language related to the Learner Profile in classroom management, and teachers will be expected to develop lessons integrating the Learner Profile. We are also creating Professional Learning Pairs within each teacher's planning periods so that they can take time at least twice a month to share with their partner what they are doing to cover and support all three Big Ideas. Staff are always encouraged to submit needs and desires for Professional Learning to the PD Chair and/or the Principal.

BIG IDEA #2

Southwestern staff will participate in professional learning around best practice for explicit instruction of academic and content vocabulary, and the implementation of a building wide vocabulary program. (See time-line at the end of this section for specifics) Professional Learning opportunities will include PLC meetings that schedule time to: review content embedded vocabulary, designate vocabulary for grade level mastery, develop and share lessons around both content specific and global vocabulary, develop and coordinate lists of global vocabulary

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terms to be published/posted throughout the school, and analyze student work using the IB internal moderation practice. Classroom teachers will be expected to display word walls related to current learning, demonstrate student use of academic and content vocabulary in subject matter reflections and essays, conduct vocabulary specific pre and post-tests, and require the daily implementation of vocabulary in student work. These practices will be monitored in the teacher evaluation process which will include pre and post observation discussions with evaluators around a rubric which will include vocabulary practices as well as the actual evaluation observation and casual walkthroughs in areas where there is greater concern.

BIG IDEA #3

We will train staff in Inquiry Based Learning following the International Baccalaureate pedagogy, including the OPVL(Origin, Purpose, Value, Limitations), with a focus on Primary Documents, Problem Based Simulations and Experiential Learning with an emphasis on using Bloom's Taxonomy as a criteria set. Job embedded professional development will include PLC meetings that will provide time to share classroom level opportunities for teaching Problem Solving skills, disaggregate student problem solving skills as assessed in Unit Plans, and to create a video library of sharing sessions for documentation and web casting. Those videos may then be accessed by individual teachers to enhance their own understanding of teaching problem solving skills. An advisor/advisee program will be developed and implemented by staff members. Staff members will be assigned a limited amount of students to become familiar with and know on a more personal level. This program will allow all students to be known by at least one staff member in the school and create a stronger sense of community and family. Problem-solving techniques and methods will be discussed and shared as necessary during advisor/advisee meeting times. Additionally, 5-10 minutes of each monthly staff meeting will be used to share concerns and techniques related to teaching Problem Solving and the effectiveness of the advisor/advisee program. Individual teachers will be expected to develop lessons that teach problem solving skills embedded within the content. It is also an expectation that teachers will discuss needs they have related to the teaching of problem solving skills in their pre-evaluation conference with their evaluator

Plans for continued day-to-day job-embedded support include monthly classroom visits by PLC chairpersons to assess the use of targeted strategies, classroom modeling by experienced/trained staff to share new learning, and partnering teachers with common planning times to facilitate collegial dialogue. Additionally, staff will use an online discussion forum to address questions and share comments.

Year 1

- Pre-School Year 1 Day PD Teachers will be introduced to the learner profile and how to identify those traits in themselves and others throughout the school year. Review the school wide plan of utilizing the Learner Profile in day to day instruction and process and make any need additions or deletions.
- Pre-School Year 1 Day PD Teachers will be given time to evaluate the Vocabulary Lists provided by PLCs the previous school year and determine plans for utilization of instruction in each content area and across grade levels.
- Pre-School Year 2Day PD Teachers will research and produce beginning instructional integration framework for developing Problem Solving Skills both horizontally and vertically. We will also introduce formulation and utilization of Formative, Interim and Summative Assessments in all areas.
- Pre-School Year 1 Day PD Teachers will be trained to use criterion referenced scoring processes
- Teachers will be given professional learning time during School Year PD days and after school opportunities to plan inquiry based and cross curricular units with embedded vocabulary instruction with at least one other staff member.
- During at least one half of two planning periods in a single month, Teachers will be trained to implement reflective practices with their students and for their own profession learning by the MYP and DP coordinator along with the PD & SI Chair and Principal.

Year 2

- Pre-School Year 1Day PD Review of Learner Profile implementation of previous school year and bringing up to speed on the Learner Profile for any new staff. Identification of student behaviors and classroom reflections upon learning will be tied to the Learner Profile and creating what will be a data base around the Learner Profile.
- Pre-School Year 1 Day PD Teachers will review data (test scores, surveys and teacher feedback) on implementation and success of increased focus on Vocabulary. A Vocabulary Team will be established to carry out independent research on improving delivery of

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vocabulary instruction as well as determining any vocabulary shortfalls.

- Pre-School Year 1 Day PD Teachers will analyze data pertinent to Problem Solving Skills within the student population. Determinations will be made as to success or failure of techniques and course corrections will be made and plans for in-servicing staff will be made at that time.
- Teachers will introduce and use criterion scoring processes with students

Year 3+

- Pre-School Year 1 day PD Evaluation of Learner Profile integration. Write summary of what has been done thus far to be submitted to IBO for publication.
- Pre-School Year 1 Day PD Evaluate data on whether vocabulary techniques are being effective in creating use and understanding in student body. Review list to see if any words need to be removed or added.
- Pre-School Year 1 day PD Evaluate information and research on teaching Problem Solving methods. Create a reflection tool for students on their problem solving skills.
- Teachers will plan, teach, and reflect upon student learning for at least two interdisciplinary units per academic year
- Students will complete ongoing reflections on their learning in all content areas as evidenced by reflective journals/folders
- Teachers will report criterion achievement benchmarks via the regular grade reporting system

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

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

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

5A

All teaching and administrative vacancies are posted on the Mid-Michigan Area Public Schools Consortium. The Mid-Michigan Area Public Schools Consortium was formed to offer candidates a single place to apply for a position in multiple districts. The consortium consists of 30 Districts. Consortium postings are also posted on K-12 Job Spot and typically picked up by Indeed.com and the Michigan Talent Bank. For hard to fill positions, we also post directly with Eastern Michigan University, University of Michigan, the Michigan Association of School Administrators, Michigan School Business Officials, and others. The District has also entered into a student teaching partnership with Baker College and is pursuing a similar program with the University of Michigan - Flint. These post-secondary partnerships allow FCS to develop in aspiring teachers, research-based skills that specifically address the needs of high poverty, low performing students.

Further, FCS will implement, as a component of its 2014 Education Plan, a Career Development Program for all teachers. This will be an individual professional growth plan which each teacher develops collaboratively with FCS to tailor their professional learning

In regards to recruitment and assignment of staff to schools with Priority School designation, there currently exists a Memorandum of Understanding (MOU) between the Flint Community Schools (FCS) and the United Teachers of Flint, Inc. (UTF) created and signed in May, 2013. This MOU states that the UTF and FCS will collaborate on the process of how the school redesign plan will be implemented consistent with MCL380.1280c (8) with respect to the district's priority schools. It broadly allows for maintenance of district-wide seniority and tenure where permitted under MCL380.1280c (8) however indicates that seniority will not be a factor in staffing or transferring for priority schools under MCL380.1280c. It calls for continued collaboration between the FCS and UTF regarding contractual and work rules that may "impede" the implementation of the redesign plan upon identification. It also indicates that the District's Layoff and Recall Policy will be followed to the extent that it does not "impede" implementation of the redesign plan.

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In order to better serve the needs of the students of the Flint Community Schools and to provide clarity in the recruitment and assignment process, the Human Resources department, UTF representatives, Priority School Principals, Priority School Improvement Facilitator and Central Office will continue to collaborate to develop protocols and processes to follow during Layoff and Recall that will support the successful implementation of all Priority School redesign plans. All due attention will be given to staffing Priority Schools based upon the unique needs of its students. Staff assignment considerations include but, are not limited to the certifications and evaluations of staff, the student age and grade level, behavioral and academic support needs.

Performance (MME, MEAP, Benchmark Tests, STAR) and perception (parent, student surveys) data regarding the students at Southwestern Classical Academy demonstrates that students are not proficient in reading and writing across content areas, in mathematics or in science and that there are a high number of referrals. The Flint Community Schools is dedicated to assigning staff to Southwestern that are able to help students improve in these areas while adhering to current legislation and contractual obligations. When hiring, FCS will seek out candidates who possess experience and success in educating students with needs similar to those of our students. These include, but are not limited to: Urban Education experience, teaching students from a low socioeconomic background, ability to cultivate relationships with parents and community, instructional technology expertise, experience in Differentiated Instruction, reading, writing and content literacy education expertise and demonstration of a continuous use of data to inform instruction and educational decision-making.

5B

The Flint School District has established a committee, the Priority Schools Achievement Recognition Committee, with the purpose of identifying and rewarding school leaders, teachers, and other staff members who have increased student achievement. The committee is chaired by the Priority School Improvement Facilitator and district administrators, principals, union representatives and teachers have been invited to participate. The committee developed a performance recognition program which was implemented in June, 2014 to recognize, on a quarterly basis to coincide with required quarterly updates to the Board of Education, those Priority School staff members who have been identified as having increased student achievement. Based upon responses to two teacher surveys; teachers were to be recognized in June, 2014 if they demonstrated an average student growth in reading of 8 months; as measured by STAR Reading Assessment. These teachers would have their names included in the Quarterly Priority School Report to the Board of Education. Additional input from teachers indicated that they would like to have rewards such as a lottery from among those who qualified to receive one hour of teaching from a Central Office Administrator, a certificate of achievement to be added to their personnel file and their names published on the district website. This additional incentive will be implemented for the 2014- 2-15 school year. The committee is currently seeking guidance from the Offices of Curriculum and Instruction and Research and Testing as to the criteria and measurement parameters for future performance recognition due to possible changes in District Assessment tools. The Priority Schools Achievement Recognition Committee will continue to meet quarterly for the purpose of monitoring and evaluating implemented reward programs and creating new reward programs aligned with improved student achievement. These programs will be monitored using perception data collected during Priority School staff surveys and academic data from district and building level assessment resources including, but not limited to District Required Assessments, DRA, Benchmark testing and State assessments.

Additionally, schools will be provided operational flexibility to add non-monetary rewards/incentives as determined at the building level. Buildings utilize desirable parking spaces, professional resources, participation in leadership programs, among other incentives as rewards and retention inducements.

Retention of teachers in a volatile district is challenging. First and foremost, it is the goal of FCS to be a financially solvent entity. This in of itself will help to retain high quality educators. In addition to the efforts that the District is making to ensure financial stability, FCS has included in its 2014 Education Plan the development of a the new District professional learning plan will focus on leadership development and job-embedded professional learning for administrators, teacher-leaders and teachers. Once implemented, this professional learning plan

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will provide additional capacity for Priority schools to implement reform/redesign initiatives. The professional learning plan outlined in the Flint Community Schools Ed Plan includes comprehensive professional learning for administrators through the development of a leaders and aspiring leaders development program. This program will include training and the development of individualized growth plans for teachers, teacher leaders and administrative staff. Part of the individualized growth plan for new teachers will include the opportunity to work with a mentor and to tailor professional learning to the individual needs of the teacher. More experienced teachers will have the option to participate in the Leadership Academy, to work as a mentor for a probationary teacher and to develop their own growth plan. The implementation of the professional learning programs outlined in the FCS Education Plan will be the responsibility of the Director of Professional Learning and the Assistant Superintendent of Curriculum, Instruction and Assessment.

Leadership Academy Description

The FCS Education Plan Committee is currently working on an implementation plan to support the FCS Education Plan and is developing a Recommendation/Application process for determining which teacher-leaders will be admitted to the Leadership Academy programs. In order to be considered for admission to the Leadership Academy, candidates will therefore have to submit an application accompanied by a formal recommendation by an administrator. Desirable attributes for a Leadership Academy candidate will include: a history of success in leadership roles within their current position, ability to collaborate with and mobilize others around a common vision or goal, data supported instructional success, a history of data informed decision-making, open-mindedness, flexibility and; a demonstrated commitment to the success of Flint Community Schools, its students, staff, parents and surrounding community.

The Leadership Academy includes individualized learning for participants, a school improvement project, and a defense of learning.

Academy participants will learn:

- *at their own pace
- * what each specifically needed to learn, versus one-size-fits all
- * within a cohort format for support and networking
- * using technology that targets specific learning needs and records results
- *through a blend of online and face to face venues to maximize learning
- * with a mentor to guide and support school site activity

All Principals, Assistant Principals and Teacher Leaders will be part of the Academy.

The building leadership team will meet at least monthly and will share responsibility for planning, conducting, evaluating, and facilitating professional learning and reform plan implementation.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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

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

6A

Southwestern Classical Academy is a 7-12 International Baccalaureate (IB) school. One of the major foci of the IB is to create internationally minded learners who intentionally recognize their commonality with the rest of the human population. IB stakeholders strive to be inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, and Reflective. Students that consistently display these Learner Profile characteristics are college and career ready.

Massive research in both student achievement and demographics, including (but not limited to) studies within large, socio-economically diverse schools districts throughout the United States supports choosing IB's Middle Years Programme (MYP) and Diploma Programme (DP) as the instructional program for Southwestern Classical Academy's urban setting. According to Wade and Wolanin's Continuation Study of student Performance and engagement, a higher percentage of MYP students achieved proficient or advanced performance on state assessments in mathematics and science than did students enrolled in a non-MYP school (Wade 2011). A 2012 study, Performance Comparison between IB School Students and Non-IB School Students on the International Schools Assessment (ISA) and the Social and Emotional Wellbeing Questionnaire, MYP students at many grade levels performed better than their non-IB peers in four assessment areas, Expository Writing, Narrative Writing, Reading, and Math. (Tan and Bidy 2012). IB students outperformed comparison groups across race/ethnicity, family income, and high school performance lines.

Process data assemblage revealed numerous Inconsistencies effecting enrollment and staffing; thus instruction.

-2006-2007 Southwestern Academy was changed from an application academy to neighborhood school.

-2008-2009 Southwestern Academy returned to an application school

-2009-2010 Classical Academy was moved to Southwestern-creating two schools within one building.

-2012-2013 Southwestern Academy and Classical Academy were merged to create Southwestern Classical Academy

-2013-2014 Southwestern Classical Academy was changed from an application academy to neighborhood school.

Each change met with a decrease in enrollment and, with the exception of 2012-2013, a lack of significant increase in student achievement on MEAP, MME, and/or ACT.

Upon being designated a priority school, MI data further supports the selection of the IB instructional program for Southwestern Classical Academy. MEAP Trend Data shows a significant increase in proficiency when Southwestern Academy was merged with the IB Classical Academy in 2012-2013. Moreover, the same MEAP Trend Data indicates a gradual increase in both reading and mathematical literacy beginning in 2014-2015 when the implementation of such IB nuances as vertical and horizontal planning, inquiry based unit planning, and after-school learning opportunities occurs.

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Decreased enrollment continues to contribute to teacher mobility. In the past, one result of teacher mobility was an inconsistency in pedagogy. Based on the training obtained from the educators' previous institution, some teachers used Perry Associate Curriculum, while others practiced IB methodology. A continued result of decreased enrollment and teacher mobility is a year to year fluctuation in the subject assignment for teachers; sometimes teachers and students scheduled courses are changed multiple times within one given school year. In addition, the decreased enrollment caused by continual building configuration changes contributes significantly to revenue loss. Loss of revenue has interrupted the ability to replace substitute teachers with certified and/or highly qualified instructors.

Conclusions based on the above cited process data lead to the need to implement a consistent, instructional program.

6B

The instructional program at Southwestern Classical Academy will follow the global model of the International Baccalaureate Organization. Specifically, school-wide implementation of:

- the IB Learner Profile (connecting to Big Idea #1)
- explicit vocabulary instruction (connecting to Big Idea #2)
- inquiry based / interdisciplinary teaching and learning methodologies (connecting to Big Idea #3)
- student and teacher reflection (connecting to all three Big Ideas)
- criterion based evaluation (connecting to Big Idea 1 & 3)

Over the next three years stakeholders will participate in ongoing training and implementation of these teaching and learning strategies to be engaged across curriculums. All of the identified strategies were selected upon reviewing the needs assessment and will benefit students by encouraging higher order thinking and educating the whole child. It has also been suggested that the IB model improves teacher pedagogy by encouraging collaboration and teaching beyond tested material (Kobylnski-Fehrman 2013).

Implementation of the instructional program over three years for all staff:

Year 1

- Teachers and students will be introduced to the learner profile and will be able to identify those traits in themselves and others throughout the school year
- Teachers will be given professional learning time and opportunities to plan inquiry based and cross curricular units with embedded vocabulary instruction
- Teachers will be trained to implement reflective practices with their students and for their own profession learning
- Teachers will be trained to use criterion referenced scoring processes

Year 2

- Identification of student behaviors and classroom reflections upon learning will be tied to the Learner Profile
- Teachers will plan, teach, and reflect upon student learning for at least one interdisciplinary unit
- Students will complete reflections on their learning in all content areas as evidenced by reflective journals/folders.
- Teachers will introduce and use criterion scoring processes with students

Year 3+

- Students will exhibit Learner Profile traits
- Teachers will plan, teach, and reflect upon student learning for at least two interdisciplinary units per academic year
- Students will complete ongoing reflections on their learning in all content areas as evidenced by reflective journals/folders
- Teachers will report criterion achievement benchmarks via the regular grade reporting system

Adult implementation will be tracked and monitored via classroom observation, anecdotal evidence and student growth data; i.e. attendance, behavior referrals, traditional letter grades and criterion scores. Common planning time will be set aside for teachers to connect and coordinate instruction and learning.

With the identified process we see this as easily rolled out and evaluated through the three year plan in every content area and support service offered. Given the unique structure of both a 7-12 program and the construct of an IB framework we see this clearly connecting the

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entire body of shareholders. Responsibilities to both IBO and to our stated construct, we are getting consistent reporting from all stakeholders.

Each part of the identified three year process above will be included in the staff's evaluation each year. Through pre-evaluation conferences, observation, submitted portfolio data by staff (including teacher reflections, student scores and reflections and PLC work) and follow up conferences, it should become evident what is being implemented and what is not. The process should allow for guidance and course correction before things get too far from the stated purpose should that be the case.

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

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

In order to create a culture of continuous data based decision making, Southwestern Classical Academy will hold the following data usage expectations:

- Counselors, administrators and teachers will use current performance and behavioral data to appropriately place students when scheduling courses
- Teachers will implement the continuous and ongoing use of formative assessment data to inform instruction beginning with using unit pre-test data to pace and differentiate instruction based upon student need
- Teachers, counselors, social workers, administrators and support staff will use formative and summative assessment data, student work samples, and behavior data to plan for all types of intervention (Tier I, Tier II and Tier III)---with a focus on building the capacity of the teacher to provide Tier I intervention to address both instructional and behavioral needs
- Professional Learning Communities (PLC) will be implemented to support both horizontal and vertical collaboration. Data will be a required focus of PLC meetings.
- PLCs include, but are not limited to:
 - o Monthly departmental meetings (grades 7-12)
 - o Monthly School Improvement Leadership Team meetings
 - o Monthly Staff Meetings
 - o Weekly 7th and 8th Grade Team Meetings
- Instructional Learning Cycles will be implemented at least quarterly

In order to support the transformation plan, a Data Team will support stakeholders in the appreciation of time necessary to properly interpret data, how to focus on data for the purpose of interpretation, and how to formulate educational approaches based on interpreted data. As easy access to data is pre-requisite to both the interpretation of data and its use in daily problem solving and innovative educational planning, the Data Team proposes the creation of a five step longitudinal study.

The proposed procedure would rank students by MEAP/M-STEP, and/or other selected assessments to create quartiles. Median students in each quartile will be selected for tracking; one high, one above average, one below average, and one low student would therefore be tracked for ensuring educational efforts are in practice for the support of all students at all academic levels. Students would remain anonymous to teachers to insure no special efforts are made to skew data.

1. The Data Team identifies four students from each MYP level to be tracked throughout their time at Southwestern Classical Academy.

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2. Various school teams will lead in the identification of what data will be collected and the times at which identified data will be collected.
3. Formative assessments (e.g. ACT Explore, ACT Plan), interim assessments (e.g. STAR), and summative assessments (e.g. district wide tests) be synthesized
4. Make synthesized data available online on the school website
5. Assessment information will be compared to statewide assessment results.

In order to support the creation of a data driven decision making community, Southwestern Classical Academy will adopt a research based data use process such as the Data Wise Process.

(Harvard Education. Boudett, City, Murnane, 2014)

The data use process will require the following:

- Establish Professional Learning Communities (PLC)
- Develop PLC structures, such as standard agendas and goals, and preferred meeting protocols in order to organize PLCs for collaborative work
- Develop a shared language and understanding for PLC conduct and data analysis
- Build assessment literacy
- Complete data overviews: choose a focus, analyze, display and question data
- Dig into student data
- Examine instruction and develop and implement instructional strategies informed by the data analysis
- Assess the results and adjust the plan accordingly. Repeat the cycle.

The Leadership Team will be provided with monthly referral and attendance data disaggregated by grade, gender, socio-economic status, race and ethnicity. From this data we will analyze where the implementation of the IB instructional program has been successful and where we may need to modify/adjust implementation. The Leadership Team will reach out to all stakeholders for perception data related to IB processes. The regular evaluation of the data will provide the information needed to assess the impact of the implementation of the IB model.

The IB program promotes continuous reflection. Reflection is required within the IB Unit Plans for both teachers and students. Teachers, students and administration reflect over processes within a unit to determine strengths and weaknesses. The Art of Reflection can also begin to focus on standardized tests given (STAR, MEAP, MME and ACT or other State assessment).

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

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

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

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

Indicator 8A:

The staff of Southwestern Classical Academy is aware of the importance of explicit instructional time and its impact on student achievement. To make more effective use of the school day and week, we have implemented a modified alternate day block schedule during the 2014-15 school year. SCA students are enrolled in a total of 8 courses per academic semester; they attend four 90 minute block classes Monday through Thursday and all 8 classes for 45 minutes each on Friday. (Monday/Wednesday 'A'--Tuesday/Thursday 'B'--Friday A/B) This schedule combines the benefits of a longer instructional period with the consistency of 3 class meetings of all courses per week.

The block schedule allows students to attend fewer classes each day while spending more time in each class. These extended class periods increase the amount of usable instructional time because less time is lost on opening, administrative tasks, settling students and closing procedures (Rettig & Canady, 1996). Ninety minute class periods directly affect the amount of time students spend on task, the variety of instructional practices teachers use, student mastery of content and the overall school climate. The block schedule allows teachers more preparation time per lesson, more opportunity for collaboration with other teachers, and more one on one interaction with students (National Education Commission, 1994). The flexibility afforded by a block schedule makes it easier for teachers to team teach, plan interdisciplinary lessons, conduct lab experiments and engage students in field work (Wagner, et.al., 2006 p. 99). The use of a block schedule replaces the focus of covering content with context.

As time can be the "academic equalizer" to close the achievement gap for high poverty students (Parrett & Budge, 2012), SCA will ensure that the 90 minute block is being used effectively and that the fidelity of the instructional program is being protected. Inquiry based Instructional lesson plans for each 90 minute class period at SCA are designed to include explanation, application, synthesis and reflection. The specific timing of these elements will be unpacked based upon grade level and content area.

This particular modified block schedule is new to SCA and we will review the data upon the completion of the year to assess the impact on student achievement and instructional practices.

Indicator 8B:

To augment the instructional program and provide students with academic enrichment, an advisor-advisee program will be established for the 2015-16 academic school year. An advisory period of 45 minutes per week will replace one academic class period (rotated through the Friday schedule). This time will be devoted to building relationships amongst staff, students and the school community, creating conditions

that promote academic success and personal growth. Research suggests that advisory programs lead to more positive adult/student interactions, an increased sense of trust and belonging and better school-wide communication (Brown, 2001; Osofsky, D., Sinner, G., & Wolk, D. 2003). These factors are directly related to positive student outcomes such as increased attendance and positive social and academic behaviors.

Indicator 8C:

Flint Community Schools adopted a Comprehensive Education Plan in 2012-14 and is currently focused on its implementation. Southwestern Classical Academy's block schedule allows for increased teacher planning time and the organization of professional learning communities at all grade levels and in all content areas. Classroom teachers will be expected to utilize two class periods a month (180 minutes) with their teaching partner to discuss collaboration and strategies for increased student achievement. This extension of time for collaboration and planning will lead to a wide-spread use of Best Practice teaching methods. Classroom teachers will have more time to plan engaging and higher-order thinking lessons, subsequently allowing students to receive more in-depth knowledge and application of material. Collaboration with other classroom teachers during PLC time will allow knowledge from a variety of sources to impact the instruction of all students and provide all students with more opportunities for learning and growth. PLC time with grade level teachers will allow subject material to be addressed cross-curricular, giving students opportunities to process and apply the information they have learned to various subjects.

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

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

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

Indicator 9A

It is the expectation of the Southwestern Classical Academy (SCA) staff that we work collaboratively with the parents of our students. WE recognize that parents are the most influential factors in a growing child's life. To facilitate communication and family engagement that is essential to us working as a team, SCA utilizes a variety of tools: Student orientations are held prior to the start of the school year where parents receive an overview of the programs in the building and the expectations for their students. In September a special Senior Night is held for 12th grade students and parents. During this meeting the calendar for the senior year is reviewed, colleges are present, and expectations and requirements for seniors are reviewed. The district website has a variety of portals that parents may access for information. The district also has an automatic call system in place that is used to keep parents informed of district events and information. This system can also be programmed for calls specific to SCA. SCA also has its own page on the district website that provides even more personalized information specific to parents of SCA students. SCA currently uses an attendance/gradebook program, Synergy, that parents may access 24 hours a day and get assignment and grade information for their student. Previously, SCA had a parent facilitator in place that held monthly meetings and worked diligently to keep parents abreast of both curricular and extra-curricular events at SCA. Due to budget constraints that position has been eliminated. Finally, SCA has two scheduled evening conference times throughout the year (1 each semester) for parents to meet briefly with the teachers and get a snapshot of their student's progress. This time could be used to schedule a more in-depth conference if needed.

Teachers should be posting assignments with descriptions to Synergy AND the school website. Phone calls should be made (2 or 3 a day) to

discuss student's progress and needs.

Indicator 9B

The International Baccalaureate (IB) program at SCA provides many opportunities to engage community partners. The written, taught and assessed curriculum of the IB is framed by a series of global contexts that include the expectation that our students work with the local, national and international community in a variety of ways. The Middle Years Program (grades 7-10) includes a Personal Project that is completed during the students' 10th grade year; this project frequently involves community mentorship and participation. At the Diploma level (grades 11-12) students are required to engage in at least 150 hours of creativity, action and service (CAS) outside the school setting. A good deal of this engagement brings community partners together to address global issues (think global, act local). Each year SCA hosts a college and career fair that brings in many members of the community. At this event our students are provided information about various college and career opportunities in our area. Community members also play an integral role during our Senior Exit presentations. Community members from a wide variety of career fields serve as reviewers of our student presentations. These same students have all participated in a job shadow experience within the community. Prior to the elimination of the parent facilitator position, that person had coordinated efforts to bring volunteers from various community agencies to our building to work with our teachers and students. Through the promotion of the learner profile, SCA students will develop skills for communication, intercultural understanding and global engagement--essential qualities for young people who are becoming global leaders. As such, all of these community partnerships help to prepare students for further education, the workplace and a lifetime of learning.

Additionally, our established partnerships with General Motors, the University of Michigan, Central Michigan University, Very Special Arts of Michigan and the Mott Foundation have provided numerous opportunities for our students to participate in inquiry based learning activities both on and off our school campus. As a part of the reform effort, we have invited these partners to become more active members of the School Improvement Leadership Team and to integrate more community based projects within the content area curricula. The SILT is also suggesting possible coordination with U of M's School of Social Work and Social Justice to adopt home visit frameworks.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

The district will provide the school with the 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. This flexibility will be monitored and ensured by the Assistant Superintendent of Curriculum, Instruction and Assessment, Dr. Jesse Kilgore. The school will be provided staffing and professional development opportunities during our planning year to move SWCA forward prior to the first year of implementation.

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 calendars as determined by the priority planning process during the 2015-2016 school year and as it impacts the collect 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 subjected to a multi-year student enrollment decline which has resulted in the layoff of numerous teachers. Thus, the district has not been 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 at the priority school. The FCS Human Resources department, UTF President, Priority School Principals, Priority School Improvement Facilitator and Central Office began creating protocols and processes for hiring, layoff and recall of priority school staff during the 2013-2014 school year. These protocols and processes will be designed and implemented during the 2014-2015 school year.

The school implements the Board of Education adopted curriculum in all content areas. Due to high mobility throughout the district, consistent instruction and curriculum pacing is utilized at the school. Effectively using data, the principal and teachers identify instructional gaps and needed resources to support closing gaps. The principal will be provided operational flexibility to manage building funding sources to customize curriculum and instruction approaches.

Principals will have the flexibility to plan professional learning beyond the district provided contractual days of professional development. With the assistance of their School Improvement Leadership Team, the principal will plan tiered, differentiated professional learning 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. In collaboration with the Assistant Superintendent of Curriculum, Instruction and Assessment, Director of Grant Programs,

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Priority School Improvement Facilitator, the principal and the SILT will annually plan the coordination of funds to support the extended opportunities for professional learning.

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

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

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

The district will make certain that Southwestern Classical Academy will receive support and assistance as necessary to correct the Priority status of the school. This ongoing technical assistance will be monitored and ensured by the Assistant Superintendent of Curriculum, Instruction and Assessment, Dr. Jesse Kilgore.

The district's Assistant Superintendent of Curriculum, Instruction and Assessment provides monthly half day professional learning for all principals 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 five to six times per year. The Assist Superintendent of Curriculum, Instruction and Assessment, The Curriculum Strategist and The Director of Professional Learning work together with principals to develop agendas specific to the improvement goals at each site visited. There is a data analysis component, a best practice study component, and focused building walkthroughs. This time is used to 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 site visit, their intended focus for the walkthrough and based on 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 learning in content and curriculum, best practices, culture and climate, leadership development, and MTSS. Supporting the development and refinement of internal building processes and procedures around school improvement is the School Support Team (SST). The SST consists of the Priority School Improvement Facilitator, a State Reform Office Educational Consultant, and through December, 2014, an Intervention Specialist assigned by Michigan State University. This team provides support for the planning and implementation of school improvement and reform/redesign plans.

Southwestern Classical Academy will continue 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 Department of Agriculture (Frest Fruit and Vegetables program); US Department of Agriculture (Community Eligibility Option-Breakfast & Lunch Program); and YouthQuest programs.