

SCHOOL INFORMATION

District: Port Huron Area School District

School Name: Central Middle School

Address: 200 32nd Street

School Code: 3091

REFORM MODEL SELECTED: PLEASE READ EACH MODEL DESCRIPTOR AND THEN SELECT ONE.

- Transformation** – The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.
- Turnaround** - The Turnaround Model includes among other actions; replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.
- Restart** – The Restart Model closes the school and reopens it under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.
- Closure** – The Closure Model would close the low-achieving school and enroll the students who attended that school in other high-achieving schools in the district.

-DIRECTIONS-

FIRST TIME SUBMISSIONS: If you are submitting a reform/redesign plan for the first time please complete page 2 and then proceed to the following pages to complete your plan:

Transformation Model:	Your plan will start on page 4
Turnaround Model:	Your plan will start on page 6
Restart Model:	Your plan will start on page 8
Closure Model:	Your plan will start on page 11

REVISIONS ONLY: If you are submitting revisions, please place an X indicating whether it is the first or second revision:

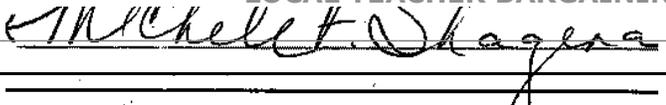
REVISION: 1 2

All revisions must be submitted in a different, **BOLD** font, and clearly identified in the table of contents. Only submit the section(s) you want to revise.

ALL COMPLETED REDESIGN PLANS MUST BE SUBMITTED ELECTRONICALLY TO:

MDE-SROplans@michigan.gov

For additional help, please contact the State Reform Office at 517-335-2741.

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN	
District: Port Huron Area School District School Name: Central Middle School Address: 200 32 nd Street School Code: 3091	Name: Erin Eastman Position and Office: Director for Secondary Curriculum Telephone: 810.984.3101 Fax: 810.989.2797 Email: eeastman@phasd.us	
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: H. Ronald Wollen Signature: x  _____ Date: 11/28/11	Telephone: 810.984.3101 Fax: 810.989.2797 Email: rwollen@phasd.us	
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Michael Palmer Signature: x  _____ Date: 11/28/11	Telephone: 810.984.6533 Fax: 81.989.2709 Email: mpalmer@phasd.us	
LEA SCHOOL BOARD PRESIDENT		
Signature: X  _____		Date: 11/28/11
LOCAL TEACHER BARGAINING UNIT		
Signature: X  _____		Date: 11/28/11
<p>The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.</p>		

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THE TRANSFORMATION MODEL STARTS HERE:

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

Directions: The following items are required elements of the **Transformation Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

I. TRANSFORMATION MODEL COMPONENTS

PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

3. Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes. (Maximum 3750 characters)

RECRUITING: Postings are on the District web page, college placement web sites, on-line application system, Recruitment Fairs, and In-District recruitment strategies specifically for CMS.

Specific growth targets will be developed by the staff and Administration. Based on the whole school's student performance, teachers and administrators will receive an amount equal to ½% of their annual salary.

If professional practice has not improved and student achievement has not increased, a teacher and/or administrator will receive a rating of ineffective, an IDP will be developed; training to support the deficit area will be provided, and a mid-year evaluation with more support and coaching will occur. If a teacher and/or administrator has an ineffective rating for a second year in a row, the contract will be non-renewed.

The district has provided training to ensure that those conducting evaluations are doing so with fidelity to standardized procedures. Monthly training, classroom visits by teams of administrators are conducted to improve inter-rater reliability, a common observation tool is used, participation in out-of-district trainings.

All teachers/administrators are evaluated annually by April. Non-tenured teachers receive a mid-year evaluation by the end of first semester. After two years of ineffective ratings, contracts will be non-renewed for teachers and administrators.

To make awards transparent and fair the system will be communicated in the staff handbook, during staff meetings and on the district website.

The district worked in cooperation with teachers and teachers' union to address issues related to the transformation model during the development of the plan and will continue to throughout implementation.

The Superintendent assures that sufficient funding is secure for long-term sustainability of the extended school day, professional development sessions, and the human resources that are required to implement with fidelity the redesign plan.

Performance incentives will be based on 3 objectives. 1. Student academic growth will be based on an average increase of Math and Reading scores using both the MEAP scale scores and EXPLORE data, improved grades and decreased failure rates. 2. Change in classroom practice due to professional development will be measured using an observation checklist, created by the staff, regarding instructional strategy implementation. 3. Increase in positive culture and climate will be measured by a decrease referrals/suspensions, decrease in behavior referrals and increased attendance.

Non-monetary incentives for teachers who demonstrate increased student growth, building relationships with students and going above the call of duty will be recognized as "Teacher of the Month/Year."

There are multiple exit points for employees. Staff can leave via the evaluation or recommitment process. During the recommitment process the principal will meet with teachers to discuss their future. There are staff that will not return due to their own choice or that of the principal. For those not returning to CMS, a transfer list will be made available for staff to bid on positions district-wide. Clear goals and measures for employees' performance that reflect the established evaluation system have been established based on student growth, variety of teaching techniques, knowledge of subject matter, well planned and organized classroom activities, sensitivity to each student's needs and problems, classroom management, fulfills professional responsibilities and exhibits willingness to go beyond tasks. Targeted training will be provided for employees receiving an unsatisfactory evaluation or warning.

Per recent legislation at the state level, seniority rights have been addressed; seniority is no longer the primary reason for placement of staff.