



Reform Redesign Report

Mackinaw High School

Saginaw Township Community Schools

Mr. Alan Kern
2775 SHATTUCK RD
SAGINAW, MI 48603-3161

TABLE OF CONTENTS

Introduction.....	1
-------------------	---

Executive Summary

Introduction.....	3
-------------------	---

Description of the School.....	4
--------------------------------	---

School's Purpose.....	7
-----------------------	---

Notable Achievements and Areas of Improvement.....	8
--	---

Additional Information	10
------------------------------	----

Transformation Redesign Diagnostic

Introduction.....	12
-------------------	----

PART A: REFORM TEAM PERSONNEL.....	13
------------------------------------	----

PART B: TEACHING AND LEARNING PRIORITIES.....	14
---	----

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	15
---	----

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES.....	20
--	----

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT.....	24
---	----

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT.....	28
--	----

Assurances Report

Michigan Department of Education Assurances.....	34
--	----

Priority Assurances.....	34
--------------------------	----

Introduction

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

Executive Summary

Introduction

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

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

Description of the School

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

Mackinaw High School is an alternative high school, including special education, located in Saginaw Township. Mackinaw High School enrolls 200-250 students annually. The student body is comprised of students from various school districts within Saginaw County. The student body is separated into different scheduling types. Mackinaw has full time students and part time students. Approximately seventy five percent of students are enrolled as full time students. These students have more than four classes. Part time students are students who have less than four classes remaining prior to graduation. As an option, students can attend a career technical school (Saginaw Career Complex) for a part of their day, and attend our school for the other part of their day. The other options available to our students are Cyber School with the use of the Compass Odyssey program and a Seat Time Waiver program with the use of GenNet.

Many of our classes are self-paced so students are able to complete graduation requirements at any point in the year. In the Fall and Winter semesters, there are periods of open enrollment where students who live out of district have the opportunity to enroll at Mackinaw. In the last three years, Mackinaw has faced periods of declining enrollment. There have been a number of alternative programs in the area, offering students more schools to choose from for their education. Retaining students is a continuing challenge for Mackinaw. Students who attend Mackinaw face many obstacles that often effect attendance. Many of our students come from single parent homes and have to work to pay bills. Students may have children and struggle to find daycare. They may struggle with substance abuse themselves or in the home, or come from gang cultures or backgrounds. Academically, many of the students who attend Mackinaw are already behind on credits from their previous school(s) and as a result are below grade level in skills prior to entering Mackinaw. Based on reading and math pretest results, some students score below fifth grade levels. The challenge is to build the students confidence and skills to a level where they are able to live productive lives after high school or be successful in postsecondary training/education if they choose.

The Mackinaw High School's full time staff consists of one:

- Principal
- Counselor
- English teacher
- Science teacher
- Social Studies/Health teacher
- Computers/Careers teacher
- Math teacher
- Special Education Consultant
- Administrative Assistant
- Two school security officers

Mackinaw has one part-time staff member currently teaching Physical Education.

The principal has more than five years experience in the alternative education setting, with the 2012-2013 school year being the second year at Mackinaw. All full time teaching staff members, and the counselor, have a minimum of seven years of experience working with at-risk students at Mackinaw, and the most experienced has over nineteen years of experience. The Special Education Consultant has over thirty years of experience working with special education students in public and residential settings. The Administrative Assistant has more than SY 2012-2013

Reform Redesign Report

Mackinaw High School

fourteen years experience in her field, with this 2012-2013 school year being her third year with the program. Mackinaw's security staff has been with the program more than six years each. The part-time Physical Education teacher has currently been with the program less than one year. Mackinaw has had to reduce staff size due to budgeting and curriculum changes in recent years, but Mackinaw staff are dedicated to their craft and as such our staff is a stable teaching community that student can rely on to see the following school year.

The demographic of the students of Mackinaw are as follows:

Hispanic 14.8%

White 59%

Am Indian 1.4%

Black 24.8%

Special Ed 17%

General Ed 83%

Mackinaw High School is located in Saginaw, MI. We are part of the Saginaw Township Community School district and while we are not associated with the city of Saginaw's school district, we do enroll high school age students from the city and surrounding districts in Saginaw County. To date, Mackinaw's out-of-district enrollment represent 65.1% of the student body and 34.8% of the students are in-district students. The surrounding districts that Mackinaw has students enrolled from include:

Saginaw Intermediate School District

Buena Vista School District

Bridgeport-Spaulding Community School District

Hemlock Public Schools

Swan Valley School District

Freeland Community School District

Reese Public Schools

St. Charles Community Schools

Frankenmuth School District

Carrollton Public Schools

Essexville-Hampton Public Schools (Bay County)

The large percent of out-of-district students make Mackinaw a unique destination with a variety of diversity in student backgrounds and academics. Mackinaw also has a large percent of students who are free or reduced lunch eligible. The percentage, as of the end of October 2012 is 57%. While this percentage does reflect the number approved and eligible free and reduce lunch students it can be deceiving. Many more of our students would qualify for free or reduced lunch but the student or parent chooses not to complete the application even after repeated attempts by the school.

The demographics for the city of Saginaw and Saginaw County are listed below. This information is from various sources that include 2011 estimates from the United States Census Bureau, and the website www.alignmentsaginawcountyreport.org

City of Saginaw	Saginaw County
Total population:	51,230 199,088
White:	43.5% 76.9%
Black:	46.1% 19.4%
Am. Indian:	0.5% 0.5%
Asian:	0.3% 1.1%

Reform Redesign Report

Mackinaw High School

Hispanic/Latino: 14.3% 7.8%

Under 18: 28.4% 23%

Per capita income of money in the last 12 months: \$14,157 \$21,662

Persons below poverty level 2006-2010: 37.4% 18.5%

Persons under 18 below poverty level 2006-2010: 40.2% 27.3%

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.

Mackinaw High School's purpose statement is to "maintain an environment which fosters the learning and growth of student's in and beyond high school."

Our motto for Mackinaw High School is "Success through Effort." This statement is presented to the students at every opportunity in order to convey to them that if they put forward the effort, success will follow.

Mackinaw High School's mission statement is that "Mackinaw High School teaches students to persist toward their academic future, and social success through an effort based, rigorous, and relevant curriculum."

We believe that:

- learning is a life long process.
- the responsibility for learning is shared by students, families, staff and the community.
- respecting worth, dignity, choices, ideas and diverse backgrounds of each individual.
- effective communication, active participating, and cooperation are essential for learning.
- a safe, comfortable, flexible environment is conducive to learning.
- students have equal opportunity and choices for learning.

Our motto, our mission statement, and our belief statements all reinforce our overall belief that we have a program that is dedicated to the success of all its students and prepares them for life beyond high school.

The expectations of Mackinaw are that students who enter the program and work diligently can complete the program within a two years timeframe, and that students can potentially graduate on their original graduation timeline. This requires a commitment by the student to attend daily, and take responsibility for their education while being supported by the staff at Mackinaw.

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.

Mackinaw has had many notable achievements in the last three years. These include: the hiring of a new Principal; re-structuring the curriculum to align to Delta College; organizing targeted professional development; acclimating to a new building; extending the instructional school day; developing "Stepping Stones to your College Future"; working to improve students' sense of belonging to the school community; and implementing an positive attendance recognition program.

Mackinaw hired a new principal in August, 2011. The background and experience of the new hire was in at-risk youth education in both the public and residential settings. His resume can be found in the assurances section.

Prior to the start of the 2009 school year, Mackinaw restructured the entire curriculum to parallel Delta College academic expectation for entering students as assessed by Delta College's Compass entry exam to determine whether students meet ACT benchmarks and are prepared for credit level classes or require developmental non-credit classes.

Professional development focuses on "putting tools in the teachers' toolbox". This student focused approach evaluates student social and academic needs and implements teacher trainings around student need.

During the school district's elementary level building consolidation, Mackinaw was provided its own school facility. Previously, Mackinaw has shared a building with an elementary building and this created scheduling issues. Mackinaw staff now has control over on entire building.

Mackinaw altered the class schedules last school year to increase instructional time inside the current school day. The total amount of added instructional time was thirty minutes. This time was divided equally among the six classes.

Two members of our Mackinaw's staff also developed the program "Stepping Stones to your College Future." The program consists of ten tasks student need to complete, and assistance is scheduled at reoccurring times throughout the year with both the counselor and careers teacher. The tasks include: choosing a career (EDP); picking the best college for you; completing the application; applying for financial aid; taking the Compass; completing orientation; registering for classes; paying for classes; applying for scholarships; creating a plan.

Students frequently lack a sense of belonging to the school community. In order to foster connections and positive relationships, Mackinaw works to improve a student's sense of belonging through the use of school activities, volunteer opportunities, and advisory meetings. Staff works diligently to establish positive relationships that they can rely on to help motivate students and increase student effort.

Mackinaw implemented an attendance giveaway program to recognize students for school attendance. This program gives students short term goals to attend daily, and the opportunity to be entered in a drawing to receive gift certificates to local businesses or stores.

Areas that Mackinaw is striving to improve over the next three years are: to improve student writing and math skills; increase opportunities for off-campus learning; incorporating math and writing across the curriculum; organizing specific professional development trainings for at-risk learners; and to implement a ten week preparation ACT class required for graduation.

Additional Information

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

Students who attend Mackinaw face a variety of educational barriers. Students for example, often enter the program behind grade level. This frustrates students because they may be embarrassed and/or struggle with the various materials presented. Because of the level of poverty faced by our students, school is not always the first priority they have. They often have no choice but to stay home and care for siblings or sick family members. Some must retain employment to help their families survive financially. Students have even reported they had to stay home because they had no clean clothes and no money for the laundromat. A student coming to school hungry is commonplace. The "streets" often lure them out of school even after they finally decide they would rather be in school. In addition, Mackinaw faces the challenge of limited or no parental support. Parents at Mackinaw have demonstrated little to no involvement in their student's education. To many parents, school is an obstacle that gets in the way of the child being able to help more at home. This parental attitude that school is not important is seen by students and mimicked in their attitudes and behaviors.

Even with these often insurmountable problems, the Mackinaw staff works diligently to provide the opportunities to students who are willing to put in the time and effort that graduating requires. Because the staff believes that all of the students have value and can learn, they work relentlessly to build and foster positive relationships to help inspire students to do their very best.

The staff go above and beyond to help make the students lives a bit easier when possible and give them a sense of belonging to a community with their school. Staff members have bought groceries for students. When a student has no winter coat, one of them will find a way to get them one. Staff donates hundreds of dollars each year at Christmas to fund a student centered auction. The purpose of the event is to ensure that each student gets gifts that they can give their family members. The staff shop for and donate items to be placed in the auction. Each student receives an amount of "fake" money. Some students can earn more money for doing positive things, throughout the year.

Many staff members have been recognized for their propensity to put the students first. What makes the recognition they received notable, is that much of it was student initiated. Staff members have been nominated by students for several different community awards. There have been three Saginaw Spirit Awards presented to staff members based on student recommendations. There have also been several nominations for and a winner of the Crystal Apple Award on our staff. The connection the staff has with the students stretches beyond the classroom. They all know that if a student who faces daily struggles is going to be successful in school that they must go above and beyond the teaching of daily lesson plans.

Transformation Redesign Diagnostic

Introduction

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

PART A: REFORM TEAM PERSONNEL

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

Alan Kern, Principal, alkern@stcs.org

Sara Engelberts, School Counselor, saengelb@stcs.org

Kimberly Essex, English Department Chair/Teacher, kaessex@stcs.org

Debra Michael, Computer/Careers Department Chair/Teacher, dlmichae@stcs.org

William Painter, Science Department Chair/Teacher, wcpainte@stcs.org

Sheri Felske, Math Department Chair/Teacher, sfelske@stcs.org

Mark Coutcher, Social Studies Department Chair/Teacher, mwcoutch@stcs.org

Roy Neal, Special Education Consultant, rwneal@stcs.org

Corinne Edwards, District Curriculum Director, ceedward@stcs.org

Steve Elliott, Community Services Director, saelliot@stcs.org

Doug Trombley, District Superintendent, datrombl@stcs.org

PART B: TEACHING AND LEARNING PRIORITIES

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

- 1) Remove identified barriers that may decrease student attendance, and create extended opportunities for students continued learning in and out of the classroom.

- 2) Provide supplemental academic learning resources and multiple learning opportunities (MLO) (e.g. Seat Time Waiver & Compass Learning) to ensure that all students have equal access to the curriculum.

- 3) Provide professional development that trains teachers to identify and implement a variety of instructional strategies and gives staff the tools to identify and construct learning goals that address the individual needs of students.

- 4) Establish a stronger home to school connection.

State what data were used to identify these ideas.

Our Comprehensive Needs Assessment included the review of current and data trend of the following:

- ☒ Michigan Merit Exam (MME) data
- ☒ ELA Reading Level Indicator pretest results designed by Pearson Learning
- ☒ Locally designed math pretest results
- ☒ Audits of student transcripts during enrollment
- ☒ Delta College Compass Entry Exam results
- ☒ Daily student attendance logs
- ☒ Parent teacher conference sign-in logs
- ☒ Advisory contact logs
- ☒ School climate survey

The data was effective in helping to identify and illustrate academic and social climate barriers that have impacted student achievement. The information gleaned will guide us and help us to continually monitor and evaluate our progress toward improving our instructional practices to promote higher levels of student achievement.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

The building principal, Alan Kern, was hired prior to the start of 2011-2012 academic school year. He was selected to fill this position based upon his years of experience working with at-risk students in both the public and private sector. He holds two degrees: a Bachelor of Science (B.S.) in Secondary Education and a Master of Education (M.Ed.) in Educational Leadership with emphasis in School Principalship. During his years as an educator, he has served as a teacher, mentor, and program coordinator in a variety of public and secure residential facilities. These facilities served students with multiple academic, emotional, and personal growth challenges. He has concrete experiences which include providing direct instruction in GED completion classes at the Macomb Regional Corrections Facility, working as an adjunct professor for Montcalm Community College in the Youthful Offender Program (YOP), and instructing as a district-wide guest instructor in the St. Louis public schools K-12 classroom settings. His attached resume provides additional information regarding his professional credentials. Mr. Kern also possesses the qualities defined by the four clusters of the School Turnaround Leaders: Competencies for Success which include: Driving for Results, Influencing for Results, Problem Solving, and Showing Confidence to Lead. A complete copy of this document can be found in the Assurances sections.

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

The District's teacher evaluation tool is the culmination of a collaboratively constructed teacher and administrator model and is based upon the Framework for Effective Teaching by Charlotte Danielson. The collaboration group participating in the development of the District's teacher evaluation tool consisted of the Director of Human Resources, Saginaw Township Education Association (STEA) representatives, the Director of Curriculum, Learning, and Assessment, and administrators from the elementary, middle, and high school level.

The teacher evaluation process includes two informal walk-through observations, and a minimum of one formal observation conducted by the building principal. Equal emphasis of 20% will be given to the four domains (Planning/Preparation, Classroom Environment, Instruction and Professional Responsibilities) and the final 20% will come from student growth/achievement data. The 20% emphasis on student achievement is a significant change up from 0% in previous years. This percentage of emphasis on student growth data will progressively increase over the next few years until it reaches 50% of the teacher's evaluation - a significant percentage as measured by the state's "Components of Evaluation" model an aligning with the State's expected student percentage goals for teacher evaluations. As the percentage of emphasis for student growth/achievement data on teacher evaluations increase the percentage on the other four domains will decrease. Additionally, the District will continue to work collaboratively with all stakeholders to ensure that the progressive evaluation system provides multiple opportunities for teachers to review and discuss the use of traditional, non-traditional, formative and summative student assessment data as measurements to reflect achievement gains.

In addition to the formal evaluation system, the principal does daily walk-through observations for shorter time periods to ensure students are engaged and material is relevant and effectively delivered. Based on the effectiveness rating of the combined five areas of concern, teachers are determined to be highly effective, effective, minimally effective, or ineffective. The new evaluation system encourages dialogue between the teacher and administration ensuring teachers are well prepared, on-task, and effectively engaging and instructing students.

Based on these dialogues, teachers can reflect on their practices and make adjustments as needed.

The District's administrator evaluation was designed collaboratively by the Saginaw Township Administrator Association (STAA), Director of Human Resources, Director of Curriculum, and other district administrators. This evaluation tool consists of five components: goals, strategies/activities, timeline of completion, evidence of completion and who is responsible to ensure the goals are reached. Principals must set a minimum of three yearly goals with at least one being instructional in nature. Specific strategies and activities must be documented on the goal sheets. These strategies and activities provide a roadmap for the principal to meet their goals. The next component that must be included is the timeline of completion. This sets time parameters identifying when the goal statements begin and the deadline for data collection to be completed. By the end of the 2012-2013 school year, the Superintendent (or designee) will assess the progress of the reform plan as a part of the principal's yearly evaluation. The student growth emphasis for administrator evaluations will increase progressively over the next three years to align with the State's expected student percentage goals. The final component involves responsibility and is used to specifically identify who will be providing the application of the goal to the student body. The principal will work collaboratively with the Superintendent and School Improvement Team to identify responsibilities at the building level in achieving reform plan goals; and will incorporate this into the administrator's yearly evaluation assessment. Using this model of administrator evaluation holds individual administrators accountable for the quality of instruction, and quality of performance of all the staff that report to them.

2

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.

The school will work with the District's Human Resources Department to initiate incentives for teachers who are exemplary. Although the current contract does not allow for "incentive or merit" pay, the District has agreed to work collaboratively with the schools' administration and teachers to identify and put into place incentives that are collectively viewed as rewards, and believed to increase teacher pride; as well as attract highly effective teachers and motivate continuous improvement in professional practices amongst staff.

One example of a non-monetary incentive that is being developed is the issuing of a certificate to the staff member and placing a memorandum letter in the staff member's personnel file on an annual basis. This process of recognition was developed by the Mackinaw High School teaching staff and proposed to the principal. The memorandum will recognize and commend individual staff members for exhibiting exemplary professionalism and expertise in handling student/parent situations that could have become volatile if handled by a less experienced staff, as well as staff members who provide exemplary learning experiences or student development activities that go above and beyond expected performance. The principal will work with staff members and the district's H.R. director to identify additional incentives that are viewed by staff to be both positive and meaningful as a professional. This non-monetary incentive was designed by the Mackinaw teaching staff and presented to the principal. The person in charge of completing the letter and certificate is the principal once the staff presents the situation that is to be distinguished. This will begin during the second semester of the 2012-2013 school year.

Likewise, this collective unit will work to identify and facilitate a variety of opportunities for providing mentoring, coaching, and other professional support experiences that will promote improved teaching practices to increase student achievement. The current contract defines and outlines the District's process for removing ineffective teachers. It involves a growth plan that places teachers at one of three levels. Plan I is for newly hired teachers. Plan II is for teachers who demonstrate the standards of effective teaching. Plan III is for teachers who receive an "ineffective" rating after one year of teaching. This plan supports the teacher by providing strategies for improvement, assigning a mentor, and requiring multiple coaching sessions with the building administrator in an effort to improve their instructional or management skills, and/or other areas of need. Teachers who receive an ineffective rating for more than two years are terminated from employment. The process for termination of a teacher, if necessary, is conducted by the Human Resource Director and the principal, in

accordance with contract language and protocols for professional due process.

Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

The District's professional development (PD) calendar includes approximately eight full days specifically devoted to authentic and concentrated professional learning experiences for all teachers. Each building administrator is responsible for ensuring that the topics chosen for PD are relevant to the needs of staff, and by extension, the students. The school PD plan is also aligned to the objectives set forth in the improvement plans of both the school and the District. The process of identifying the key learning goals and objectives for Mackinaw High School is collaborative at the building level and allows for both teacher and administrator input. Once building level goals are selected the administrator seeks out PD sessions that will focus on strategies that will enable teachers to reach the building PD goals. An idea suggested to strengthen implementation was to provide teachers with "PD workday" opportunities. It was suggested that the teachers have limited time to implement the strategies they learn during their professional development sessions. In an effort to make these PD sessions valuable and job-embedded the "workday" would give teachers a day, possibly two, out of their classroom but in the building, to developing ways to introduce and blend the new strategies in to their existing curriculum. The principal would allocate funds for guest teachers and the staff would rotate the workdays to ensure that everyone had equal time to implement the new techniques. Prior to the workday being given, a staff member would be required to submit a plan outlining their goals for the workday to the principal for approval. Enabling teachers this time to implement the new strategies would ensure the PD sessions were useful and the information would be transferred into practice in a timely fashion. Upon completion of the workday(s), the staff member will review the progress achieved toward the approved goal(s) with the principal. Plans to develop this opportunity will begin in the second semester of the 2012-2013 school year. It will involve the principal working with central office personnel to develop a projected plan timeline to begin in the 2013-2014 school year.

Efforts are taken to design and utilize building-level PD, staff and departmental meetings so that time is allotted to discourse centered around pedagogy and discussion of student personal growth data to ensure that staff have a deeper understanding of the community served. These experiences are designed to include collaboration with our higher education partner, Delta College, and other community resources.

Our future professional development experience will include job embedded professional learning opportunities that support our teachers' knowledge of the core content objectives. This professional development will prepare them to effectively use data to drive instruction and create pacing guides that are aligned with student learning outcomes as defined and measured by the Delta College Compass Entry Exam (DCCEE). The Compass Exam is an ACT developed and designed college entrance exam used to determine the college readiness of incoming students. The results of the Compass exam determine whether or not entering students will be placed into credit courses or remedial, non credit-bearing courses.

An analysis of student achievement data indicates that students enter our school program at a variety of academic, college, and career readiness levels in the areas of literacy and mathematics. Compass Odyssey Online Learning is a research-based instructional intervention tool that allows teachers the ability to customize the curriculum, and organize content learning objectives to meet a variety of learning levels. Training for Compass Odyssey Online Learning is scheduled over the course of 1.5 PD days. Compass training includes guided practice for teachers to help incorporate classroom and instructional strategies that will assist them with curriculum mapping, outlining content goals, and assessing student performance levels, to design future assignments to meet individual student need. Training will be conducted by highly qualified consultants from the company who are trained in best practices. This training details how to use the program both as a supplement

to current material and for independent study purposes. An essential feature of Compass Odyssey Learning is that teachers are able to create pretests to evaluate a student's base knowledge in specific areas. Once the testing has been completed, Compass Odyssey generates a learning path specific to the needs of each student. The teacher then has the ability to use the path as a guide for future instruction for the student. While it is possible that a student finish the learning path using the Compass Odyssey program, it is also possible for the teacher to use the information as a map for differentiating instruction so content is delivered to that student in other ways that are both meaningful and effective.

Another example of a scheduled professional development is the training on Differentiated Instruction (D.I). Mackinaw is contracting a consultant from Staff Development for Educators (SDE) to provide a full day of training for the staff on Differentiated Instruction on February 25, 2013. Our presenter was specifically chosen for her experience in alternative educational settings and working with urban youth. The goal of the training is to further develop teachers' understanding of D.I. and to learn strategies that can be implemented both in the short term and long term. Continued discussions during staff meetings and principal walk through observations will serve to gauge and monitor the level of implementation in the classrooms. Based on the results, coaching by the principal may be needed to encourage more differentiation. Additional training in D.I. may also be scheduled in the 2013-2014 to further strengthen the understanding of how to deliver D.I. effectively.

At the end of the 2011-2012 school year the staff collaborated and designed a plan to incorporate monthly formal essay writing practice into each classroom. Staff worked together to develop system of pre-writing, with the use of graphic organizers, and a rubric based on the 6 + 1 Writing Traits. To further the understanding of the 6 + 1 writing traits, the local ISD will provide additional training which is scheduled for May 3, 2013. The goal of this training is to capitalize on the teachers experiences throughout the year with the 6 + 1 writing process and empower them with more ideas and methods to improve formal student writings and how best to teach such practices. The monitoring of this PD, to ensure implementation, will involve the individual teachers and the principal. Continued discussions during staff meetings and principal walk through observations will serve to gauge the level of implementation in the classrooms.

The building level School Improvement Team will continue to assess implementation of this strategy. The building administrator continues to search for PD opportunities that provide training on research-based strategies for differentiated instruction, and will include the identification and facilitation of other instructional models that are designed to meet the unique learning needs of at-risk learners.

Review of professional developments delivered will be evaluated by both the teachers and the principal. Teachers will evaluate their professional learning experience using the professional development participant evaluation form. This will be completed immediately following the training sessions to help determine the perceived relevance of the training. The building principal will routinely assess the implementation of new professional strategies and skills as part of weekly walkthroughs and data collection. During the 2012-2013 school year, the focus of the walkthroughs will be to observe and find evidence of the degree of implementation of the strategies learned from professional development days. Weekly discussions with teachers will also serve to assess implementation progress. Additionally, the principal will share his general (building-level) data evidence during staff meetings. These presentations will serve as a litmus test for building progress on implementation fidelity. The principal will continue this practice in the coming schools years, with the focus and search for evidence to be aligned with the Professional Development goals specific to that school year.

Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.

The building principal will work with the District's Human Resources Department to identify recruitment strategies for potential openings, as

they may arise, by contacting teacher-training venues that are purposeful in preparing a diverse pool of candidates with passion, enthusiasm, experience, and a desire to work with "at risk" students. Inherent in the current school day schedule and design exist flexible working conditions, which include the ability to take time off when necessary and deemed appropriate by the contract. At the same time, initiatives have been put into place to identify and utilize a preferred list of specifically trained and cultivated guest teachers (subs) who are willing, qualified, and prepared to fill vacant positions as they arise. This list also includes a select group of part-time educators who work well with at-risk students and have experience in the alternative setting. Individual teachers are in charge of contacting guest teachers from the preferred list in anticipation of an absence. Teachers are encouraged to ask the principal for additional guest teachers if preferred guest teachers are not available.

There is a mentoring program in place within the District. It is designed so that teachers who have recently graduated from college have a support system during their first years of teaching. All of the teachers at Mackinaw High School are tenured and Plan II teachers as defined by the District's professional growth plan, and do not fall into the Plan I mentorship domain. The evaluation system, regardless of which plan a teacher falls under, is used for teacher retention by providing any necessary coaching to teachers that may need improvement in specific domains of teaching.

The District provides professional development allowances to the school each year. These funds are used to support continued learning in areas teachers and administrators deem important. This also permits teachers to take ownership of and to individualize their professional growth plan and professional development experiences in addition to what is delivered on District sponsored professional development days.

The current teacher contract allows for vertical and horizontal pay increases based upon the teachers continued education and years of service. While the District is currently under a "pay freeze," it is expected that the district will work collaboratively with the STEA to resolve contractual issues.

On-going conversations and in-house recruitment efforts to train or encourage teachers who share a desire to promote to administrative position are centered on those teachers whose yearly evaluations indicate that they are "highly effective." These teachers are able to participate in job-shadow and other professional learning experiences that may lead to their being placed into building or teaching leadership positions or further educational advancements.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

The teaching and learning experiences at Mackinaw High School are aligned with the college readiness benchmarks measured by the Delta College Compass Entry Exam. This exam was developed by the American College Test (ACT) organization. Staff members will continue to participate in the review of data from this exam, along with data from student MME tests, Pearson Learning ELA pretests, locally designed math placement tests, and other formative and summative assessments. Data used to identify student needs include the writing scores for students taking the MME/ACT test, pre/post test scores in reading, writing, and mathematics, and the Delta College Compass placement test results in both math and English.

Historical Delta College Compass entry exam scores were evaluated to determine areas of student academic deficiencies. Based on the results, the core classes were altered to address the areas of deficiency. This constitutes an alignment with Michigan curriculum standards considering the following:

- 1) ACT is responsible for creation of the Delta College Compass Entry Exam
- 2) Students who receive ACT scores that meet Delta College readiness benchmarks, which exceed ACT readiness benchmarks, are exempt from taking the Delta College Compass Entry Exam upon admission, and are placed in credit course avoiding developmental course placement.
- 3) According to ACT's own definition the ACT (and Compass) are "indicators of students' educational progress relative to ACT's College Readiness Standard and, by extension, relative to the Common Core State Standards."

Based on this information if Mackinaw's curriculum aligns with Delta College, Mackinaw meets or exceeds the Michigan Curriculum Standards. As recently as October 2012, meetings were conducted with Delta College professors to discuss program alignment. Additionally, teachers align their lesson plans to common core state standards and identify these standards on their lessons plans.

The instructional programs/supports that we are currently implementing in our instructional plan design are "6 + 1 Writing Traits" and "Compass Odyssey Online", both of which are research based and aligned with State standards. These programs are examples of multiple learning opportunities (MLO). The timeline for implementation of the 6 + 1 Writing Traits began in the 2012-2013 school year. Further training in the 6 + 1 Writing Traits during the second semester of the 2012-13 school year, will move us closer to full implementation of this strategy by the start of the 2013-2014 school year. The intended implementation data for Compass Odyssey is the second semester of 2012-2013. Compass Odyssey implementation is currently ongoing and expanding as teachers continue to familiarize themselves with the program. The principal will continue to monitor the implementation of Compass Odyssey and work toward a goal of having all teachers utilize the program.

The 6 + 1 Writing Model assists in teaching the foundations of essay writing and how to properly develop pre-writing and organizational skills. All classes currently incorporate writing into their curriculum, but a goal has been set to have each subject area teacher add the requirement of one essay per month. Teachers are to model the process and demonstrate how to construct a proper essay. This enables students to receive up to six additional opportunities a month for a total of thirty-six practice essays a year to help refine their writing skills. A standard rubric was created from the basic ideas of the 6 + 1 Writing Model and is used to evaluate each student essay. The five main components of this rubric are: ideas, organization, word choice, sentence fluency, and conventions. Each component is measured on a four point scale.

The rationale for selecting this writing model was to increase the practice students receive writing essays so that they are better prepared for the essay writing requirements on the MME/ACT Plus Writing Assessment, and on the Delta College Compass Entry Exam placement test.

Compass Odyssey Learning is another program we are implementing to support our students in the classroom. This program, when combined with teacher instruction, provides supplemental instruction based on state standards. It can be used with the whole classroom, small groups, or as remedial assistance on a per student basis. Compass Learning can also be utilized as an independent study program. When warranted, highly qualified teachers may assign students additional classes in their subject area. Students may be working on the independent study program on Compass in conjunction with their regular school day schedule. This provides additional learning opportunities for students to make up credits they may be lacking. Students can also shorten their potential graduation timelines thus increasing the school's overall graduation rates. This program can be accessed at the student's home and outside of the regular school day to extend student learning time. Independent study and supplemental assignments are aligned and designed by Compass Odyssey Online Learning and meet the Common Core State Standards (CCSS). The District has reviewed the courses and determined them to be state aligned. Upon confirming the courses met the CCSS, the District purchased a license to operate the system and it is available to students and staff. The rationale for implementing the use of the Compass Odyssey program is to provide remedial, supplemental, and independent study opportunities for at-risk learners. The program is designed to help meet these needs. An example of the current implementation of Compass Odyssey is in Mackinaw's math department. The math department utilizes Compass Odyssey regularly with students who need foundational assistance in math skills. Implementation of Compass Odyssey Online began in the second semester of the 2012-2013 school year. The principal will assess the appropriate levels of implementation during walkthroughs and teacher discussions.

Additionally, pre-tests in English are research based placement assessments designed by Pearson Learning and the American Guidance Services. The test is designed to measure the instructional and independent reading levels of students from grades 0 to 12.2. Instructional reading levels indicate the current level of material and curriculum a student can process and retain with teacher guidance. Independent reading levels indicate the current level of material and curriculum a student can process and retain through their own abilities and without assistance. Students take this assessment, and are provided the results within two days. This allows the English teacher to quickly initiate the lessons the students need.

Prior to the start of the school year, teachers identify the state standards they are teaching on their lesson plans. Pre-tests in Math and English are administrated within the first week of attendance in those classes to determine the prior knowledge students enter with to enable appropriate course levels placements. This vertically aligned placement test is given to all students. In order for a student to test out of material on a pre-test, students must obtain a 70% or higher. Additional, all classes at Mackinaw require a minimum of 70% proficiency to receive unit or course credit.

After reviewing recent ACT/MME scores, Mackinaw decided to enlist the services of Sylvan Learning Center to assist students in practicing for formal state examinations such as the ACT/MME. Sylvan Learning center will be conducting a two day ACT preparation session for students who will be taking the ACT in March of this school year. The first session is scheduled to cover common testing mistakes, strategies for managing test anxiety, and tips on how to best approach difficult questions or sections. During the second session the following day, student will have the chance to complete an ACT practice test in all areas. The follow up that is delivered to the student will occur in January of the second semester of the 2012-2013 school year. The follow up session will be two-fold: First, the principal or counselor will provide testing results and strategies to improve upon; Second, the English teacher will counsel students on how best to improve their writing samples. The English instructor will work individually with students to analyze their writing strengthens and weaknesses. Testing results will also be made available to the teachers for analysis and instructional planning prior to the student's receiving their results. This session is another example of a MLO Mackinaw offers students. The rationale behind the use of Sylvan Learning is to expose students

to the rigor of standardized testing and provide strategies to drive achievement. By providing students with a practice opportunity to take the ACT test, students will have a better understanding of what to expect and how they can prepare themselves for the actual testing.

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

Pre-tests are given in English and Math to determine the background knowledge and skill level of each student. Based on the results of the pre-tests, students are placed in the appropriate course levels. This assessment allows teachers to immediately analyze and evaluate the student's knowledge level and learning needs. The results of the placement test help teachers facilitate differentiated learning experiences. Students may require remedial help or advance placement and the pre-tests enable teachers to make that determination.

Pre-tests in English are research based placement assessments designed by Pearson Learning and the American Guidance Services. The test is designed to measure the instructional and independent reading levels of students from grade 0 to 12.2. Instructional reading levels indicate the current level of material and curriculum a student can process and retain with teacher guidance. Independent reading levels indicate the current level of material and curriculum a student can process and retain through their own abilities and without assistance. Students take this assessment, and are provided the results within two days. This allows the English teacher to quickly modify the lessons for the student as needed. In Math, Computers and Science teachers utilize locally designed assessments on Skyward. Skyward is the District's student database system that tracks attendance, grades, pre-tests and more. By taking the test through Skyward, students receive their scores immediately. This allows students to know their placement level before they leave the classroom. Students are then able to begin working on appropriate course level assignments the same day. In the civics and science classes, students are regularly engaged in higher order thinking skills through discussion, group work, guided practice, critical thinking responses, and structured 6 + 1 monthly writing assessments.

The process for conducting data review sessions begin with the principal providing copies of all student test results and any current achievement data. Results and data are distributed at staff meetings where discussions are held. Teachers keep the provided copies to use as student skill references for future use. The data review sessions allow teachers collaborative time to discuss and have access to MME/ACT scores, MEAP scores, ACT practice scores and other formative assessments quickly. If teacher would like further details about a student's ability, teachers have access to student CA-60 files in the office. Teachers readily examine student files in order to best formulate strategies to address student learning needs. This is especially usefully for teachers when the student in question has a learning disability. By doing so, each teacher can further determine a student's ability level in their corresponding subject area. This information coupled with the teacher's professional assessment of the student, adds to the discussion of how best to implement strategies of assistance for individual students, and the student body as a whole. Other formative assessment results from classrooms can be discussed at weekly collaboration meetings. The summative assessments test results like ACT are discussed in May. This discussion helps determine if alterations need to be made to address gaps in our curriculum for the following school year. The student's advisor along with the principal and counselor then work collaboratively to monitor the strategies devised for the students in need. Plans are re-assessed and changed as necessary to help drive student success. An example of a student wide implementation plan was introducing the 6 + 1 writing traits and rubric into each class to drive more formal writing across the curriculum. Implementation of school wide plans is monitored by the principal through teacher discussions, walk through observations and evaluations. Examples of individual student interventions derived from data review include differentiating lessons based on student interest surveys, providing direct one on one instruction, providing additional work time by extending deadlines, setting weekly assignment goals, requiring teacher signatures to verify classroom attendance, utilizing the Student Center for a quieter location to work, developing a pacing guide for assignment completion and providing wake-up calls to students in the morning to drive attendance. These individual student interventions or implementation plans are monitored by the student's advisor and counselor.

After reviewing ACT/MME scores, Mackinaw decided to enlist the services of Sylvan Learning Center to assist students in practicing for formal state examinations such as the ACT/MME. Sylvan Learning center will be conducting a two day ACT preparation session for students who will be taking the ACT in March of this school year. The first session is scheduled to cover common testing mistakes, strategies for managing test anxiety and tips on how to best approach difficult questions or sections. During the second session the following day, student will have the chance to complete an ACT practice test in all areas. The follow up that is delivered to the student will occur in January of the second semester of the 2012-2013 school year. The follow up session will be two-fold: First, the principal or counselor will provide testing results and strategies to improve upon; Second, the English teacher will counsel students on how best to improve their writing samples. The English instructor will work individually with students to analyze their writing strengths and weaknesses. Testing results will also be made available to the teachers for analysis and instructional planning prior to the student's receiving their results. This session is another example of a MLO Mackinaw offers students. The rationale behind the use of Sylvan Learning is to expose students to the rigor of standardized testing and provide strategies to drive achievement. By providing students with a practice opportunity to take the ACT test, students will have a better understanding of what to expect and how they can prepare themselves for the actual testing.

All teachers provide ongoing individualized instruction. Each lesson requires 70% proficiency from students without exception. Supplemental learning material is provided to each student until he/she is proficient in each area. This also provides for the ability to adjust the delivery method based on a student's learning style. This is an ongoing process in each course. Teachers administer benchmark assessments and use that data to assess each student. Based on those assessments, teachers, have another piece of data to use to determine what approaches and type of instruction works best for students.

The principal monitors individual student progress through the use of course completion slips and fulfillment of graduation requirements. It is the teachers' responsibility to measure interim proficiency levels and issue course completions when students meet course requirements. As a part of the regular classroom walkthroughs, the principal will review instructional plans and student learning objectives to gather evidence that the teachers are using student formative data to inform their weekly learning goals and objectives; and that the individual learning needs of the students are being met through the differentiating of classroom learning activities and assessments.

Students are assigned staff advisors. These advisors meet with the students to set student goals, monitor progress, and to better understand the likes and dislikes of the student. Using this information, teachers are able to learn the students' interests and strengths to help incorporate those into the lessons to keep students academically engaged. Staff share pertinent information with other each during collaboration times, and specific plans can be developed to meet students' learning styles. Advisors also monitor student progress. The implementation of a plan to address a student's needs is ongoing.

Each classroom has technology integrated daily into their classrooms whether it is the use of promethean boards, laptops, notebooks, desktops or a combination of technologies. These technologies help support the growing interest of the 21st century.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

The school schedule was changed last year to expand direct instructional time by thirty minutes per day on Monday through Thursday. Each class was expanded five minutes to evenly spread out the added time so all classes could benefit. This was accomplished by removing afternoon advisory time. Each class is now sixty minutes of instructional time.

Students also have the opportunity to enroll in Cyber School to take additional classes beyond their regular class schedule at no additional cost. This allows students to extend their learning day, recover credits faster, and graduate earlier. Cyber School is run at an off-site location at the District's primary high school, Heritage High School. The Cyber School sessions are open Monday through Friday from 5:00 p.m. to 8:00 p.m. with a licensed teacher present to assist students. Students can access Cyber School materials from any internet connection enabling them to continue to work on materials even if they can not physically attend the work sessions. Cyber School is another example of a MLO that Mackinaw offers students. To evaluate the success of this opportunity, the principal and school improvement team will reflect each semester on progress data of students who participate in Cyber School. A thorough review of student log-in data, student requests for support and assistance, and student success rates will be considered. Additionally, student participants will be asked to complete an exit survey to provide feedback regarding their successes and challenges with this learning option. This evaluation will work to identify barriers and strategies for success, and help the principal and the school improvement team to develop strategic planning initiatives and next steps. All of this information will be recorded in the meeting minutes.

Students must participate in a number of enrichment activities at Mackinaw in order to graduate. The enrichment activities include career planning, computers, and an Educational Development Plan (EDP). A new enrichment program entitled "Stepping Stones to Your College Future" is an activity available for all students who attend Mackinaw. This program is offered Wednesday afternoons. The steps include: 1) Choosing a career; 2) Picking the best college for you; 3) Completing the application process; 4) Applying for financial aid; 5) Taking the Compass (assessment); 6) Completing orientation; 7) Registering for classes; 8) Paying for classes; 9) Applying for scholarships; 10) Creating a plan. At the completion of this program, students have completed all necessary steps to begin their college careers.

Mackinaw is in the process of developing enrichment activities for all students related directly to the ACT/MME. The entire activity will be completed prior to the two week window before administering the ACT/MME assessment. The first activity will be completing work in the ACT designed online preparation class through ACT's website. Students must log 14 hours of online preparation prior to taking the state standardized testing. The second activity ensures all students will receive individual instruction involving general and subject related test taking strategies. Each teacher will be responsible for 1/5 of the instruction in their content area during a ten week test preparation course offered during the academic school year.

Mackinaw is also developing a seat time waiver program (STW) during the second semester of the 2012-2013 school year. We will pilot this option for a select number of students in the second semester of 2012-2013. A Genesee Intermediate School District (GISD) developed interview process conducted by the principal, counselor and STW mentor will determine which students will be selected for the pilot. This program allows students access to the curriculum that may not be able to physically attend classes for reasons of an extended illness, being a single parent, working during part of the school day, or other reasons. These students will be provided personal computers and an internet connection if they do not currently have one at home. Students, with the assistance of the counselor and STW mentor, may select from over

thirty courses in ELA, Math, Science, Social Studies and elective courses via the GISD GenNet Virtual Learning Center. All courses are aligned to CCSS. A Mackinaw teacher will act as a mentor and make the required weekly contacts. The rationale behind offering a seat time waiver program is to give the alternative student another learning option. Many students have full class schedules but are able to only attend half of the classes on a regular basis due to personal issues. This program will allow them the option of part-time seat time waiver participation or full-time seat time waiver participation. Offering alternative high school students flexible scheduling options like this will help students recover credit faster and help increase graduation rates.

Mackinaw allows for collaboration between teachers by scheduling common planning time for teachers. Staff collaborates during weekly Friday morning meetings from 8:00 a.m. to 9:00 a.m. During this meeting time, staff discusses student needs and concerns. The principal facilitates the meeting and staff collaborate and freely express ideas, suggestions, and areas of concern. Two examples of recent collaboration include developing a system to implement the 6 + 1 Writing Traits and beginning to develop the ACT preparation class. The principal distributes a meeting agenda and keeps notes to record the discussions. Additionally, teachers have 5 hours of planning time available each week. During this time, staff has the option to collaborate regarding students and curriculum. By utilizing the time available, staff is able to develop strategies based on best practices that enable students to increase achievement.

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

Mackinaw has effective positive communication between students, staff, and parents through the use of the advisory class. The role of an advisor is to schedule meetings and meet with students individually during school time to set goals, discuss academic progress and then communicate the findings, and goals with parents. Advisors communicate with parents via phone calls, emails, scheduled meetings, and conferences. Advisors keep a log of dates and times of parent communication in order to maintain a record of contact. Advisors regularly receive call backs or emails from parents that are also recorded in the advisors contact logs. The daily school schedule provides opportunities for students to meet with their advisor Monday through Thursday from 9:00 a.m. to 9:15 a.m. and on Fridays from 9:00 a.m. to 10:00 a.m. Students are required to meet with their advisor fourteen times a semester which equals roughly once a week. Students are required to obtain advisory credit as part of their graduation requirements at Mackinaw.

In an effort to engage more students, two Mackinaw teachers received a grant from the Saginaw Township Community Schools Foundation worth \$950.00 to organize an enrichment program for at-risk youth. The teachers selected students from the student population to participate based on interest, student attendance, and need. The program is called "In Your Own Backyard." It is designed to get students to connect with and care for their community. Students are uninformed about what their community has to offer and also unaware of the many opportunities to volunteer and give back to their community. The first objective of the program entails students becoming involved in five community organizations. The expected outcomes for this first objective are: 1) students will learn about activities and organizations they did not know existed; 2) students will learn how to locate and find information about low and no cost community events and activities; 3) and students will learn to work collaboratively. The second objective of the program is a student "giveback." This will look different for each activity in which they participate. The first event, for example, was enrollment in a local community education class. Students learned how to create various holiday decorations. The "giveback" portion that followed a week later was teaching the skills they learned to other students at our school. The recipients made inexpensive gifts for their friends and family members and learned about community education from our "Backyard students." Another event, attending a holiday concert by the local choral society, did not lend itself to the volunteer component so the teachers used the spirit of the event instead. The students completed a fundraiser and the proceeds will be used to "adopt" several elderly persons for Christmas. The students will shop for and deliver food and gifts to the individuals. The expected outcomes are that students will learn that they can make a difference, their involvement can help maintain and sustain an organization or activity in our area,

and that our community is a good place to live. This objective will be evaluated by students sharing what they learned with the rest of the school through brochures, bulletin boards, or other creative forms.

Mackinaw offers parents or guardians the opportunity to learn more about the program at the scheduled Curriculum Night in October. Teachers design ten minute presentations that give an overview of the classes they teach. The three goals of Curriculum Night are: 1) inform parents of the class requirements for each subject area; 2) meet your student's teachers and advisor in order to put a name with a face; 3) exchange phone and email information with teachers to open the lines of communication.

Parent teacher conferences are offered during the months of November and February. These meetings offer parents the opportunity to discuss their student's progress on a one-on-one basis with the teachers. It is the schools desire that by hosting Curriculum Night in October, prior to the first parent teacher conferences, that parents who attend the first conference are better informed about their student's class requirements.

Mackinaw also utilizes technology to communicate with parents through the use of Skyward. Skyward is a database used to track and monitor student attendance and grades from anywhere parents have an internet connection. Once a parent receives a password, they are able to view their student's grades and attendance. This information gives parents a snapshot of their student's progress and level of commitment.

The school also employs the District's school messenger system. This system allows the school to create a call list, record a message and set the calling time. The system allows the school to send out mass communications. This allows for quick and reliable communication from the school to home. To track the calling success, the system creates calling reports that identifies answered calls, machine pick ups, blocked calls and unavailable phone numbers by student name. Calling reports are then emailed from the system to the principal. The emailed calling reports are used to focus additional contact efforts to parents who are reported to have blocked or incorrect phone numbers. The messages that are sent include student attendance notifications, event notifications, testing notifications and personalized messages directed to a single student or to a small group of students.

Mackinaw also employs the use of teacher websites. Many teachers use their webpage's to post assignments and communicate with students. In some cases, teachers have made all their assignments available through their website. The school also uses Facebook to communicate with students, parents, and the community. The school updates their Facebook page to make others aware of enrollment periods, important events, speakers, recognition of student work, and other positive occurrences.

To increase involvement from the community, Mackinaw has organized an advisory board. The advisory board is a panel of members that represent various entities that include the Saginaw Township Police Department, Delta College, Teen Parent, Mackinaw's School Improvement Team, teaching staff and parents. The mission of the advisory board is to provide ideas and suggestions to administration to help increase the opportunities that are provided to students as well as suggestions that may improve school culture and climate. These meetings occur throughout the year and are hosted at Mackinaw. This gathering also allows the administration to give panel members updates about current school events and what is new or changing in the school.

In previous years the parent involvement beyond parent teacher conferences has been almost zero, as shown by a lack of parent groups operating in the school. In the fall of 2012-2013 the principal and school improvement team analyzed the lack of parental involvement and strategized on how to increase home-school relations through more personable interventions. This resulted in Mackinaw organizing its first parent council. The parent council is a volunteer parent group that provides community feedback through monthly meetings, assists staff during school events, and helps organize student incentives from local businesses and the community. Letters were sent out to recruit willing parents and guardians to join the parent council. Mackinaw also distributed the letter to all the parents who attended the Curriculum Night in

October. The goal is to organize a group of parents who can rotate responsibilities from month to month. This family engagement venture will also provide another platform for parents to give suggestions to administration concerning student opportunities and to be involved in their student's education. Since distributing the recruitment letters for the parent council in October four parents volunteered to join the group. We have successfully held a November and December meeting with January's quickly approaching. Although the parent council has only four parents currently, this can be viewed as a very positive move forward from the previous zero parent involvement. The principal and staff will continue to promote the parent council and strive for an expanded role of our volunteers. Expanded roles may include assistance in student recruiting, obtaining student incentives from the community, and in the further recruiting of parent volunteers.

Mackinaw will continue to evaluate family engagement by reviewing conference sign-in sheets, parent contact logs and the participation of the parent council. Success associated with parent engagement can be measured by the long term growth of the parent council through the 2013-2014 school year.

At this time, there is no plan to conduct home visitation due to safety concerns to staff having to go into areas that may put them in harm's way. However, we will continue to look for and implement additional avenues to increase school to home relations in a safe and orderly manner.

As a way of help build student leadership, Mackinaw is working to develop a plan to start a Student Council. Student Council would be open of any student willing to actively participate in the meetings and events. The timeline for implementation is the 2013-2014 school year. The principal and counselor will coordinate the meetings during school hours to inspire more participation. The Student Council will help staff valuable insight regarding student discipline, activities days, and providing feedback about barriers that may exist in the school.

A School Improvement Team is in place at Mackinaw. This team is made up of the principal, one or more staff members and at least one parent of a currently enrolled student. We are currently looking to include a current student on the team to obtain the perspective of the student body. The School Improvement Team reviews the School Improvement Plan designed by the principal and staff. The difference between this team and the other family/community involvement teams is that this team works specifically to review and provide feedback to improve student achievement.

Mackinaw continues to involve the community in several ways. Mackinaw's principal organizes presentations from Delta College faculty monthly. The goal of these monthly presentations is to make students aware of the career possibilities available in the local area.

Delta College also facilitated a professional development workshop for our teachers. Staff met with the professors to discuss the skills students need to be successful in post-secondary learning. The workshop also provided time to discuss curriculum alignment with Delta College.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

The school is designed to be as barrier free as possible while still holding students accountable to prepare them for the "real world" experience. Listed below are several examples of how the district has allowed Mackinaw to best meet the needs of our students.

The District provides operational flexibility in a variety of ways. The building leader has changed the daily school schedule reducing the amount of advisory sessions from two to one, in order to increase direct instructional time in subject area content. The district empowers the building leader to alter or adjust teacher schedules, lunch schedules, and professional development schedules as deemed necessary by student enrollment and within the constructs of the teacher contracts. The district provides flexibility for the building leader to make budgetary decisions with the understanding that counsel should be sought when allocating a large amount of funds for a specific purpose.

The District allows the building to operate a cost-responsibility disciplinary system, unlike the "offense" or "leveled" referral process in other district schools. The design of the plan was to create crystal clear guidelines of student expectations for behavior. During mandatory orientations, prior to students beginning classes, the disciplinary system is thoroughly explained. The disciplinary system awards every student with one hundred points to start the year. Student can earn positive points for doing positive behaviors and have points subtracted for negative behavior. The points that are assigned to each behavior are clearly stated in the handbook. If a student loses all their points their status is reviewed by the appeal board made up entire Mackinaw staff. The appeal board submits the advised status decision to the principal. The principal has final administrative decision-making authority, but rarely goes against the appeal board, empowering the teachers and staff as decision-making stakeholders.

The District allows Mackinaw to operate as its own governing body with regards to student disciplinary issues. The District uses the Superintendent level board hearings made up of district administrators to determine a student's educational status in the district. At Mackinaw, the disciplinary matters are reviewed by Mackinaw staff in the appeal board process. This occurs once a student loses all their disciplinary points. Parents are contacted by phone and through mail to make them aware of the appeal board process. Students must submit a letter addressing why they were engaged in the incident or incidents in question, and how they will avoid similar situations in the future if allowed to return. This allows the appeal board to use first hand knowledge of a student to determine if that student needs multiple opportunities to be successful, set our own conditions for reinstatement, and to determine when students pose a threat to the school, and for the safety of the student body, need to be dismissed from the program. This process helps to provide structure and hold students responsible for their actions. All students are very familiar with our "points" system. At times, the appeal board is forced to make the difficult decision to remove a student, who poses a threat to the school; this sends a message to students that staff will enforce rules. The feeling of safety we provide may not be available at home or outside of our setting due to their current socioeconomic and living situations. By providing safety, Mackinaw can confidently say we provide all five of Maslow's hierarchy of needs (psychological, safety, belonging, esteem, and self-actualization) to our students. This empowers students to aspire to complete their goals of increased achievement and graduation.

The District also supports Mackinaw's school schedule. Mackinaw has a later start time than all other schools in the District and this could present an issue for bussing of in-district students. The District has worked with Mackinaw to support our 9:00 a.m. start time, and with the help of transportation, all in-district students who desire to ride the bus are able to do so. In addition, the District also allows Mackinaw to use school funds to pay for public transportation bus passes that out-of-district students use on a daily basis. Mackinaw and the school district have arranged for the public transportation bus to drop off and pick up students directly in front of the school. This prevents students from

having to walk to the nearest public bussing route and wait for the bus. Students can exit the building and immediately board a bus whether the student is a district or non-district student.

The student schedule is flexible and contains both self-paced and structured classes. This allows students to learn at their own pace while teachers monitor and track progress. If students arrive late to school, the self paced classes allow students to begin working; this avoids students having to sit and wait for classes to change. The school day starts at 9:00 a.m., Monday-Friday. This late start time allows students who typically "sleep-in" and have attendance issues, the flexibility to still attend all of their classes, even if they wake up later than they would if they attended a traditional high school. Students are given a schedule of classes that they are scheduled to attend throughout the day. They do not, however, have a set hour that they must attend those classes. Students can choose the hour they want to attend a particular class. The student must attend each class listed on their schedule daily. The ability to go to a class the hour they choose, allows students to rotate between self-paced classes and structured classes. This flexibility allows them to pick a schedule that will best suit their own individual learning styles. For example, if a student knows they do not work well with numbers in the morning they are free to attend math in the afternoon. Students take responsibility for designing their own hourly schedule. By allowing students to design their hourly schedules, they take ownership of their classes and education.

There are a number of positive programs in place at Mackinaw that take place monthly and help to retain students throughout the year. Each month there are 2-3 students selected by staff for Student(s) of the Month. Their pictures are taken and placed in the lobby area for all the students, parents, and community to see. The students of the month also receive positive discipline points, a Mackinaw High School sweatshirt, and other prizes when available. Each month there is a monthly activity that takes place for students who have not lost any discipline points two weeks prior to the activity. This activity allows the students to get to know each other, and allows staff to recognize students who are making progress. The monthly activity also provides opportunities for staff to forge relationships with students by participating in the activity alongside the students. The activities help build and foster relationships of trust that can be called upon in the classroom to motivate students. This year we implemented weekly drawings to reward good student attendance. Drawing winners receive gift certificates to a variety of local businesses. Since implementation, the staff has re-evaluated this practice and concluded a more public approach would help better distinguish and inspire students. The process will include the principal gathering input from the teachers and through observation to identify students that are performing well and progressing in their classes. Second, a name will be drawn from the list of students identified to determine the winner. Third, the principal will then go to the classroom of the winning student and personally hand the gift certificate to the student. The names of the winning students in the past were announced over the public address system and students went to the office to collect their prize. The goal of the new approach is to publically recognize student achievement in the classroom in front of the student's peers inspire other students to be recognized in the same way.

Mackinaw High School provides special education services and support to students with disabilities following rules and regulations detailed in the Individual with Disabilities Education Act (IDEA) 2004 and Michigan Administrative Rules for Special Education (MARSE) March 2012. School personnel including administration, general education teachers, special education staff, parents and students follow the procedures for developing Individualized Educational Plans (IEP) for students with disabilities. The IEP process ensures that students with disabilities receive a Free and Appropriate Public Education (FAPE) while attending Mackinaw High School. A continuum of services and programs are available at Mackinaw High School and within Saginaw Township Community Schools to ensure individual student's needs are met as decided at the IEP. Procedures are in place at Mackinaw High School to monitor progress both academically and behaviorally for individual students with disabilities. Furthermore, procedures are in place following specific legal requirements that determine appropriate and allowable disciplinary procedures for use with students with disabilities.

Mackinaw is also developing a seat time waiver program (STW) during the second semester of the 2012-2013 school year. We will pilot this option for a select number of students in the second semester of 2012-2013. A Genesee Intermediate School District (GISD) developed

Reform Redesign Report

Mackinaw High School

interview process conducted by the principal, counselor and STW mentor will determine which students will be selected for the pilot. This program allows students access to the curriculum that may not be able to physically attend classes for reasons of an extended illness, being a single parent, working during part of the school day, or others reason. These students will be provided personal computers and an internet connection if they do not currently have one at home. Students, with the assistance of the counselor and STW mentor may select from over thirty courses in ELA, Math, Science, Social Studies and elective courses via the GISD GenNet Virtual Learning Center. All courses are aligned to CCSS. A Mackinaw teacher will act as a mentor and make the required weekly contacts. The rationale behind offering a seat time waiver program is to give the alternative student another learning option. Many students have full class schedules but are able to only attend half of the classes on a regular basis due to personal issues. This program will allow them the option of part-time seat time waiver participation or full-time seat time wavier participation. Offering alternative high school students flexible scheduling options like this will provide the help necessary for some students to recover credit faster and help increase graduation rates.

Students also have the opportunity to enroll in Cyber School to take classes beyond their regular class schedule at no additional cost. This allows students to extend their learning day and recover credits faster if necessary. Cyber School is run at an off-site location at the district's primary high school, Heritage High School. The Cyber School sessions are open Monday through Friday from 5:00 p.m. to 8:00 p.m. with a licensed teacher present to assist students at each session. Students can also access Cyber School materials from any internet connection enabling them to continue to work on materials even if they can not physically attend the help sessions. Cyber School enables students to take one to three classes at a time and receive direct assistance.

Mackinaw is striving to increase student achievement by providing an abundance of supplemental materials to students through the use of Compass Odyssey. Utilizing this learning tool, a student can receive supplemental materials to build their foundational skills. Having access to a resource like Compass Odyssey affords teachers unlimited access to hundreds of lessons and examples to choose from that in turn gives students more opportunity to practice and review any remedial skills they have not yet mastered.

Sylvan Learning Center will be conducting a two day ACT preparation session for students who will be taking the ACT in March of this school year. The first session is scheduled to cover common testing mistakes, strategies for managing test anxiety and tips on how to best approach difficult questions or sections. During the second session the following day, student will have the chance to complete an ACT practice test in all areas. Results will be delivered to individual students in January of the second semester of the 2012-2013 school year. The follow up session will be two-fold: First, the principal or counselor will provide testing results and strategies to improve; Second, the English teacher to counsel students on how best to improve their writing samples. The English instructor will work individually with students to analyze their writing strengths and weaknesses. Testing results will also be made available to the teachers for analysis and instructional planning prior to the student's receiving their results.

Offering alternative high school students' flexible scheduling options such as Cyber School and the use of STW helps students recover credit faster, graduate in less time, and helps increase graduation rates. The District supports this effort by allowing the flexible use of building-level funds to be used in the manner that best supports building-level goals to improve student achievement.

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

District and building personnel will organize and continue to have on-going conversations with MDE monitors for the Priority Schools

application. Team members have already attended two technical assistance meetings in Lansing. During the technical assistance in Lansing with Louretta Cunningham-Powell, she recommended one or more team members speak with Mr. Bulger, Principal of Southfield Regional Academic Campus. Mr. Bulger has technical expertise with the Priority School application having gone through the process, and will be a good resource because he is the principal of a large alternative education high school with similar student achievement barriers. Mackinaw's principal met with and gained valuable insight from Mr. Bulger from Southfield Regional Academic Campus (SRAC). The principals discussed how Mr. Bulger's school was able to move toward their goals of improving student achievement. Mr. Bulger will continue to be utilized as a valuable resource in the future for Priority and non-Priority related issues. Interest has been expressed by SRAC staff to organize site visits to Mackinaw to speak with staff and provide feedback. The principals will be in communication to organize and coordinate future site visits.

Aside from the involvement with the MDE, a Mackinaw staff member is assigned to the district technology committee. The purpose of the committee is to evaluate district and building technology needs. This staff member was also a presenter in a higher education international conference where she led a presentation titled "College Success for Computer Related Programs."

Another teaching staff member is registered to attend a "Moodle Learning" conference in March at the Saginaw ISD. The goal of the full day professional development is to gain a better understanding of how to make more of the curriculum accessible online for students outside of normal school hours. This teacher can also help other teachers do the same.

There are also multiple professional learning opportunities through the local ISD that are technology related that include but are not limited to: "21 things", "Google Docs", "Distance learning", and "Flipped Instruction". The District is providing training in multiple sessions for promethean board training for both the novice and advanced learner.

Multiple staff members attend the Michigan Skyward User Group Conference annually to obtain current and accurate training for Skyward. Skyward is our District's information management system for students. Additionally, two staff members are members of the local Saginaw County Skyward User Committee that meets monthly.

The principal has attended two ISD training sessions discussing the use of seat time waivers. The most recent session was November 1, 2012 when the principal was joined by the STW mentor teacher from Mackinaw. They received technical assistance for starting a seat time waiver program. The District has also provided contact information for other professionals from the Saginaw, Genesee Intermediate School District and other agencies that have experience with the seat time waiver process.

The District also paid for the one and a half days of Compass Odyssey Learning training. A highly qualified trainer from the Compass Odyssey company was scheduled and delivered this professional development over the course of one and a half professional development days. The implementation of the program is already visible and expanding.

An external partnership that Mackinaw continues to foster is with our local community college, Delta College. Delta and Mackinaw organized a curriculum alignment session with Mackinaw staff and Delta professors in November. Delta College is also collaborating with Mackinaw to download Delta College's entrance exam, called Compass, on ten computers at Mackinaw. This would allow students to take the college entrance exam in a safe and familiar environment. That project was successfully completed in January of this school year.

Two teacher leaders from Mackinaw also volunteered to attend the Priority schools sponsored Next Network conference on January 28 at the Saginaw ISD. The goal is to attain additional resources and report back what was learned to the other staff members at the next staff meeting date.

The principal also attended a two day conference in Chicago on January 15 and 16 covering the topics of differentiated instruction, and how to coach teachers to differentiate for students. The goal is to better understand how to help and empower teachers to differentiate whenever possible.

Mackinaw is also contracting a consultant from Staff Development for Educators (SDE) to provide a full day of training for the staff on Differentiated Instruction on February 25. Our presenter was specifically picked for her experience in alternative educational settings and working with urban youth. The goal of the training is to further develop teachers' understanding of differentiated instruction and to learn strategies that can be implemented both in the short term and long term. Continued discussions during staff meetings and principal walk through observations will serve to gauge the level of implementation. Based on the level of implementation, coaching may need to occur to encourage more differentiation.

The school staff members on the School Improvement Team, consisting of the principal, counselor, and one teacher are scheduled to attend a series of Priority schools endorsed trainings on "Guided School Improvement" organized by the Great Lakes Bay Region at the Saginaw ISD. The dates are February 27, March 12, April 23 and May 23. The goal of this training is to develop a deeper understanding of the School Improvement Report and its requirements as it relates to our school and the Priority schools requirements.

The principal and several staff members are also active members of the Michigan Alternative Education Organization (MAEO).

Mackinaw is the only Priority school in the district, and does not receive Title 1 funds. However, the district has provided additional funding for the 2012-2013 school year. These additional funds will be used to promote and support student learning needs, teacher professional development, and additional outreach initiatives to increase family/community relations.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	<u>Mackinaw High School</u>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	<u>pd schedule.doc</u>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	<u>pd schedule-class schedule.doc</u>
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	Enrichment opportunities are listed in the response to the first question in reform plan under Part E.
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	Attached is the professional development schedule. Additional collaboration time is built into each week. Please see the school schedule. <u>pd schedule-class schedule.doc</u>
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	The current contract allows Mackinaw High School administration and staff to meet the demands of the redesign plan.

**Plan II
FINAL SUMMARY FORM**

(Completed by teachers, taken to, and discussed with the administrator at the final meeting.)

One Year Plan _____

Two Year Plan _____

Teacher (s)

School

Grade/Dept/Team

Plan Start Date _____

Midyear Date _____

Completion Date _____

Plan outcomes:

Indicators of progress (including Student Growth Measurements):

Future considerations:

Final Summary Form *(continued)*

Teacher's comments:

Administrator's comments:

Administrator's Evaluation:

Satisfactory

Unsatisfactory

Teacher(s) Signature and Date: _____

Administrator Signature and Date: _____

Plan II
GOAL OUTLINE FORM

(Completed by teachers who work on an individual plan or work collaboratively as part of a team.)

One Year Plan _____

Two Year Plan _____

Teacher (s)

School

Grade/Dept/Team

Plan Start Date _____

Midyear Date _____

Completion Date _____

STCS Standards for Effective Teaching addressed in this plan *(list all that apply)*:

Standard(s):

Benchmark(s):

Specific Goal(s):

Activities to meet the goals of this plan:

Goal Outline Form *(continued)*

Indicators of progress to be collected, **INCLUDING POSSIBLE STUDENT GROWTH MEASUREMENTS (SUBJECT TO CHANGE):**

Resources needed for plan activities:

See attachments

Teacher Signature and Date: _____

Administrator Signature and Date: _____

Plan II
INTERIM GOAL EVALUATION FORM
(Completed by the administrator and teacher to use as a midpoint review.)

One Year Plan _____

Two Year Plan _____

Teacher (s)

School

Grade/Dept/Team

Plan Start Date _____

Midyear Date _____

Completion Date _____

STCS Standards for Effective Teaching addressed in this plan *(list all that apply)*:

Standard(s):

Benchmark(s):

Specific Goal(s):

Individual activities completed toward accomplishing the goals:

Interim Goal Evaluation Form *(continued)*

Reflective results summary:

Indicators of progress submitted to support evidence of progress (including Student Growth Data):

Administrator's comments on progress:

See attachments

Teacher Signature and Date: _____

Administrator Signature and Date: _____

Mackinaw High School
2012-2013
Staff Professional Development Schedule

August 29

District Meeting @ Arrowwood
First Mackinaw Staff Meeting
Teacher workday

August 30

Teacher workday
Curriculum Meetings
2:30 to 4:30 Skyward training

September 28

Compass Odyssey training – full day

November 6

Compass Odyssey training – half day
Meeting with assigned Delta staff 1-3pm

January 21

Priority school achievement/progress and data analysis
School Improvement data analysis
Student Readiness- Exit data review
Master Teacher PLC topic

February 25

Master Teacher PLC topic
Curriculum Meetings
Differentiated Instruction training

March 5

MME

May 3

ACT data analysis
Master Teacher PLC topic
6 + 1 traits training

**SAGINAW TOWNSHIP COMMUNITY SCHOOLS
2012-2013**

NAME

GOAL NO.

GOAL	
STRATEGIES/ ACTIVITIES	
TIMELINE FOR COMPLETION	
EVIDENCE OF COMPLETION-- Successful completion of this goal will be demonstrated by:	
WHO IS RESPONSIBLE?	

PUBLIC IMPACT

www.publicimpact.com

SCHOOL TURNAROUND LEADERS: *Competencies for Success*

Part of the School Turnaround Collection from Public Impact

Acknowledgements

This report was funded by The Chicago Public Education Fund. In particular, the authors would like to thank Kathleen St. Louis for her support and guidance. The authors would also like to thank Alan Anderson, Director, Office of School Turnaround, Chicago Public Schools; Brian Sims, Managing Director, Academy of Urban School Leadership; and Melissa DeBartolo, Leadership Recruitment and Talent Management, Chicago Public Schools for their comments on this work.

About the Authors

The guide was prepared by Public Impact, a national education policy and management consulting firm based in Chapel Hill, North Carolina. Contributors from Public Impact include Lucy M. Steiner, Emily Ayscue Hassel and Bryan Hassel. Graphic design by Tripp Tuttle, Quip Creative.

Table of Contents

Making the Most of This Guide: What You Need to Know	3
About this Guide	3
Using Competencies and Actions for School Turnaround Leader Success	4
Turnaround Leader Actions: Consistent Cross-Sector Findings.....	5
Turnaround Leader Competencies with Competency Levels	7
Turnaround Leader Competencies: Four Clusters of Competence	8
Turnaround Leader Competency List and Definitions.....	9
Driving for Results Cluster	10
Achievement	11
Initiative and Persistence	13
Monitoring and Directiveness	15
Planning Ahead.....	17
Influencing for Results Cluster	19
Impact and Influence.....	20
Team Leadership.....	22
Developing Others	24
Problem Solving Cluster	26
Analytical Thinking	27
Conceptual Thinking.....	29
Showing Confidence to Lead.....	31
Self-Confidence	32
What Competencies Support Turnaround Leader Actions?	34

Making the Most of This Guide: What You Need to Know

About this Guide

Why are Leaders So Important in a Turnaround?

Evidence collected over the last 30 years suggests that effective school leaders significantly influence student learning and other aspects of school performance.¹ Documented experience also indicates that individual leaders in failing organizations in various sectors, including education, can effect rapid, dramatic improvements.² School turnaround is possible, but it takes a broader, concerted effort with daring leadership at the helm and persistent, achievement-oriented collaboration among staff. That is the stuff of which rapid, bad-to-great turnarounds across sectors are made.

This guide aims to help districts attempting turnarounds understand the underlying characteristics of leaders likely to succeed in this unique context, based on the best available research to date. As more schools attempt turnarounds, increasingly accurate, detailed descriptions of leaders who are successful in this context will be possible.

What Does This Guide Include?

This is a companion guide to several other documents related to selecting leaders and teachers for turnaround schools. All of these guides seek to clarify the most critical competencies – or patterns of thinking, feeling, speaking and acting – that enable people to be successful in attempts to transform schools from failure to excellence quickly and dramatically.

This guide provides leader competency definitions, school examples, and detailed levels of increasingly effective competence. For more specific information about how to select school leaders for turnaround schools, see *Leaders for School Turnarounds: Selection Toolkit*. For information about teacher competencies and teacher selection in turnaround schools, see *Teachers for School Turnarounds: Competencies for Success* and *Teachers for School Turnarounds: Selection Toolkit*. With the right tools and processes, competencies are strong predictors of work performance and can be very effective guideposts for selection, professional development, promotion, outplacement and pay.

¹ Leithwood, K., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning*. Minneapolis: University of Minnesota; Leithwood, K. & Riehl, C. (2003). *What we know about successful school leadership*. Philadelphia, PA: Laboratory for Student Success, Temple University; Waters, J.T., Marzano, R.J., & McNulty, B.A. (2003) *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. Aurora, CO: Mid-continental Research for Education and Learning; Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). *School leadership study: Developing successful principals*. Stanford, CA: Stanford Educational Leadership Institute.

² See *School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement*, by Public Impact for the Center on Innovation and Improvement (2007) and *Turnarounds with New Leaders and Staff* by Kowal and Hassel of Public Impact for the Center for Comprehensive School Reform and Improvement (2006).

Using Competencies and Actions for School Turnaround Leader Success

What is a “Competency”?

A competency is a pattern of thinking, feeling, acting or speaking that causes a person to be successful in a job or role.³ Competencies may be developed, but they are most powerful when used to select people who are already a good fit for the job. The competencies included here stem primarily from in-depth studies of highly successful leaders in analogous leadership roles (e.g., entrepreneurs, managers in complex organizations). These studies quantify the competency differences between typical and highly successful people in these roles. The specific competencies used here were selected to match the turnaround actions found in cross-sector literature. When more failing schools have turned around, quantitative studies comparing successful and less successful school turnaround leaders will be possible and will provide rich examples and precisely targeted competence levels specific to school turnaround leader success.

How is a “Competency” Different from “Actions” that Lead to Success in a Job?

“Actions” included in this set of materials about turnaround leaders are those that appear consistently in a large body of cross-sector literature about successful bad-to-great turnarounds.⁴ Some competencies include patterns of action. Thus, there is some overlap between the competencies and turnaround leader actions provided here. But other competencies are patterns of thinking and feeling that lead to effective action.

What is the Benefit of Using Competencies for Selection?

Unlike in the stock market, the future performance of people can be predicted with some accuracy based on past behaviors. Ideally, school districts and school management organizations could choose people who have been successful previously in the same job: leaders who have already led very successful school turnarounds. But the turnaround strategy has not been a prevalent approach in education. Furthermore, the large number of schools nationally in which too many students are failing to learn enough demands a large supply of turnaround leaders. The competencies included here are phrased to be general enough that they can be used to select leaders who have shown the right combination of competencies in other jobs, but who have not yet turned around a school.

Why is the Combination of Actions and Competencies So Powerful?

The actions list will help people selected for turnaround leader jobs understand what others have done to achieve turnarounds across sectors. The competencies will help with selecting leaders who may not yet have turned around a school. The competencies also will help leaders understand – and address – their personal strengths and weaknesses that may affect success as they embark on the turnaround challenge.

³ The competency-related definitions and major underlying competency research used here come from the ideas of David McClelland and related research documented in *Competence at Work, Models for Superior Performance*, Spencer and Spencer, 1993 (John Wiley and Sons).

⁴ See *School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement*, by Public Impact for the Center on Innovation and Improvement (2007) and *Turnarounds with New Leaders and Staff* by Kowal and Hassel of Public Impact for the Center for Comprehensive School Reform and Improvement (2006).

Turnaround Leader Actions: Consistent Cross-Sector Findings

The actions listed in this section are those found consistently in cross-sector studies of turnarounds, or successful bad-to-great transformations.⁵ This research documented and analyzed cases in which public and private organizations that were failing by many measures made very rapid, dramatic performance improvements. (This stands in contrast both to slower, incremental improvements in already strong organizations and to closure followed by starting fresh entirely.)

In nearly all cases, these leaders identify and focus on a few early wins with big payoffs, and they use that early success to gain momentum. These new tactics often break organization norms or rules. The actions occur in a fast cycle of trying new tactics, discarding failed tactics and doing more of what works. Most turnaround efforts fail, because they are tried in very challenging situations. Repeated attempts – with a new leader, for example – may be critical to turnaround success in a large portion of schools.

The Most Important Turnaround Actions

Fortunately, the steps toward turnaround success are very consistent across sectors. The complete list of critical actions appears on the following page. But school leaders trying turnarounds must stay focused on accomplishing the most *critical, consistent success actions*. In nearly all cases, leaders of successful turnarounds:

- ☑ **Identify and focus on a few early wins with big payoffs**, and use that early success to gain momentum. While these “wins” are limited in scope, they are high-priority, not peripheral, elements of organization performance.
- ☑ **Break organization norms or rules** to deploy new tactics needed for early wins. Failed rules and routines are discarded when they inhibit success.
- ☑ **Act quickly in a fast cycle** of trying new tactics, measuring results, discarding failed tactics and doing more of what works (see diagram). Time is the enemy when the status quo is failure.

Fast Cycle of Actions in a Turnaround



⁵ Figure and actions from *School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement*, Public Impact for the Center on Innovation and Improvement (2007) and *Turnarounds with New Leaders and Staff*, Public Impact for the Center for Comprehensive School Reform and Improvement (2006).

Turnaround Actions: Consistent Cross-Sector Findings (*continued*)⁶

The principal and lead teachers may use these in differing ways . . .

Initial Analysis and Problem Solving

- ◆ **Collect & Analyze Data:** Initially, turnaround leaders personally analyze data about the organization's performance to identify high-priority problems that can be fixed quickly.
- ◆ **Make Action Plan Based on Data:** Turnaround leaders make an action plan so that everyone involved knows specifically what they need to do differently. This allows people to focus on changing what they do, rather than worrying about impending change.

Driving for Results

- ◆ **Concentrate on Big, Fast Payoffs in Year 1:** Turnaround leaders concentrate on a few changes to achieve early, visible wins. They do this to achieve success in an important area, motivate others for further change, and reduce resistance by those who oppose change.
- ◆ **Implement Practices Even if Require Deviation:** Turnaround leaders deviate from organization norms or rules when needed to achieve early wins. In a failing organization, existing practices often contribute to failure. This shows that changes can lead to success.
- ◆ **Require All Staff to Change:** When turnaround leaders implement an action plan, change is mandatory, not optional.
- ◆ **Make Necessary Staff Replacements:** Successful turnaround leaders typically do not replace all or most staff but often replace some senior leaders. After initial turnaround success, staff who do not make needed changes either leave or are removed by the leader.
- ◆ **Focus on Successful Tactics; Halt Others:** Successful turnaround leaders quickly discard tactics that do not work and spend more money and time on tactics that work. This pruning and growing process focuses limited resources where they will best improve results.
- ◆ **Do Not Tout Progress as Ultimate Success:** Turnaround leaders are not satisfied with partial success. They report progress, but keep the organization focused on high goals. When a goal is met, they are likely to raise the bar. Merely better is not good enough.

Influencing Inside and Outside the Organization

- ◆ **Communicate a Positive Vision:** Turnaround leaders motivate others to contribute their discretionary effort by communicating a clear picture of success and its benefits.
- ◆ **Help Staff Personally Feel Problems:** Turnaround leaders use various tactics to help staff empathize with – or “put themselves in the shoes of” – those whom they serve. This helps staff feel the problems that the status quo is causing and feel motivated to change.
- ◆ **Gain Support of Key Influencers:** Turnaround leaders gain support of trusted influencers among staff and community and then work through these people to influence others.
- ◆ **Silence Critics with Speedy Success:** Early, visible wins are used not just for success in their own right, but to make it harder for others to oppose further change. This reduces leader time spent addressing “politics” and increases time spent managing for results.

Measuring, Reporting (and Improving)

- ◆ **Measure and Report Progress Frequently:** Turnaround leaders set up systems to measure and report interim results often. This enables the rapid discard of failed tactics and increase of successful tactics essential for fast results.
- ◆ **Require Decision Makers to Share Data and Problem Solve:** Turnaround leaders share key staff results visibly, to highlight those who do not change and reward those who do and succeed. This shifts meetings from blaming and excuses to problem solving.

⁶ *School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement*, Public Impact for the Center on Innovation and Improvement (2007) and *Turnarounds with New Leaders and Staff*, Public Impact for the Center for Comprehensive School Reform and Improvement (2006).

Turnaround Leader Competencies with Competency Levels

What is a Competency Level?

A “level” of a competency is a behavior (or set of behaviors) that exemplifies the competency in action. The behaviors are presented in increasingly competent levels that appear in studies to be linked to higher levels of success in relevant leadership roles. These levels may be used for selection, development and performance management and ideally would be validated in follow-up research on more and less successful school turnaround leaders.

How May Levels Be Used for Selection?

The goal for selection is to determine what levels of critical competencies candidates already use and then to choose people who best match the levels needed for the job. The right person for a job is one who regularly – when needed and without prompt by others – uses the level of competent behavior that leads to success in a particular job. People who are stronger in a competency display that competency:

- ◆ more often
- ◆ at higher levels
- ◆ at the right times to make them successful in work situations.

Individuals do not *always* use their highest levels of competence. For example, even the highest achieving people do not set high-risk goals every time any task needs to be completed at work. Instead, they do so *more often than not when needed for success in meeting an important work objective*. That is why it is important when using competencies for selection to ensure that you are assessing a person’s competence in the context of their efforts to be successful in work. Behaviorally-oriented interviewing about work successes and failures is currently the most valid way to assess a broad range of competencies for selection in complex leadership jobs.

What is a Critical Competency?

In this guide, a “critical” competency is one that should be used to screen candidates before investing in assessment of other competencies. The primary critical competencies for Turnaround Leader are *Achievement* and *Impact and Influence*. Without high level of competence in these two areas, a candidate is very unlikely to be successful taking the actions of successful turnaround leaders. Displaying high levels of these two competencies requires people to have and use moderate to high levels of many of the other competencies. In a short-cut version of selection, assessing for these two competencies alone may increase the odds of choosing the best-fit leaders.

Turnaround Leader Competencies: Four Clusters of Competence

These are the competencies – or consistent patterns of thinking, feeling, acting and speaking – needed for school turnaround leader success. They were derived by “mapping” the cross-sector research on turnaround leader actions to high-quality competency studies of successful entrepreneurs and leaders in large organizations.⁷ The competencies chosen fit the activities that turnaround leaders share with leaders in these other contexts. Validation, refinement and further customization of these competencies will be possible as the number of successful school turnarounds grows and comparisons among more and less successful school turnaround leaders are possible. These competencies are arranged into four clusters of related capabilities.

Driving for Results Cluster – This cluster of competencies is concerned with the turnaround leader’s strong desire to achieve outstanding results and the task-oriented actions required for success. Competencies in this cluster include:

- Achievement
- Initiative and Persistence
- Monitoring and Directiveness
- Planning Ahead

Influencing for Results Cluster – This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but instead must rely on the work of others. Competencies in this cluster include:

- Impact and Influence
- Team Leadership
- Developing Others

Problem Solving Cluster – This cluster of competencies is concerned with leader’s thinking applied to organization goals and challenges. It includes analysis of data to inform decisions; making clear logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity.

Competencies in this cluster include:

- Analytical Thinking
- Conceptual Thinking

Showing Confidence to Lead – This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds.

- Self-Confidence

⁷ Competencies selected from *Competence at Work: Models for Superior Performance*, Spencer and Spencer (1993). Leader actions from *School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement*, Public Impact for the Center on Innovation and Improvement (2007) and *Turnarounds with New Leaders and Staff*, Public Impact for the Center for Comprehensive School Reform and Improvement (2006).

Turnaround Leader Competency List and Definitions

Driving for Results Cluster – These enable a relentless focus on learning results.

- ☑ **Achievement:** The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
- ☑ **Initiative and Persistence:** The drive and actions to do more than is expected or required in order to accomplish a challenging task.
- ☑ **Monitoring and Directiveness:** The ability to set clear expectations and to hold others accountable for performance.
- ☑ **Planning Ahead:** A bias towards planning in order to derive future benefits or to avoid problems.

Influencing for Results Cluster – These enable working through and with others.

- ☑ **Impact and Influence:** Acting with the purpose of affecting the perceptions, thinking and actions of others.
- ☑ **Team Leadership:** Assuming authoritative leadership of a group for the benefit of the organization.
- ☑ **Developing Others:** Influence with the specific intent to increase the short and long-term effectiveness of another person.

Problem Solving Cluster – These enable solving and simplifying complex problems.

- ☑ **Analytical Thinking:** The ability to break things down in a logical way and to recognize cause and effect.
- ☑ **Conceptual Thinking:** The ability to see patterns and links among seemingly unrelated things.

Showing Confidence to Lead – This competency is concerned with staying focused, committed, and self-assured.

- ☑ **Self-Confidence:** A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.

Turnaround Leader Competencies

Driving for Results Cluster

This cluster of competencies is concerned with the turnaround leader's strong desire to achieve outstanding results and the task-oriented actions required for success. Major actions include setting high goals for the organization and making persistent, well-planned efforts to achieve these goals despite barriers.

Why it matters

Without significant competence in this cluster, a turnaround leader is unlikely to achieve a sharp increase in school performance results since former practices have not worked and must be changed, and multiple, significant barriers must be tackled to ensure improved student learning.

Driving for Results Cluster – These enable a relentless focus on learning results.

- ☑ **Achievement:** Achievement is the drive and actions to set high goals and reach a high standard of performance despite barriers. Achievement is often expressed as an individual competency – the person craves being the best and acts to achieve this. In a leader, achievement includes setting high performance goals for the organization, prioritizing activities to achieve the highest benefit relative to inputs, and working to meet goals using direct action, staff, and other available resources.
- ☑ **Initiative and Persistence:** Initiative and Persistence include taking personal responsibility and doing more than is required for the purpose of accomplishing a difficult task or reach a challenging goal. It includes both direct action and enlisting the extra help of others, and may include bending the rules, taking personal risks, and acting without authority when needed to meet a goal.
- ☑ **Monitoring and Directiveness:** Monitoring and Directiveness is a managerial expression of achievement. It is used very selectively by the best managers with staff. It includes such behaviors as assertively demanding high performance, issuing specific directives and standards, publicly monitoring work against standards, and exacting consequences for failure to perform. The ability to set clear expectations and to hold others accountable for performance.
- ☑ **Planning Ahead:** Planning Ahead is a bias towards planning for future benefit or to avoid problems. It includes both anticipating situations and dealing with them in advance. This does not include mere routine or required planning, but that done voluntarily to achieve more success and proactively avoid problems.

Achievement

The drive and actions to set challenging goals and reach a high standard of performance despite barriers.

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	Low Concern for Work or Quality	Shows little concern for quality of work. Or expresses concern but not able to describe specific actions taken to do good work.
	2	Moderate Concern for Work and Quality	Works to meet explicit standards required by others. Or sets own standard for work quality, but not a very difficult or clear standard. Or improves own work or work of team, but not in pursuit of a specific goal.
Potential Hire Zone	Threshold	3 TH	Strong Concern for Work Goals and Quality Improvement Sets challenging work goals for self (and/or team) and acts to meet them. Or sets challenging goals for self (and/or team) and tracks and touts progress.
		4	Prioritizes Goals and Tasks Based on Cost-Benefit Carefully chooses challenging goals and actions (for self and others) based on cost-benefit analysis, such as time, money and other resources needed versus likely speed and magnitude of results.
	Superior	5 S	Pursuit of High-Risk Goals and Improvement Takes significant personal or career risk or commits significant resources (time, money, etc.) to launch a new venture or attempt an unlikely change/improvement, and Takes multiple actions to minimize risk and ensure success (conduct research, anticipate barriers, plan carefully ahead, etc.), and Acts to engage the efforts of others for success.
		6	Persistent Pursuit of High-Risk Goals and Improvement Sustains pursuit of Level 6 over time to ensure complete meeting of high-risk goals.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Achievement: School Examples

The table below presents hypothetical examples of what threshold and higher levels of this competency could look like in a school context. These are only illustrations; individuals could demonstrate these competencies in many other ways in schools and in other organizations. As a result, these examples should in no way be regarded as specific requirements for being rated at a given level. Hirers who screen for this competency may want to keep an ongoing record of how interview story examples of candidates from varying backgrounds are scored to increase consistency over time.

Potential Hire Zone	Threshold	3 TH	Strong Concern for Work Goals and Quality Improvement	Setting high student achievement and learning goals in specific targeted areas; following through on actions that have been selected to reach goals; and regularly tracking progress on meeting goals by analyzing interim assessments results.
		4	Prioritizes Goals and Tasks Based on Cost-Benefit	Setting high, fast learning improvement goals in a <i>core</i> subject (e.g., reading) where students are <i>weakest</i> and a grade level with teachers who are <i>amenable to change</i> ; and reallocating time and money for more frequent student assessment, an instructional coach to help determine changes, and targeted instruction materials to meet students' needs.
	Superior	5 ^S	Pursuit of High-Risk Goals and Improvement	Launching a new program to have a dramatic impact on student learning (e.g., one-on-one tutoring before and after school for all students who need or want it), by: carefully researching programs and choosing one with proven record; successfully negotiating new bus schedules to accommodate the program; raising substantial funds from nearby companies (and asking for forgiveness rather than permission for not working through normal district fundraising channels); and mounting a highly selective recruiting campaign at the local college to attract enough excellent tutors to meet the need.
		6	Persistent Pursuit of High-Risk Goals and Improvement	Repeated or multiple efforts under Level 6 over time to meet goals, raise goals, expand success and/or and sustain student achievement.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Initiative and Persistence

The drive and actions to do more than is expected or required in order to accomplish a challenging task.

Zone		Level	General Description	Specific behaviors
Red Flag Zone		1	Avoids Required Work	Does not show up for work reliably or requires extra supervision to get work done.
		2	Independent Effort	Completes assigned work as required and without extra supervision, Or does not give up without trying one or two steps when a simple obstacle arises.
Potential Hire Zone	Threshold	3 TH	Extra Effort	Works extra hours to complete work even when not required, Or takes on voluntary work tasks, Or routinely tackles moderate obstacles as they arise in routine work.
		4	Significant Extra Effort	Voluntarily initiates and follows through on new work project (not just a discrete task) that is not assigned by others, and tackles significant barriers as they arise.
		5	Extraordinary Effort	Acting without formal or explicit authority, takes personal or career risks and bends organization norms or rules to accomplish a work objective (not a personal agenda) despite significant obstacles or early failure.
	Superior	6 S	Engages Others in Extraordinary Effort	Involves others in Level 5 effort, including people over whom the person has no formal authority.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Initiative and Persistence: School Examples

The table below presents hypothetical examples of what threshold and higher levels of this competency could look like in a school context. These are only illustrations; individuals could demonstrate these competencies in many other ways in schools and in other organizations. As a result, these examples should in no way be regarded as specific requirements for being rated at a given level. Hirers who screen for this competency may want to keep an ongoing record of how interview story examples of candidates from varying backgrounds are scored to increase consistency over time.

Potential Hire Zone	Threshold	3 TH	Extra Effort	Working long hours; consistently staying late in order to finish up work; conscientiously returning phone calls and emails promptly from parents and staff members. Also volunteering regularly for district-wide governance and planning committees.
		4	Significant Extra Effort	Voluntarily and consistently forging personal relationships with community leaders resulting in specific valuable partnerships for the school, despite personal difficulty scheduling around timing of community events or skeptical initial responses to efforts.
		5	Extraordinary Effort	Systematically assessing current resources and identifying the need to reallocate resources in ways that better meet student needs; when initial efforts to carry out the reallocation fall flat due to district policies or staff resistance, repeatedly trying new strategies until finding one that works, even if the new allocations do not comply with existing regulations (e.g. reassigning resource teachers to reduce class size in targeted grades, procuring needed materials by using funds in ways other than is the norm in the district).
	Superior	6 S	Engages Others in Extraordinary Effort	Working over a period of months and despite opposition to persuade a majority of parents to support reallocating significant resources to meet student’s learning needs, even though it means giving up something else they value (e.g. sports teams or after school clubs).

TH = Threshold behaviors are needed for moderate success.
 S = Superior performers use these behaviors when the situation requires.

Monitoring and Directiveness

The ability to set clear expectations and to hold others accountable for performance.

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	Avoiding Direction	Gives in to others, even if conflicts with work goals. Or does not give directions or communicate expectations. (May justify by expressing concern with others liking them, hurting people's feelings or making others feel bad.)
Neutral Zone	2	Routine Directions	Gives directions about routine work, Or provides direction that is not explicit or detailed.
	3	Detailed Directions	Gives detailed direction needed to communicate to others what needs to be done to accomplish work tasks or to free own time for other work concerns.
	4	Asserts Needs	Says "no" to requests that are obviously unreasonable or that would harm work goals, Or manipulates situation so that others must comply.
Potential Hire Zone	Threshold	5 TH	Asserts High Standard for Compliance Sets high standard explicitly up front, Or gives clear initial orders, Or repeats expectation of high performance, Or insists in a demanding way that others comply.
		6	Openly Monitors Performance Publicly monitors and posts or communicates performance against standards.
	Superior	7 S	Personally Confronts Performance Problems Confronts people with performance problems (to gain compliance, not for developmental purposes), Or threatens consequences for performance shortfalls.
		8	Fires Low Performers Without regret, rids organization of low performers (following appropriate efforts to improve performance and all legal procedures).

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Monitoring and Directiveness: School Examples

The table below presents hypothetical examples of what threshold and higher levels of this competency could look like in a school context. These are only illustrations; individuals could demonstrate these competencies in many other ways in schools and in other organizations. As a result, these examples should in no way be regarded as specific requirements for being rated at a given level. Hirers who screen for this competency may want to keep an ongoing record of how interview story examples of candidates from varying backgrounds are scored to increase consistency over time.

Potential Hire Zone	Threshold	5 TH	Asserts High Standard for Compliance	Establishing clear protocols to support school policies (e.g. how teachers respond to student misbehavior); requiring teachers to use protocols; monitoring teachers regularly to ensure that they are implementing new protocols.
		6	Openly Monitors Performance	Creating a data display that includes individual student performance on interim assessments; holding regular mandatory staff meetings or grade level team meetings at which one teacher or team's data is the subject of group scrutiny and discussion; and leading public brainstorming about how each (and every) individual teacher can better address student learning needs.
	Superior	7 S	Personally Confronts Performance Problems	Directly confronting teachers who refuse or fail to implement new instructional practices; being willing to evaluate low performing teachers honestly by rating them as unsatisfactory on district evaluations; informing teachers that failure to implement new instructional practices will negatively affect future evaluations and result in dismissal.
		8	Fires Low Performers	Effectively persuading low performers to resign; following appropriate legal procedures to document unsatisfactory performance with the intention of forcing staff members to resign or be fired.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Planning Ahead

A bias toward planning in order to derive future benefit or to avoid problems.

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	Does Not Think Ahead	Focuses thinking on the past, Or fails to see current needs and opportunities, Or focuses on immediate needs, tasks and problems only.
Neutral Zone	2	Fully Addresses Current Needs	Acts quickly, decisively and completely to address current problems and crises as they arise.
	3	Plans up to Two Months in Advance	Voluntarily identifies future needs, potential problems or potential opportunities and plans in advance to address these in this timeframe.
Potential Hire Zone	Threshold 4 TH	Plans 3 – 12 Months in Advance	Voluntarily identifies future needs, potential problems or potential opportunities and plans or acts in advance to address these in this timeframe.
	Superior 5 S	Plans 1 – 2 Years in Advance	Voluntarily identifies future needs, potential problems or potential opportunities and plans or acts in advance to address these in this timeframe.
	6	Plans 2 or More Years in Advance	Voluntarily identifies future needs, potential problems or potential opportunities and plans or acts in advance to address these in this timeframe.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Planning Ahead: School Examples

The table below presents hypothetical examples of what threshold and higher levels of this competency could look like in a school context. These are only illustrations; individuals could demonstrate these competencies in many other ways in schools and in other organizations. As a result, these examples should in no way be regarded as specific requirements for being rated at a given level. Hirers who screen for this competency may want to keep an ongoing record of how interview story examples of candidates from varying backgrounds are scored to increase consistency over time.

Potential Hire Zone	Threshold	4 TH	Plans 3 – 12 Months in Advance	Learning that three veteran teachers are planning to retire at year end, devising a thorough plan to recruit new faculty to fill the slots starting in late winter.
	Superior	5 S	Plans 1 – 2 Years in Advance	Anticipating that students will have difficulty with a new state achievement test that is planned for the following year (e.g. the state is introducing a science test); collaborating with grade level teams to review and develop stronger curriculum and instructional practices in the area that will soon be tested. -Or- Analyzing how reallocating and reassigning staff positions can help the school reach its student learning goals; planning for these staffing changes at least two years in advance; and communicating with staff about these changes the year before they take effect.
		6	Plans 2 or More Years in Advance	Anticipating that staff members will be able to assume more leadership responsibilities once the school is no longer in improvement status (3-5 years); identifying potential teacher leaders; and grooming them for future leadership roles by providing them with additional professional development.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Turnaround Leader Competencies

Influencing for Results Cluster

This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but instead must rely on the work of others. They must use a wider variety of influencing tactics than most leaders – acting directive with subordinates when urgent action is essential, inspiring and visionary when discretionary effort of staff and others is needed, and influencing entirely through others rather than directly – as the situation requires. They also must address a complicated web of powerful stakeholders (staff, parents, unions, community, etc.) and resource providers (district office staff, special funders, management organization staff, etc.) to ensure support for – and reduce resistance to – successful change.

Why it matters

Leaders in a turnaround school must induce behaviors from staff members (and others) that are significantly different from those previously exhibited. Obtaining more and different effort from others is critical to obtaining better student learning results. They cannot obtain all of these new and enhanced behaviors by being directive (see Monitoring and Directiveness), but instead must identify and tap the needs, wants and underlying motives of others.

Influencing for Results Cluster – These enable working through and with others.

- ☑ **Impact and Influence:** Impact and Influence is acting with the purpose of affecting the perceptions, thinking and actions of others. It is the most frequent set of behaviors used by successful managers in complex organizations. It includes empathizing with others and anticipating likely responses to situations, tailoring actions and words to create an intended impact, giving and withholding information to obtain specific responses, assembling behind-the-scenes coalitions to create support, taking multiple steps to obtain an intended response and using others to influence third parties. (It differs from Directiveness/Monitoring, which does not consider the perspective of the other party.)
- ☑ **Team Leadership:** Team Leadership is assuming authoritative leadership of a group for the benefit of the organization. It includes such behaviors as keeping people on the team informed, promoting the morale and performance of a team, obtaining resources that the team needs to perform, ensuring that the team produces as planned, and motivating the team with a compelling vision and enthusiasm.
- ☑ **Developing Others:** Developing Others is influence with the specific intent to increase the short and long-term effectiveness of another person. It does not include merely sending people to required training, but instead personally providing instruction, expressing positive expectations, providing developmental feedback, selecting training and work assignments to build others' capabilities, and delegating fully so that others may learn from their own successes and mistakes.

Impact and Influence

Acting with the purpose of affecting the perceptions, thinking and actions of others.

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	Personal Gain Tactics, Limited Persuasion	Uses negative behaviors for personal gain. Or does not act to influence others.
	2	No Adaptation to Audience	Prepares and presents data and logical arguments, but does not tailor to make them appealing or influential to the specific audience.
Neutral Zone	3	Tailors Single Action to Influence Audience	Thinks ahead about the likely reaction of audience, And adapts communication to obtain desired impact.
	4	Tailors Single, <i>Dramatic</i> Action to Influence	Takes one, dramatic action chosen to obtain a specific reaction from audience. (Threats do not count; see Directiveness.)
Potential Hire Zone	Threshold 5 TH	Tailors Two Actions to Influence Audience	Thinks ahead about the likely reaction of audience, And adapts communication to obtain desired impact, And shows “influence tenacity” by taking two (not necessarily dramatic) steps to influence.
	Superior 6 S	Tailors Three Actions or Uses Indirect Influence	Takes three or more steps chosen to influence, Or uses third party experts or trusted individuals to influence others, Or obtains individual support “behind the scenes,” Or chooses timing and delivery/withholding of information to influence.
	7	Complex Influence	Engages in a complex set of maneuvers with many people – personal communications, use of third parties, promotion decisions, sharing of power or information, working through chains of people for a “domino” influence effect – to obtain desired impact.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Impact and Influence: School Examples

The table below presents hypothetical examples of what threshold and higher levels of this competency could look like in a school context. These are only illustrations; individuals could demonstrate these competencies in many other ways in schools and in other organizations. As a result, these examples should in no way be regarded as specific requirements for being rated at a given level. Hirers who screen for this competency may want to keep an ongoing record of how interview story examples of candidates from varying backgrounds are scored to increase consistency over time.

Potential Hire Zone	Threshold	5 TH	Tailors Two Actions to Influence Audience	Informing staff members about a new school-level policy that they might perceive as being more work but that will have a dramatic effect on student learning (e.g. eliminating in-school detention), and describing the change in a way that gets their buy in (e.g., describing other ways you will address student misbehavior); following up personally with individual teachers who are opposed to the change to ensure that they will adhere to new policy.
	Superior	6 S	Tailors Three Actions or Uses Indirect Influence	Persuading a small group of trusted teachers to become vigorous supporters of a new school policy; asking a teacher from another school that has implemented this policy to speak to the faculty about the positive effects; and being strategic about timing the announcement (e.g. making the announcement of the change during a meeting when there is general goodwill).
		7	Complex Influence	Understanding that teachers primarily look for leadership from two senior faculty members, one who backs a proven new reading program you want to implement and one who doesn't; empowering the supportive teacher by offering her the highly sought after school literacy coach position; in the teacher recruiting process for next year, specifically seeking out excellent teachers who back the new reading program; persuading a local business to make a large grant to the school, contingent on the adoption of the reading program. All of this is done to motivate teachers to eagerly adopt the program and encourage the exit of those who do not.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Team Leadership

Assuming authoritative leadership of a group for the benefit of the organization.

Zone	Level	General Description	Specific behaviors	
Red Flag Zone	1	Does Not Lead	Provides no direction, goals, roles, or meeting clarity when needed or asked, Or has not engaged in any roles, in work or volunteering, that require leadership of a team.	
Neutral Zone	2	Manages Logistics	Communicates agendas, time constraints and work tasks.	
	3	Keeps People Informed	Tells people affected by decisions or events what is happening, ensuring that people have information they need.	
	4	Manages Team Fairly	Uses formal authority fairly, treats people on team with respect and fairness.	
Potential Hire Zone	Threshold	5 TH	Acts to Make Team Effective	Promotes team morale and enhances performance by taking actions that affect how people feel about the team and how well they perform on it. May include how work is assigned, who is hired and fired on team, and expressions of how these actions affect remaining team members performance and morale.
		6	Ensure Team's Opportunity to Perform	Obtains resources and people that the group needs to perform, And protects the group from outside influences that might prevent performance.
		7	Leads Team to Results	"Sells" the team mission, goals, and actions to its members, and then follows up to ensure that the team's work is done well.
	Superior	8 S	Communicates a Compelling Vision to Motivate Discretionary Effort	Motivates the team – and stakeholders who affect the team's work – with charismatic communications of the vision for the organization, resulting in excitement and large contribution of people's discretionary effort.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Team Leadership: School Examples

The table below presents hypothetical examples of what threshold and higher levels of this competency could look like in a school context. These are only illustrations; individuals could demonstrate these competencies in many other ways in schools and in other organizations. As a result, these examples should in no way be regarded as specific requirements for being rated at a given level. Hirers who screen for this competency may want to keep an ongoing record of how interview story examples of candidates from varying backgrounds are scored to increase consistency over time.

Potential Hire Zone	Threshold	5 TH	Acts to Make Team Effective	Setting aside time for grade level or departmental teams to meet regularly to improve practices; hiring teachers with particular expertise to a grade level or departmental team; reorganizing teams that are not high functioning by firing or reassigning teachers; being explicit about how these changes are designed to improve teacher performance and student learning.
		6	Ensure Team's Opportunity to Perform	Organizing professional development designed to meet the identified needs of teacher and staff teams (e.g. ongoing work with a literacy coach; regular peer observation and feedback); working vigorously and publicly to obtain permission for teachers to miss district-sponsored professional development activities that do not meet their needs; standing up to parents who are encouraging teachers to back off of high standards for their students.
		7	Leads Team to Results	Using multiple strategies and multiple opportunities to reinforce school and team level goals for student achievement (e.g. publicly identifying student achievement gaps and specific goals for improvement, stating student achievement goals constantly in public forums in written materials that are sent home to families); following up with teams to evaluate performance; reinforcing actions that lead to improvements (and sharing them schoolwide); and responding to lack of results as needed by insisting that the team diagnose shortcomings and devise and implement new strategies.
	Superior	8 S	Communicates a Compelling Vision to Motivate Discretionary Effort	Motivating teams of teachers to commit additional, discretionary time and energy to implementing new instructional approaches (e.g. teachers agree to meet on weekends or before or after school in grade level teams to develop higher level assignments, teams of teachers attend professional development workshops tailored to their needs over the summer) by making inspiring speeches on the power of schools to transform lives; posting examples of and leading visits to schools that "beat the odds"; continually reinforcing with students, parents, and staff the necessity of hitting high targets for growth; instantly and decisively countering any excuse-making heard in school.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Developing Others

Influence with the specific intent to increase the short and long-term effectiveness of another person.

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	Does Not Develop	Discourages others with negative statements of potential and expectation, Or takes no action to develop others (even if expresses belief in others' ability).
Neutral Zone	2	Gives Explicit Instructions	Tells others how to do their work when needed, makes helpful suggestions.
	3	Explains Reasons for Instructions and Ensures Understanding	Tells others why they need to do work a certain way, Or ensures that others understand the work to be done.
Potential Hire Zone	4 TH	Gives Basic Feedback	Provides specific feedback, both positive and negative, to help others improve.
	5 S	Encourages and Helps after Failures	Expresses positive expectation for future performance after a setback, and either Provides much more specific advice for tackling challenging assignments Or provides negative feedback in specific not global terms.
	6	Arranges Assignments and Training	Ensures that others obtain the experiences and training they need to develop new skills and levels of capability, Or gets others to fix problems and figure out solutions themselves. (Does not include signing off on required training.)
	7	Designs New Development	Creates a new program or materials to meet a developmental need.
	8	Fully Delegates	Gives full responsibility for very challenging work to others as "stretch" experiences, with full latitude for choosing work steps and making mistakes from which to learn.
	9	Promotes for Development	Promotes others as a reward for development or as a developmental opportunity.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Developing Others: School Examples

The table below presents hypothetical examples of what threshold and higher levels of this competency could look like in a school context. These are only illustrations; individuals could demonstrate these competencies in many other ways in schools and in other organizations. As a result, these examples should in no way be regarded as specific requirements for being rated at a given level. Hirers who screen for this competency may want to keep an ongoing record of how interview story examples of candidates from varying backgrounds are scored to increase consistency over time.

Potential Hire Zone	Threshold	4 TH	Gives Basic Feedback	Regularly giving positive and negative feedback to teachers on specific instructional strategies that they are in the process of implementing (e.g. new approach to literacy instruction, new classroom management strategies).
	Superior	5 S	Encourages and Helps after Failures	Meeting with teachers after benchmark assessment results are tallied to discuss students who are not on track to meet proficiency goals; recommending specific instructional or support strategies for meeting these student’s needs, offering teachers negative feedback by referencing specific students and specific questions about instructional strategies in use.
		6	Arranges Assignments and Training	Arranging for teachers and other staff members to have ongoing professional development that reflects best available research on effective professional development (e.g. ensuring that each teacher engages in job-embedded attempts to improve practice in specific ways and receives immediate feedback and modeling from peers and leadership).
		7	Designs New Development	Having teachers research, implement and evaluate the results of a new professional development approach (e.g. examining student work as a team, implementing Japanese “lesson study”) in response to a specific instructional problem in the school such as widely varying results across classes within a given grade level.
		8	Fully Delegates	Delegating significant tasks to selected teachers with the intention of fostering their emerging leadership ability (e.g. developing a new homework policy, training other teachers in a new instructional strategy, designing an after school program for non-proficient students); providing them with ongoing feedback and coaching as they carry out the tasks.
		9	Promotes for Development	Establishing advanced or “master” teaching roles that reward teachers who have contributed measurably more to student achievement by giving them an opportunity to mentor other teachers. May also arrange for additional compensation.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Turnaround Leader Competencies

Problem Solving Cluster

This cluster of competencies is concerned with thinking applied to organization goals and challenges. It includes analysis of data to inform decisions; making clear, logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity. The thinking competencies are needed for higher levels of Driving for Results competencies and Influencing for Results competencies.

Why it matters

Leaders in a turnaround school use these competencies to identify organizational priorities, understand which tactics are working, identify and consider alternative approaches, and clarify steps to make organizational changes that will result in improved student learning.

Problem Solving Cluster – These enable solving and simplifying complex problems.

- ☑ **Analytical Thinking:** Analytical Thinking is breaking a problem into smaller parts or a logical order based on time sequence, cause-effect relationship, or priorities/importance. It is important for school leaders who must grasp data (qualitative and quantitative) about school performance for decision-making and make plans to communicate the steps and roles in a change process. It includes analyzing basic data to understand what is important and how it relates to school goals, recognizing cause-effect relationships of school activities and results, and making plans that logically and sequentially deploy significant resources and involve large numbers of people.
- ☑ **Conceptual Thinking:** Conceptual Thinking is understanding how seemingly unrelated things are related, seeing the big picture, and seeing how steps in a process connect to each other. It is important for school leaders, who must ensure that school activities and resources support the school's mission and student learning goals. It is important for turnaround leaders, who must quickly grasp and clarify critical issues from among too much data. It includes recognizing patterns and trends, simplifying and clarifying complex information, identifying critical issue(s) among many, and resolving conflicts among data.

Analytical Thinking

The ability to break things down in a logical way and to recognize cause and effect.

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	Does Not Analyze or Plan	Responds to tasks as they arise, does not break work into steps or create lists, Or only follows steps created by someone else.
	2	Creates Lists	Creates simple lists of tasks or items.
Neutral Zone	3	Makes Limited Connections	Analyzes relationship among a few items, Or understands that A causes B, Or prioritizes a relatively simple list of tasks.
	4 TH	Makes Multiple Connections	Analyzes and notes the relationship among several items, Or organizes a complex activity into steps in a logical way (based on time, importance or other factors), Or understands several possible causes of events or results of events, Or anticipates multiple next steps and likely barriers.
Potential Hire Zone	5 S	Does Complicated Planning and Analysis	Breaks apart a complex problem or process into categories and subcategories down to basic steps or parts, Or analyzes a difficult problem from several different perspectives or using different criteria before arriving at a detailed solution.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Analytical Thinking: School Examples

The table below presents hypothetical examples of what threshold and higher levels of this competency could look like in a school context. These are only illustrations; individuals could demonstrate these competencies in many other ways in schools and in other organizations. As a result, these examples should in no way be regarded as specific requirements for being rated at a given level. Hirers who screen for this competency may want to keep an ongoing record of how interview story examples of candidates from varying backgrounds are scored to increase consistency over time.

Potential Hire Zone	Threshold	4 TH	Makes Multiple Connections	Analyzing data on student performance to determine where significant learning gaps exist; determining which changes are most likely to lead to increased student achievement in these areas; developing a logical, step-by-step plan that outlines the steps that the leader and other staff members need to take to implement these changes.
	Superior	5 S	Does Complicated Planning and Analysis	Breaking down overall school performance problems into a few high-priority categories using multiple measures of student performance (e.g. growth scores, teacher feedback on student learning, examples of student work, direct classroom observations); organizing a planning process for each problem category that includes goal setting, research on possible solutions, and decision-making about the best strategy to follow; assigning teacher leaders and support teams to each category; devising a tracking process to monitor progress of each group in order to intervene when needed.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Conceptual Thinking

The ability to see patterns and links among seemingly unrelated things.

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	Thinks Concretely or Using Well-Worn Rules	Expresses thinking very literally, Or uses others' rules or similar personal experiences to draw conclusions.
Neutral Zone	2	Sees Patterns	Notes similarities, differences, gaps, and trends in technical data or in a current situation versus past.
Potential Hire Zone	Threshold 3 TH	Applies Known Complex Conceptual Tools	Using a known method of categorizing complex data, identifies what is most important or how things are related, Or applies past knowledge of similarities, differences, gaps, and trends to categorize new data or situations, Or make modifications to known categories to fit current data.
	Superior 4 S	Simplifies Complex Ideas	Crystallizes the meaning and importance of a lot of complex data in a few, simple findings, Or sees the most important issue in a complicated situation.
		5	Creates New Concepts

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Conceptual Thinking: School Examples

The table below presents hypothetical examples of what threshold and higher levels of this competency could look like in a school context. These are only illustrations; individuals could demonstrate these competencies in many other ways in schools and in other organizations. As a result, these examples should in no way be regarded as specific requirements for being rated at a given level. Hirers who screen for this competency may want to keep an ongoing record of how interview story examples of candidates from varying backgrounds are scored to increase consistency over time.

Potential Hire Zone	Threshold	3 TH	Applies Known Complex Conceptual Tools	Using the district’s data analysis tool to recognize trends in student graduation rates that suggest that particular subgroups of students are not achieving expected results; summarizing a recent report to help teachers understand the latest thinking about how to increase graduation rates.
	Superior	4 S	Simplifies Complex Ideas	In place of multi-page reports previously in use, creating a “performance dashboard” system for the school that allows parents, teachers, teacher teams, and administrators to see critical summary measures of performance in an easy-to-understand format; crisply articulating in a speech to staff the three major problems that, if solved, would lead to far higher student learning progress.
		5	Creates New Concepts	Using data to identify a new way of categorizing the root causes of performance challenges for individual students; developing a new model through which teachers and teacher teams can analyze their own data in order to categorize their students’ issues and devise more tailored responses.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Turnaround Leader Competencies

Showing Confidence to Lead

This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds. It includes both presenting oneself to the world with statements of confidence, putting oneself in challenging situations, taking personal responsibility for mistakes, and following up with analysis and corrective action.

Why it matters

It is important for turnaround leaders, who must both feel and appear strong and committed during the challenging early turnaround phase.

Showing Confidence to Lead – This enables success in a highly challenging situation.

- Self-Confidence:** Self-Confidence is a personal belief in one's own capability to accomplish tasks and actions that reflect that belief.

Self-Confidence

A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	Feels or Acts Powerless	Publicly expresses lack of confidence in self, Or defers to others inappropriately, Or avoids challenges because of fear of failure.
	2	Conducts Tasks Without Hesitation	Does work independently as needed.
Potential Hire Zone	Threshold	3 TH	Acts Decisively and Forcefully Makes decisions despite disagreements with peers or subordinates, Or acts outside explicitly granted authority (but without breaking rules).
		4	States Confidence in Self Openly states own expertise or compares self positively with others, Or views self a key actor or originator in important situation, Or expresses confidence in own thinking.
		5	Justifies and Defends Confident Statements Stands up for self and positions in conflicts, Or follows statements with actions that justify confident claims.
	Superior	6 S	Seeks Challenges Expresses positive feelings about challenging assignments, Or seeks more challenge and responsibility, Or makes decisions and confident statements despite disagreement with those in power (boss, influential people).
		7	Seeks Extreme Challenge Confronts other in power bluntly when needed, Or seeks extremely challenging situations.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Self-Confidence: School Examples

The table below presents hypothetical examples of what threshold and higher levels of this competency could look like in a school context. These are only illustrations; individuals could demonstrate these competencies in many other ways in schools and in other organizations. As a result, these examples should in no way be regarded as specific requirements for being rated at a given level. Hirers who screen for this competency may want to keep an ongoing record of how interview story examples of candidates from varying backgrounds are scored to increase consistency over time.

Potential Hire Zone	Threshold	3 TH	Acts Decisively and Forcefully	Implementing a change that is not popular with a significant number of staff members (e.g. requiring teachers to submit written lesson plans for review).
		4	States Confidence in Self	Taking credit for signs of school improvement that are a direct result of earlier actions; highlighting favorable comparisons between school and other similar schools; asking to attend district meetings where district officials will be making decisions that affect the school.
		5	Justifies and Defends Confident Statements	Defending and explaining the rationale behind changes in school operations in public forums when those changes are controversial; following up on claims about school improvement by taking the necessary steps to achieve success in the promised areas.
	Superior	6 S	Seeks Challenges	Instead of griping about the district's new tougher accountability system, publicly embracing the challenge posed by the new student learning targets; publicly refusing to sign on to an effort by the principal and teacher associations to fight the new accountability measures.
		7	Seeks Extreme Challenge	Choosing to work in schools or with students who have experienced years of failure; organizing other school leaders in similar schools to form a coalition fighting for more school-level authority over school budgets and schedules.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

What Competencies Support Turnaround Leader Actions?

	Driving for Results Cluster				Influencing for Results Cluster			Problem-Solving Cluster		Showing Confidence To Lead
	Achievement	Initiative and Persistence	Planning Ahead	Directiveness and Monitoring	Impact and Influence	Team Leadership	Developing Others	Analytical Thinking and Planning	Conceptual Thinking	Self Confidence
Collect & Analyze Data	✓	✓						✓	✓	
Concentrate on Big, Fast Payoffs Yr 1	✓	✓	✓	✓	✓	✓		✓	✓	
Make Data-Based Action Plan	✓		✓	✓	✓	✓		✓		
Implement Practices Even if Require Deviation	✓	✓		✓	✓	✓				✓
Require All Staff to Change	✓			✓	✓	✓	✓			✓
Make Needed Staff Replacements	✓			✓		✓	✓	✓		✓
Focus on Successful Tactics; Halt Others	✓	✓		✓		✓		✓	✓	✓

Continues . . .

What Competencies Support Turnaround Leader Actions? (Continued)

	Driving for Results Cluster				Influencing for Results Cluster			Problem-Solving Cluster		Showing Confidence To Lead
	Achievement	Initiative and Persistence	Planning Ahead	Directiveness and Monitoring	Impact and Influence	Team Leadership	Developing Others	Analytical Thinking and Planning	Conceptual Thinking	Self Confidence
Progress is Not Ultimate Success	✓	✓	✓		✓	✓				✓
Communicate a Positive Vision					✓	✓			✓	
Help Staff Personally Feel Problems					✓		✓	✓	✓	
Gain Support of Influencers					✓	✓			✓	✓
Silence Critics with Speedy Success	✓	✓	✓		✓			✓	✓	
Measure and Report Progress Frequently	✓		✓	✓				✓	✓	
Require all Decision Makers to Share Data				✓	✓	✓				✓

Redesign Plan Signature Page

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Saginaw Township Community Schools School Name: Mackinaw High School Address: 2775 Shattuck Rd. Saginaw MI 48603 School Code: 08178	Name: Dr. Corinne Edwards Position and Office: Director of Learning, Curriculum, Instruction & Assessment, Board of Education Office Telephone: 989-399-8013 Fax: 989-797-1801 Email:
LEA SUPERINTENDENT/PSA ADMINISTRATOR Printed Name: Douglas Trombley Signature: X  Date: 2-28-13	Telephone: 989-797-1800 Fax: 989-797-1801 Email: dtrombl@stcs.org
SCHOOL PRINCIPAL Printed Name: Alan Kern Signature: X  Date: 2-28-13	Telephone: 989-799-8470 Fax: 989-797-1860 Email: alkern@stcs.org
LEA/PSA SCHOOL BOARD PRESIDENT Printed Name: Signature: X  Date: 3-4-13	Telephone: 989-327-1024 Fax: 989-797-1801 Email: lbhall@stcs.org
PRESIDENT OF LOCAL TEACHER UNION Printed Name: Signature: X  Date: 3-6-13	Telephone: 989 799-5790 Fax: 989 797-1801 Email: pgtyson@stcs.org

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