SPECIAL MEETING | Board Study Session
Monday, May 20, 2019
5:30 p.m. (Meeting #1 of 2)

YCS Board of Education Meeting
YCS Central Office * 1885 Packard Road * Ypsilanti, MI 48197 * (734)221-1230

AGENDA

I. CALL TO ORDER

II. ACCEPTANCE OF AGENDA

III. PUBLIC COMMENTS

IV. TALENT MANAGEMENT (Evaluations/Projections; Enc. #1)
   ▪ *Sue McCarty, Director of Human Resources*

V. GRADUATION DATA (Enc. #2)
   ▪ *Dr. Carlos Lopez, Assistant Superintendent*

VI. CURRICULUM (Enc. #3)
   ▪ *Dr. Carlos Lopez, Assistant Superintendent*

VII. BOARD SUBCOMMITTEE REPORTS

VIII. OTHER

IX. BOARD/SUPERINTENDENT COMMENTS

X. ADJOURNMENT

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting.

Staff Recruitment/Retention

Number of Administrators
15

Number of Teachers
258

Number of Paraprofessionals
80

Number of Secretaries
21

Number of Custodial/Maintenance
33

Miscellaneous Professional/Support
57

Recruitment Efforts

- Type of Recruitment College Fairs
- Type of Recruitment YCS Fair
- Type of Recruitment Frontline
- Type of Recruitment K-12 Job Spot
- Type of Recruitment Handshake
- Type of Recruitment Linkedin
- Type of Recruitment Facebook
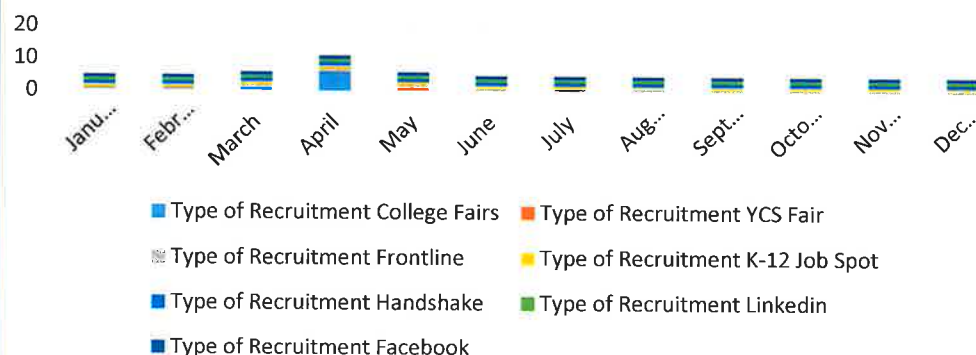
Teacher Retention Rates

	July	August	September	October	November	December	January	February	March	April	May
Total Teacher	258	258	258	258	258	258	258	258	258	258	258
Resignations	9	15	3	8	5	0	5	1	0	1	3
Hire	1	0	12	0	5	0	7	2	0	0	1
Retire	1	0	0	0	0	0	1	0	0	0	0
Total Staff	249	243	267	250	258	258	259	259	258	257	256

■ Total Teacher ■ Resignations ■ Hire ■ Retire ■ Total Staff

2
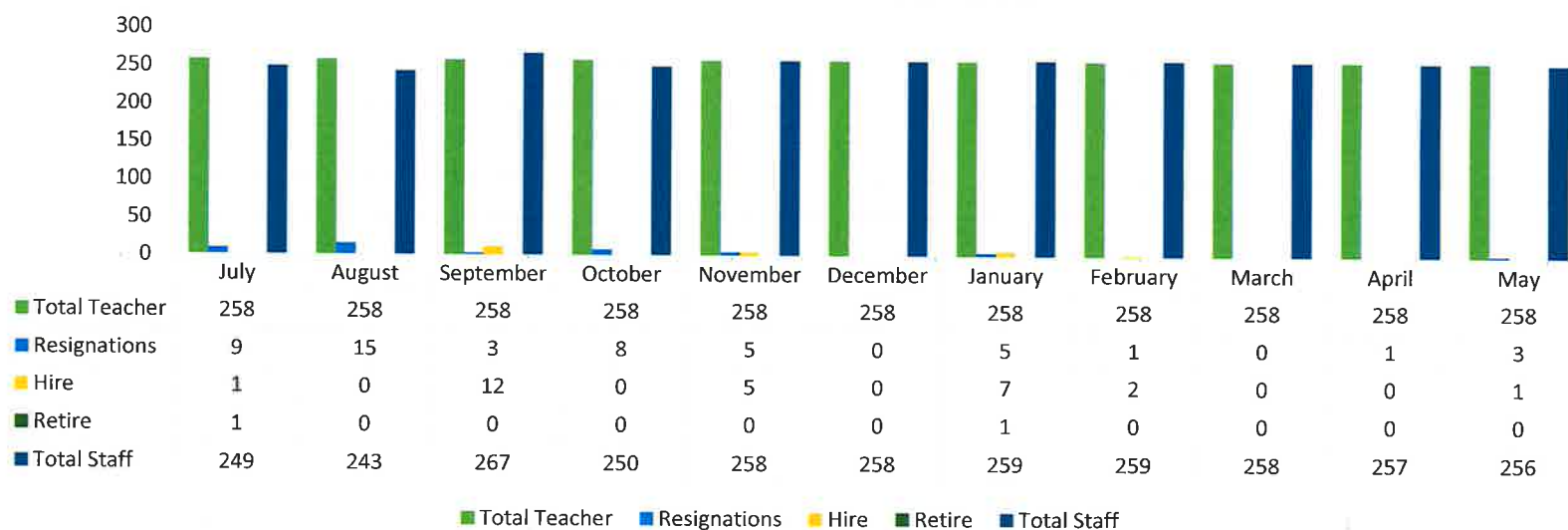
YCS Teacher Evaluation Schedule 2018-19

		All teachers should have two observations and three walk throughs.
Pre-Evaluation IDP/PGP	October 19, 2018	**Non-Tenure:** **Two formal observation cycles which includes:** 1. Teacher submits the lesson plan to be observed to the principal at least two days prior to the observation via Google.doc
Walk-through 1	October 19, 2018	2. Principal reviews lesson plan and submits comments/questions or schedules a meeting within 24 hours of receiving lesson plan. If the principal does not have question then he/she should skip this step and move to the observation.
Walk-through 2	February 1, 2019	
Walk-through 3	March 29, 2019	3. Principal observes the classroom and teacher during the observation period, making notes on observations.
		4. Principal meets with teacher within 10 days of the observation to discuss his/her observations, strengths and struggles. If a follow up observation should be schedules that should be noted.
Non-Tenured Observation Cycle 1 (Pre/observation/post)	November 16, 2018	**Mid-Term Evaluation Review** All non-tenure staff or staff on and IDP should receive a mid-tern evaluation to review their IDP or PGP goals. Please make sure you are specific and document strenths and struggles on the IDP or PGP form.
Tenured Observation Cycle 1 (Formal or Informal)	December 21, 2018	**Tenured Teachers** 1. Tenured teacher must have two observations. ***One observation must be a formal observation, following the cycle outlined above. The second observation can be an informal observation.
Mid-Term Evaluation -Non Tenure or IDP staff only	February 1, 2019	
Non-Tenured Observation Cycle 2 (Pre/ observation/ post), or Observation Cycle 1 for Tenured	April 12, 2019	Anyone you are not reccommending returning evaluation should be done by April 21.
Tenured Observation Cycle 2 (Formal or Informal)	May 17, 2019	
Evauations Completed and Submitted to HR	May 31, 2019	

Last Name	First Name	Mentor Needed Y or N	Tenure Status Y or N	IDP Needed Y or N	Last Years Rating	Last Years Percentile	Position	Pre Evaluation: IDP	Walk through #1	Walk Through #2	Walk Through #3	Pre Observation	Observation	Post Observation	Mid Evaluation Due by	Pre Observation	Observation	Post Observation	Evaluation Completed	Final Conference			

Ypsilanti Community Schools
STAFF ALLOCATION DOCUMENT

ELEMENTARY SCHOOL STAFF ALLOCATION

NAME OF SCHOOL:								
Grade	2018-19 Student Enrollment	2019-20 Projected Student Enrollment	District 2019-20 Projected Student Enrollment	CBA Teacher Student Ratio (Max)	Teacher Student Ratio (Min)	2018-19 # of teacher Allocation	2019-20 # of Teacher Allocation Based on FTE (Max)	2019-20 # of Teacher Allocation Based on FTE (Min)
PreK3								
PreK4								
K								
1								
2								
3								
4								
5								
Total								

MIDDLE SCHOOL STAFF ALLOCATION

NAME OF SCHOOL:								
Grade	2018-19 Student Enrollment	2019-20 Projected Student Enrollment	District 2019-20 Projected Student Enrollment	CBA Teacher Student Ratio (Max)	Teacher Student Ratio (Min)	2018-19 # of teacher Allocation	2019-20 # of Teacher Allocation Based on FTE (Max)	2019-20 # of Teacher Allocation Based on FTE (Min)
6								
7								
8								
Total								

HIGH SCHOOL STAFF ALLOCATION

NAME OF SCHOOL:								
Grade	2018-19 Student Enrollment	2019-20 Projected Student Enrollment	District 2019-20 Projected Student Enrollment	CBA Teacher Student Ratio (Max)	Teacher Student Ratio (Min)	2018-19 # of teacher Allocation	2019-20 # of Teacher Allocation Based on FTE (Max)	2019-20 # of Teacher Allocation Based on FTE (Min)
9								
10								
11								
12								
Total								

2019-20 Staffing Model Template						
Grade or Subject	FTE	2018-19 Number of Students	CBA Number of Students	2019-20 Projected enrollment	Staff Name	Comments

Intent Survey - Please complete by Monday, April 8, 2019

The purpose of this survey is to collect crucial staffing information in order to plan appropriately for the 2019-20 school year. All responses will be kept confidential. Also please note that the district will attempt to honor all requests for building transfers but may not be able to accommodate your request.

Your email address (**smccarty3@ycschools.us**) will be recorded when you submit this form. Not **smccarty3**? Sign out
* Required

1. **First Name** *

2. **Last Name** *

3. **Email** *

4. **Current Building** *

5. **Current Assignment** *

6. **I am returning to my regular position for the 2019-20 school year** *
   Mark only one oval.

   ◯ No
   ◯ Yes

7. **I am requesting a transfer for the 2019-20 school year**
   Mark only one oval.

   ◯ My first choice
   ◯ My second choice

8. **I am retiring at the end of the 2018-19 school year** *
   Mark only one oval.

   ◯ Yes
   ◯ No

9. **I am resigning at the end of 2018-19 school year** *

Mark only one oval.

◯ Yes

◯ No

10. **Comments**

☐ Send me a copy of my responses.

Powered by

Google Forms

Administration Evaluation Process

-School Advance Format

-Weekly meetings with Human Resources

-Links to documentation in meeting minutes

-Google Survey sent to select 1 of 3 possible dates for evaluation

-Superintendent, Assistant Superintendent and HR will conduct evaluation discussions

-Evaluations to administrators prior to June 30, 2019

YPSILANTI COMMUNITY SCHOOLS
4-Year Graduation Rate
All Students (AC Tech)

Students	Class of 2016	Class of 2017	Class of 2018
All	62.12% 82/132	64.08% 66/103	81.43% 114/140
American Indian	>95% <10/<10	0	0
Asian	66.67% <10/<10	0	0
African American	61.90% 65/105	67.12% 49/73	83.16% 79/95
Hispanic of Any Race	60.00% <10/<10	63.74% <10/11	85.71% 12/14
Native Hawaiian	0	<5% <10/<10	0
Two or More Races	50.00% <10/<10	>95% <10/<10	40.00% <10/<10
White	64.29% <10/14	52.94% <10/17	80.77% 21/26
Homeless	50.00% <10/<10	50.00% <10/12	80.00% <10/<10
Economically Disadvantaged	61.70% 58/94	62.82% 49/78	81.03% 94/116
English Learners	83.33% <10/<10	66.67% <10/<10	81.82% <10/11
Students with Disabilities	25.93% <10/27	87.07% 101/116	54.17% 13/24
Male	52.94% 36/68	50.88% 29/57	78.08% 57/73
Female	71.88% 46/64	80.43% 37/49	85.07% 57/67

Source: MISchoolData on 5-15-19

YPSILANTI COMMUNITY SCHOOLS
4-Year Graduation Rate
All Students (STEMM)

Students	Class of 2016	Class of 2017	Class of 2018
All	97.22% 35/36	81.82% 18/22	*60.00% <10/10
American Indian	0	0	0
Asian	0	0	<5% <10/<10
African American	94.21% 16/17	90.00%% <10/<10	57.14% <10/<10
Hispanic of Any Race	>95% <10/<10	>95% <10/<10	0
Native Hawaiian	0	0	0
Two or More Races	0	0	0
White	>95% 13/13	70.00% <10/10	>95% <10/<10
Homeless	0	0	0
Economically Disadvantaged	>95% 27/28	87.50% 14/16	66.67% <10/<10
English Learners	>95% <10/<10	50.00% <10/<10	<5% <10/<10
Students with Disabilities	>95% <10/<10	75.00% <10/<10	<5% <10/<10
Male	>95% 22/23	70.00% <10/<10	50.00% <10/<10
Female	>95% 13/13	91.67% 11/12	75.00% <10/<10

Source: MISchoolData on 5-15-19

*5th year graduation rate. 3 students moved to ACTech. Graduated to late to be excluded from STEMM data.

YPSILANTI COMMUNITY SCHOOLS
4-Year Graduation Rate
All Students (ACCE)

Students	Class of 2016	Class of 2017	Class of 2018
All	N/A	40.54% 15/16	43.18% 19/44
American Indian	N/A	0	0
Asian	N/A	0	0
African American	N/A	41.18% 14/34	47.22% 17/36
Hispanic of Any Race	N/A	0	<5% <10/<10
Native Hawaiian	N/A	<5% <10/<10	0
Two or More Races	N/A	0	0
White	N/A	>95% <10/<10	28.57% <10/<10
Homeless	N/A	<5% <10/<10	<5% <10/<10
Economically Disadvantaged	N/A	39.39% 13/33	43.90% 18/41
English Learners	N/A	0	0
Students with Disabilities	N/A	42.86% <10/<10	50.00% <10/<10
Male	N/A	35.00% <10/20	27.27% <10/22
Female	N/A	47.06% <10/17	59.09% 13/22

Source: MISchoolData on 5-15-19

Instructional Infrastructure
English Language Arts Curriculum Acquisition

Process

1. Five K-12 core curricular programs were selected for review based on models with reading and writing workshops opportunities.
2. Each selected curricular program publisher sent us the following materials for review:
   a. samples for each grade level, if possible; at minimum a sample for each grade band K-2, 3-5, 6-8, 9-12;
   b. a quote based on YCS' student and staff numbers; and,
   c. a plan for professional learning.
3. An ELA curriculum adoption team will be formed to review curriculum materials
   a. one teachers from each grade level (k-5)
   b. two teachers from grades 6 - 8
   c. two teachers from grades 9 - 12 and the English Language Arts Department Head
   d. Instructional Coaches
   e. Assistant Superintendent of Curriculum & Instruction
4. The curriculum adoption team will use the EQuIP (3-12) & EQuIP (K-2) rubrics to measure the quality of ELA program.
5. Scores will be collected from each member of the curriculum adoption team using a google form.
6. Instructional Infrastructure Team will use scores and feedback to make a final recommendation to Superintendent.
7. Superintendent will make a recommendation to the board.
8. Upon approval, curricular materials will be ordered.
9. In collaboration with the publisher, a sustained professional learning plan will be created. Professional learning should be include on-going roll-out of the program's components and opportunities for implementation support.
10. Instructional Coaches, with the input of teachers, will create curricular documents such as curriculum maps, pacing, crosswalks, and sequence.
11. Documents will be reviewed and approved by Assistant Superintendent of Curriculum & Instruction.
12. The curricular documents will be reviewed in May of each year to determine if any revisions are necessary.

2019 Selected Curriculum Programs

Program Name	Publisher	Copyright
ARC Core	American Reading Company	2017
Into Reading & Into Literature	Houghton Mifflin	2020

1

myView (k-5) & myPerspectives (6-12)	Pearson	2020/2017
Scholastics Core (K-6)	Scholastic	2018
Fountas & Pinnell Literacy (K-6)	Heinemann	2019

Here is a comprehensive update of our planned ELA Curriculum Adoption Process:

1.) **Phase I:** The *District's Curriculum Leadership Team* will review the following five ELA Core Curriculums:
    a. Houghton Mifflin Harcourt - *Into Reading* (K-12)
    b. Pearson - myView (k-5) & myPerspectives (6-12)
    c. American Reading Company - *ARC Core Program (K-12)*
    d. Scholastics – Scholastics Core (K-6)
    e. Heinemann – Fountas & Pinnell Literacy (K-6)

2.) **Phase II:** Our Literacy Coaches will meet to evaluate all five Core Curriculum Products using the 2018-2019 ELA Grades K-12 Curriculum Evaluation Process and the *EQuIP Rubric for Lessons & Units: ELA/Literacy (Grades Pre-K-2), (Grades 3-5) and ELA (Grades 6-12)* designed to identify key non-negotiable factors that must be present in our ELA Core Curriculum. In order for any of these core curriculum products to move to.the next phase of our ELA Curriculum Adoption Process the product must meet our identified non-negotiables.

    a. The Coaches *and Dr. Carlos Lopez* will evaluate all 5 Core Curriculum products using the two rubrics.
    b. The Coaches *and Dr. Carlos Lopez* will prioritize the Core Curriculum products in the order of how they meet our non-negotiable requirements.
    c. The Coaches *and Dr. Carlos Lopez* will identify the top two core curriculums that will be evaluated by our teachers.
    d. The Coaches *and Dr. Carlos Lopez* will evaluate the Scope and Sequence, product development, and supplemental support materials designed for students with Special Needs, EL, and struggling learners.
    e. The Coaches *and Dr. Carlos Lopez* will invite the other three companies to make a presentation and share their products with them. The Coaches will them meet and discuss our findings. If any of the three Core Curriculum products not previously considered meet our standards after the product presentation, we will move the product as one of the three finalists.

- The *Coaches and Dr. Carlos Lopez* will conduct the initial curriculum screening on Friday, May 17, 2019.
- The *Coaches and Dr. Carlos Lopez* will meet again on Tuesday, May 21, 2019 to continue to evaluate the curriculum materials.
- On Thursday, May 23, 2019 the *Coaches and Dr. Carlos Lopez* will schedule three presentations where the vendors present how the products work.

2

- On Tuesday, May 28, 2019 the *District's Curriculum Leadership Team* (which consists of the following team members) *and Dr. Carlos Lopez* will meet from 12:00 p.m. – 6:00 p.m. to evaluate the final two Core Curriculum products.
- On Friday, May 31, 2019 the *Coaches and Dr. Carlos Lopez* will make a recommendation of the final Core Curriculum to Superintendent Alena Zackery-Ross.

3.) Committee Members:
   a. K – Sandy Bogoski (Ford)
   b. 1ˢᵗ – Jennifer Ramey (Coach)
   c. 2ⁿᵈ – Sandy Todd (Erickson)'
   d. 3ʳᵈ – Tabia Patton (YIES)
   e. 4ᵗʰ – Cathy Winters (Coach)
   f. 5ᵗʰ – Debbie Swanson (Holmes)
   g. MS – Jessica Terlep (YCMS)
   h. MS – C. Renee Reeves (YCMS)
   i. HS – Cynthia Fassbender (YCHS)
   j. HS – Amber Berryman (YCHS)

3