



Redesign Plan

Osborn Evergreen Academy of Design and
Alternative

Detroit City School District

Ms. Felicia Cook
11600 EAST 7 MILE RD
DETROIT, MI 48205-2112

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Priority School Assurances

Introduction.....	8
Priority School Assurances.....	9

Operational Flexibility Assurance

Introduction.....	11
Assurance of Operational Flexibility.....	12

Transformation Redesign Diagnostic

Introduction.....	15
PART A: REFORM TEAM PERSONNEL.....	16
PART B: TEACHING AND LEARNING PRIORITIES.....	17
PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	20

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES..... 29

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT..... 41

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT..... 44

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?

Osborn Evergreen has a student population size of 291 students in grades 9-12. It is located at 11600 E. Seven Mile Rd., Detroit, MI 48205. We have seen steady enrollment increase over the past three years due to a stable neighborhood school for students and our ISA model has allowed the school to phase in one additional grade each year [culminating with four grade levels for the 2012-2013 school year]. This increase in size has allowed the school to increase its enrollment each of the past three years. This school year (2012-2013) is the first graduating class at Osborn Evergreen. Our graduation rate is 98% with 57 out of 58 Seniors graduating this year. Overall graduation rate of the Senior Class who started as freshmen is between 80-85% completing and graduating the 2012-2013 school year, and this is the first year that data will be collected to meet adequate yearly progress. Both pieces of data demonstrate that Osborn Evergreen is graduating more than the average DPS graduation rate of 2011-2012 of 59.74%. Detroit Public School trends of the 1,204 students entering Detroit Public Schools in the past two years show that 48% came from five districts that might be perceived as being in disarray/ in more trouble than DPS. The trend seems to be that students entering DPS may not be as well prepared as those already in the system. Of the 55,603 students leaving DPS in 2011-2012, 35% of the students entered charter schools and 7.3%. Unique features of Osborn Evergreen include: small and safe learning community, small class size allows students and teachers to build meaningful relationships, high academic goals for students, technology, Inclusion by certified staff for students with special education needs, multiple opportunities for family and parental involvement, well-maintained athletic facilities. One of the major challenges associated with the community is that incoming freshmen are below grade level in literacy and numeracy skills. In addition, socio-economic issues, high absenteeism, truancy, and loitering are challenges that affect the school and the entire community.

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.

Osborn Evergreen Academy is a small neighborhood school within the Detroit Rising Self-Governing schools. Its focus in the Detroit Public School System is to infuse academic rigor with a focus on the environment and artistic excellence. We are charged with meeting the educational needs of the high school population within the Seven Mile Road / Hoover neighborhoods on the east side of the city of Detroit. Our Mission Statement is to empower students to become open-minded, analytic thinkers who address real world issues in a collaborative learning environment. Evergreen's Vision Statement is All students who enter Osborn Academy will become global citizens who are prepared for the rigors of college and the evolving technological economy. Our Belief Statement is that We at Osborn Academy believe that

- learning can be transformative when students are at the center,
- All members of the learning community should be held to high standards,
- Students that know themselves well can positively impact social, cultural, and environmental issues now,
- Students need critical thinking skills to live well in the 21st century, Inclusive learning is integral to our mission,
- Studying the arts, humanities, and sciences improves self-expression and understanding of the world,
- Connecting curricula allows learning to be efficient and effective.

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.

Evergreen Academy prides itself on being a small school that has begun to make its mark and creates a strong presence in the Seven Mile Road/Hoover Community as demonstrated with its relationship with United Way, Neighborhood Service Organization (NSO), Women of Tomorrow Mentorship, Friends of Osborn Alumni Association. The Greening of Detroit, and Impact. These organizations work with and mentor our students on a personal level, while encouraging each student to become the best they can be. General Motors is also working with our students in providing real world work experience that gives each student a knowledge base that can not be found within the classroom setting. There has been increased parent participation this year in both the parent teacher conferences and the Parent meetings held once a month that keep the parents abreast of test scores, literacy and numeracy needs, and resources that are available to the parents in assisting their children as they succeed in school. The areas for improvement are three fold:

One-- 95% of all students who entered Osborn Evergreen as freshmen will graduate and be accepted and enrolled into college by the end of their senior year.

Two-- Attendance will be at 90% or better.

Three: ACT/MME composite scores for 11th grade students will be at a minimum of 17.

To accomplish these goals much work needs to be done in the areas of literacy and numeracy as most of the students entering Osborn Evergreen have Reading, English, and Math Scores are between 4th-6th grade levels according to the NWEA Map Scores and Star Reading and Math Scores. To increase these test scores, Osborn Evergreen set up a boot camp for all 9th-11th grade students focusing on literacy and numeracy. When the students re-took the NWEA Map Tests 95% increased their test scores by at least 2 grade levels. While this is a start, much work still needs to be addressed. The ACT/MME composite was 14. There is still much work that needs to be done to address the issue of students not at grade level in Math and reading when they enter the school. To increase ACT scores, students must have numeracy and literacy skills that are at or above grade level. Therefore, teachers will be working this summer at a Summer Institute to specifically address:

Data Driven Instruction

Aligning Curriculum with Common Core Standards

Triangulation of Data to assist Curriculum Development

School Culture

Understanding By Design

Additional Information

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

Over the past three years we have a 55% decrease in disciplinary infractions. Our security team works collaboratively with our educational staff to create a safe, nurturing family environment. We actively recruit outside stakeholders and partners that will enhance our school's culture. 95% of graduating seniors were accepted into a college and or university.

We have after-school tutoring and enrichment programs that not only prepare students for higher academic success, but also address students interests in the arts, sports, and other activities

We offer:

ACT/MME enrichment

Credit Recovery Programs

Co-ed Soccer

Student Leadership Training

JROTC

The Arts League

Women Of Tomorrow Mentoring Program

Made Men Mentoring Program

Osborn Alumni Association

Priority School Assurances

Introduction

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

Priority School Assurances

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

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

Operational Flexibility Assurance

Introduction

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

Assurance of Operational Flexibility

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

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

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

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	An Addendum already exists (see attachment).	

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

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

Transformation Redesign Diagnostic

Introduction

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

PART A: REFORM TEAM PERSONNEL

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

Mrs. Felicia Cook Principal felicia.cook@detroitk12.org

Ms. Joyce Mann Social Studies/ELA School Improvement Chair Teacher joyce.mann@detroitk12.org

Ms. Ashley Marderosian Science Teacher ashley.marderosian@detroitk12.org

Ms. Kristina Peart Special Education Teacher kristina.peart@detroitk12.org

Mr. Darryl Stone Mathematics Teacher darryl.stone@detroitk12.org

Ms. Angela Milton Science and Special Education Teacher angela.milton@detroitk12.org

Ms Valerie Evans Counselor/College Readiness valerie.evans@detroitk12.org

Ms. Beverlyn Mitchell MSU Intervention Specialist mitch699@msu.edu

Alyn Eastin WRESA School Achievement Consultant eastin@resa.net

PART B: TEACHING AND LEARNING PRIORITIES

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

- The two Big Ideas Osborn Evergreen Academy has for our reform/design plan are 1) improving teacher instruction with the use of researched data based strategies and 2) increasing student achievement in the areas of literacy and numeracy to raise student skills and concepts in order to master high school standards. After reviewing our 11th grade ACT and MME data it was evident that in reviewing the ACT data for years 1 (2011-2012) and 2 (2012-2013) less than 20% of our students are making proficiency levels and are not meeting the MME benchmarks in the areas of English, Reading, Mathematics, Science, Social Studies and Writing. Data meetings involved both meeting with the School Improvement Team Staff, as well as with the entire Osborn Staff, to keep people abreast of the data research and what it was stating about the strengths and weaknesses of the curriculum in relation to student scores.

ACT Benchmarks and Osborn Evergreen Scores

2011-2012 (Year 1)

Subject State Benchmark Osborn Evergreen Score/ % Proficient

English	18	11.9 / 4.2%
Math	22	15.1 / 4.2%
Reading	21	13.5 / 2.1%
Science	24	13.6 / 6.3%

2012-2013 (Year 2)

English	18	11.5 / 6.1%
Math	22	14.7 / 0%
Reading	21	12.8 / 3%
Science	24	14.2 / 0%

MME Two year proficiency levels (2011-12 & 2012-13)

2011-2012 (Year 1)

Subject State Prof. level Osborn Evergreen % Proficient

Math	29%	<10%
Reading	56%	<10%
Science	26%	<10%
Social Studies	41%	<10%
Writing	49%	<10%

2012-2013 (Year 2)

Math	29%	<10%
Reading	54%	11%
Science	26%	<10%
Social Studies	39%	<10%
Writing	49%	<10%

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

Our 10th grade ACT Plan results demonstrated a scale score of 12.21 or in the 8th percentile nationally. Our 9th grade ACT Explore results demonstrated a scale score of 11.15 or in the 8th percentile nationally. ACT tests are aligned to the national standards and the low achievement rate signifies that rigor and classroom alignment to standards is not taking place.

To accomplish our first big idea [improving teacher instruction], the teachers at Evergreen Academy will implement the 6+1 Traits Writing Model. Professional Development will take place in January/February with full implementation expected in March of 2014. Professional Learning Communities will be implemented beginning in December through the end of the school year. The focus will be the 6+1 Writing Traits across the curriculum, Marzano's 9+1 Strategies for effective teaching, and the use of data to inform instruction and student achievement. In Year 2 (August 2014 through December 2014) teachers will receive on-going professional development and training on Marzano's 9 + 1 Strategies for effective instruction focusing on vocabulary. From January 2015 to March 2015 there will be full implementation of Marzano's strategy on vocabulary. From April to July 2015, the teachers will receive professional development on Marzano's strategy on "note-taking" and from August to December 2015, there will be full implementation on note taking and assessment. From January to March 2016, teachers will receive professional development on Marzano's strategies of Similarities and Differences with full implementation from April to July 2016. (reasons for chosen strategies are further explained in Indicator 6)

Osborn Evergreen's second Big Idea is to improve student growth in the areas of literacy and numeracy. Osborn Evergreen will create a program to improve student growth in these two areas. The program will run 4 days per week and 60 minutes per day and will serve as an intervention for students who are not at grade level as well as serve as enrichment for students who are at grade level and above.

State what data were used to identify these ideas

Our 11th grade 2013 ACT scores demonstrate that 90% of our students in the 11th grade were not proficient as the average composite score was a 13.4 and colleges are looking for scores of 18 and above. The 11th grade MME in reading demonstrates that 94% of the 11th graders from 2013 were not proficient in reading, 88% of the 11th graders were not proficient in writing, 100% of the 11th graders were not proficient in mathematics, 100% of the 11th graders were not proficient in Science, and 72% of the 11th graders were not proficient in social studies.

Our average composite score for our 10th graders taking the March 2013 ACT Plan was a 12.20 scale score which placed them in the 8th percentile nationally (92% scored better than they did on the same test taken at the same time).

Our 9th graders averaged an 11.15 scale score on the March 2013 ACT Explore State Test which placed them in the 8th percentile nationally (92% scored better). These tests demonstrate that our students are not proficient in the Literacy and Numeracy skills needed for success in college and career readiness.

Our NWEA MAP Schoolwide Assessment demonstrates the same concern pertaining to proficiency pertaining to literacy and numeracy. For grade 11, the Fall 2013 NWEA MAP Assessment shows that 56% of our 11th graders have very low proficiency in Reading and 24% have a proficiency that is low average. This reading assessment states that only 7 of our 11th graders are scoring at the norm level for an 11th grade student in the fall of 2013. NWEA MAP states that the majority of our 11th grade students are reading between the 4th to 6th grade instructional levels. The same can be said of their math abilities. Students at these literacy and numeracy levels will generally have a difficult time mastering High School Assessments because they are written above their academic levels. The standard deviation of this group is also greater than 9 which show us that whole class instruction will not work (NWEA MAP); therefore differentiation of instruction will be the

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

key to success.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

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

Our 11th grade 2013 ACT scores demonstrate that 90% of our students in the 11th grade were not proficient as the average composite score was a 13.4 and colleges are looking for scores of 18 and above. The 11th grade MME in reading demonstrates that 94% of the 11th graders from 2013 were not proficient in reading, 88% of the 11th graders were not proficient in writing, 100% of the 11th graders were not proficient in mathematics, 100% of the 11th graders were not proficient in Science, and 72% of the 11th graders were not proficient in social studies.

Our average composite score for our 10th graders taking the March 2013 ACT Plan was a 12.20 scale score which placed them in the 8th percentile nationally (92% scored better than they did on the same test taken at the same time).

Our 9th graders averaged an 11.15 scale score on the March 2013 ACT Explore State Test which placed them in the 8th percentile nationally (92% scored better). These tests demonstrate that our students are not proficient in the Literacy and Numeracy skills needed for success in college and career readiness.

Our NWEA MAP Schoolwide Assessment demonstrates the same concern pertaining to proficiency in literacy and numeracy. For grade 11, the Fall 2013 NWEA MAP Assessment shows that 56% of our 11th graders have very low proficiency in Reading and 24% have a proficiency that is low average. This reading assessment states that only 7 of our 11th graders are scoring at the norm level for an 11th grade student in the fall of 2013. NWEA MAP states that the majority of our 11th grade students are reading between the 4th to 6th grade instructional levels. The same can be said of their math abilities. Students at these literacy and numeracy levels will generally have a difficult time mastering High School Assessments because they are written above their academic levels. The standard deviation of this group is also greater than 9 which shows that whole class instruction will not work (NWEA MAP); therefore differentiation of instruction will be the key to success.

** data from MISchooldata.org: data dashboard

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

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Teacher Evaluation is a year-long opportunity for teachers to develop, refine, rejuvenate and reflect upon their teaching practice in: pedagogical skills, student growth, classroom management, relevant special training, and educator responsibilities. The following information will help the evaluator and the teacher successfully implement the Teacher Evaluation process.

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

The evaluation process is based on a professional growth model with five core elements. The Five Core Elements are as follows:

- I. Demonstrated Pedagogical Skills
- II. Student Growth as Predominant Factor
- III. Classroom Management
- IV. Relevant Special Training
- V. Educator Responsibilities

Principals in-service their teachers on the evaluation process which includes a breakdown of the Detroit Educator Evaluation Process Manual. Each teacher is requested to complete a Professional Learning Plan or input documentation into My Portfolio utilizing PD360. Teachers are able to access the teacher evaluation rubric, manual, and all forms via Learning Village. Between September and November, all teachers receive an initial observation conducted by the principal or their designee (DFT members are not able to conduct observations). All administrators participate in inter-rater reliability training and coaching. The observer can use the Observation360 electronic template which will allow them to send their feedback via email and PD360 through the focus tab.

Observers should conduct an initial meeting (post-observation) with the teacher to complete the following:

- Review your observation with the teacher
- Review the teacher's PLP and make recommendations
 - o Administrator and/or designee and the teacher sign the PLP
- Provide the teacher access to the evaluation materials: rubric, observation form, etc.
- Help review the list of possible assessments to use as measures of tracking student growth.
- Teachers should select a minimum of two data sources.

During the months of November through April, teachers are provided with support and assistance. Administrators and teachers can recommend struggling teachers for additional support by submitting the Request for Assistance and Support form to their Assistant Superintendent. Administrators can also recommend PD360 videos to support professional growth and conduct additional walkthroughs and/or observations as needed/desired. A formal mid-year observation must be conducted for struggling teachers and new teachers. All teachers should be encouraged to continuing implementing their PLPs, collecting artifacts and documentation to support each core element.

Beginning in April, observers should begin conducting their end-of-year observations utilizing the End of Year Teacher Evaluation form. Each administrator must conduct a conference with their teachers to determine an element summary score based on the artifacts, data, and documentation collected or provided by the teacher as evidence for each core element. The administrator then completes the annual rating form to determine and record effectiveness Label per rating scale, record attendance and discipline information and list contributions and accomplishments for each teacher. Throughout the year, teachers should continue to collect artifacts and documentation of their professional growth and fine-tune their professional learning plans.

Currently, for the 2013-2014 school year 30% of the teacher evaluation is based on student growth (student growth is measured through a process of triangulation using external data, school-wide/benchmark data and classroom data.). The percentage is set increase by an additional 10% increment by the 2014-2015 school year. This increase is set to directly align with the State of Michigan's 40% student growth mandate.

All teachers are assigned an official score based on a 100-point scale. Teachers receiving a score of 69% or below are considered ineffective and will be provided the appropriate support.

The proposed evaluation process will be based on leadership effectiveness, administration of staff observation/evaluation and site-based operational duties.

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

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

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

The identification to reward school leaders, teachers and other staff will be related to the advancement of student achievement. As school communities improve their academic standing and close their existing achievement gap with core subject areas, they will become eligible for a reward. Rewards will be identified in collaboration with District leadership, principals and teachers. Rewards may include multi-year contracts, financial incentives and opportunities for career growth.

An identification method for rewarding teachers is the current teacher evaluation tool. Through the growth model specified in the teacher evaluation process; each teacher is given a classification of highly effective, effective, minimally effective and ineffective. The comprehensive evaluation tool ultimately provides a classification for all teachers based on the five core elements which include but is not limited to: student achievement and the use of instructional programs. Through this yearly classification process, identified teachers are rewarded with career opportunities of specialized certification through training provided by the district. These teachers have the opportunity to become lead teachers, teacher mentors, specialists (if they are able to meet specified requirements), Reading Recovery Teachers, Reading 180 teachers and System 44 teachers.

Ineffective teachers will be provided with support from school-based personnel, district level personnel and/or training to assist with professional growth and improvement. In the event that improvement is not shown the removal of ineffective staff is based on the district's policy, which is aligned to state laws, MCL 380.1248 and 380.1249.

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

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

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

Goal 1:

All students at Osborn Evergreen Academy will be proficient in Mathematics.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in learning more effectively Mathematical Reading of the text in Mathematics by 06/10/2016 as measured by NWEA Mathematics Assessment at the end of each school year..

Strategy1:

Differentiated Instruction - Teachers will differentiate the following classroom elements to increase the likelihood that each student will learn as much as possible, as efficiently as possible in the area of mathematics: content--what is taught to our students and how our students are given access to the information and ideas that matter; process-how our students come to understand and own the knowledge, and demonstrate their understanding and skills essential to a topic or skill; products-how our students demonstrate what they have come to know, understand and are able to do as a result of a segment of study; affect-how our students link thought and feeling in the classroom and the learning environment--the way the classroom feels to and functions for our students. Our teachers will respond to the following characteristics of our students as they craft curriculum and instruction for our students: readiness- the current knowledge, understanding and skill level a student has related to a particular sequence of learning; interest-what a student enjoys learning about, thinking about and doing and learning profile- a student's preferred mode of learning. To assist our students master the High School Content Expectations especially in the area of mathematics, Evergreen Academy will move away from the defense of the status quo and seek new ways of "doing school". We will utilize a systematic approach to planning curriculum and instruction for our academically diverse students. We will make use of technology in the classroom. Our staff will incorporate TIInspire graphing calculators, educational videos, wireless slates, Smartboard, and document readers to engage and inspire the students with their learning. It is our hope that this approach will attack the dual roles of honoring each student's learning needs and maximizing each student's learning capacity.

Research Cited: Tomlinson, C. (2003) Fulfilling the Promise of the Differentiated Classroom: Strategies and tools for responsive teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

Activity - Cooperative Learning PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in having students work together cooperatively in pairs or small groups to solve content problems. This is an effective activity that involves collaboration of students to enhance classroom instruction. There are five defining elements of cooperative learning: Positive interdependence (a sense of sink or swim together); Face to face promotive interaction (helping each other learn, applauding success and efforts); Individual and group accountability (each of us has to contribute to the group achieving its goal); Interpersonal and smallgroup skills (communication, trust, leadership, decision making, and conflict resolution);and Group Processing (reflecting on how well the team is functioning and how it can function better). Teachers at Evergreen Academy will be trained to use the following three generalizations our use of cooperative learning.	Professional Learning	09/03/2013	07/29/2016	\$5000 - Title II Part A	Administration and Instructional Staff

Measurable Objective 2:

85% of All Students will demonstrate a proficiency of learning more effective methods to read mathematical texts in Mathematics by 06/15/2016 as measured by NWEA MAP Assessment in Mathematics at the end of each school year.

Strategy1:

Using Mathematical Vocabulary - Teachers will emphasize mathematical vocabulary and the similarities and differences of verbal phrases and algebraic expressions.

Research Cited: Marzano: 9+1 Strategies: Instructional Leadership. This source states that the educator should focus on vocabulary identification and application as a quick strategy to aid students in understanding and comprehending higher order mathematical skills and application.

Activity - Using Algebraic Expressions and terminology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Matching expressions with verbal phrases and students will discuss finding solutions to real world mathematical problems. Create algebraic expressions to represent the verbal problems.	Direct Instruction	09/03/2013	06/15/2016	\$0 - No Funding Required	Instructional Leadership Team and Principal

Goal 2:

All students at Osborn Evergreen Academy will be proficient in Reading.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in the area of reading by the end of the 2015-2016 school year. in English Language Arts by 06/10/2016 as measured by NWEA Map Assessment in Reading, English, and Writing as well as by teacher assessment data..

Strategy1:

Vocabulary Breadth and Depth - Teachers will increase student proficiency in vocabulary breadth and depth by engaging in vocabulary which will occur two fold: individual class readings and external vocabulary.

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

Research Cited: Bromburg, Murray, and Gordon, Melvin. (2008). 1100 Words You Need to Know. Barrons, NY. SUMMARY Updated to meet the needs of students preparing for the latest versions of the SAT and ACT college entrance tests, the new edition of this helpful, longtime best selling book features word lists with definitions, analogies, word games, and words in context exercises. A special feature is the authors Panorama of Words in which each of the book's 1100 word is presented in a sentence from a well known novel, play, poem, or some other literary source. Stahl, S.S. (1999). Vocabulary development. Cambridge, MA. Brookline Books, Vocabulary Improvement Project (VIP). SUMMARY Concise and non technical language, this book reviews the current literature on vocabulary development among children and makes teachers and parents ware of current research about success later in life.

Activity - Using Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To know what our students have learned about a broad range of words teachers will be trained in using and analyzing pre- and post instruction graphic organizers that ask our students to work with sets of related words such as knowledge ratings semantics, mapping and webbing, vocab o grams, semantic features analysis, structured overviews and other graphic organizers will reveal what our students have learned about groups of terms.	Academic Support Program	09/03/2013	06/15/2016	\$0 - No Funding Required	Instructional Leadership Staff, Principal

Goal 3:

All students at Osborn Evergreen Academy will be proficient in Writing.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in writing across all content areas in English Language Arts by 05/30/2016 as measured by Teacher assessments and Procedures used by students within the Writing classroom, quarterly assessments and grade distributions...

Strategy1:

interactive notebooks - Terteractive notebooks to increase writing scores by inviting the students to be active participants in their learning. Interactive notebooks will be used for class notes in all content area classes as well as for other activities in which the student will be asked to express his/her own ideas and process the information presented in class.

Research Cited: Carter, Marcia, Hernandez, Anita, and Richison, Jeannine D. (2009). Interactive notebooks and English language learners: How to Scaffold content for academic success. Portsmouth, NY Heineman

Interactive notebooks are gaining popularity in English classrooms nationwide that include English language learners. The student centered, teacher directed notebooks are effective with all students. As places to record learning and develop proficiency with academic English, they are ideally suited to the needs of English learners.

The Interactive notebook works so well with English learners because it scaffolds content and gives students space to develop school based ways of thinking--to go from English language learners to academic language learners. With interactive notebooks and English language learners, you will see how to scaffold content engages all students so that English language learners can develop and access background knowledge.

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

Activity - 6+1 Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in the 6+1 Traits of writing program in order to teach their students how to write for learning and meaning.	Professional Learning	12/11/2013	06/11/2014	\$0 - No Funding Required	Principal, Instructional Leadership Team

Activity - 6+1 Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct all students across the curriculum in the 6+1 traits of writing process in order to improve the writing curriculum in Mathematics, English, Science, and Social Studies. All teachers will use the 6+1 Traits of Writing process in their classroom instruction at least once per week. The teachers then will bring the student work to their PLC and using a standardized rubric will score each student's writing.	Direct Instruction	01/06/2014	06/17/2015	\$0 - No Funding Required	Principal and Instructional Leadership Team

Narrative:

Osborn Evergreen Academy has two "Big Ideas". The staff professional learning will focus on these two ideas in order to improve teacher instruction and raise student achievement. The first idea is to improve teacher instruction. To accomplish our first goal, the teachers at Evergreen Academy are using the 6+1 Traits Model of Instruction and Assessment with professional learning from January to February 2014. These professional learning opportunities will focus on the ideas, organization, voice, word choice, and conventions of this model, with full implementation expected after completion of the learning cycle. Teachers will also receive professional learning in the process and focus of Professional Learning Communities through book studies/-and reflections from November 2013 through February 2014; however, full implementation of Professional Learning Communities will begin in March of 2014. In August of 2014 to December 2014 (Year 2), Teachers will participate in professional learning and training on Marzano's 9 + 1 Strategies for effective instruction focusing on vocabulary and note taking. From January 2015 to March 2015 there will be full implementation of Marzano's vocabulary and note taking strategies. From April to July 2015, the teachers will participate in professional learning on Marzano's similarities and differences strategy. From August to December 2015, there will be full classroom implementation on the similarities and differences strategy. All strategies will be in full implementation with on-going monitoring and job embedded professional development by August of 2016.

Also included in this professional learning opportunity is access to videos of effective teaching strategies from PD360. This will begin in November of 2013 and will be ongoing through July of 2016. Evergreen Academy will also request instructional specialists and coaches in each of the core areas (English/Language Arts, Mathematics, Science, and Social Studies) to aid teachers in the most effective instructional techniques using the MIExcel Service Plan. Evergreen staff will require access to the tools that will aid in instruction that are found on Detroit Public Schools Learning Village and Discovery Education websites as well as access to the professional development offered by the Detroit Public School system through SolutionWhere. To further develop student skills and achievement, teachers will also need access to more current materials and technology resources which include up-to-date licenses and renewals, especially the Math and Science NSpire Graphing Calculators by Texas Instruments, Smartboards and Interactive Epson projectors and software, document cameras, etc. Resources like current text materials, Math Manipulatives (fraction tiles, geometry shapes, equation tiles), Current Software programs in Science (Virtual labs in Biology and Chemistry), Class sets of English novels and nonfiction materials at instructional reading levels, and National Geographic Maps for Social Studies will required to update our resources to the 21st century.

These tools will enhance instruction. Staff will also be required to read educational texts in the areas of effective instruction and student achievement strategies. The current readings to be offered are from nationally known educators such as Grant Wiggins in Differentiated Instruction, Marzano's 9 + 1 strategies, and Tomlinson's collaborative learning; as well as DuFour's Professional Learning Communities. Also included will be journal articles referring to the 6+1 Traits of Writing Model of Instruction and Assessment.

Professional Development will take place in December 2013 focusing on the literacy/numeracy lab where teachers will receive instruction/training as it relates to student deficits based on standardized testing and what strategies and activities would work effectively to target these skills.

Osborn Evergreen's professional learning will be on-going (on a monthly basis) and effective strategies will be implemented into the teachers' daily plan of instruction. Through collaborative efforts, staff members will observe teacher instruction in an effort to analyze the effectiveness of the teaching strategies. Through the use of these instructional rounds, teachers will be able to gain constructive feedback on the delivery of instruction. Weekly staff meetings will generate discussion/reflection pertaining to the strengths and weaknesses observed during the instructional rounds.

Teachers who are excelling in raising student achievement through the implementation process of improved instruction will act as mentors to assist teachers who have yet to demonstrate positive student growth.

Professional Learning Communities will meet weekly and further discuss and analyze student achievement in the content areas via the use of pre-testing and post testing data, as well as surveys, and standardized testing results. Student data will be used to direct instruction and instruction will be assessed to ensure alignment of the curriculum to the Common Core Standards. Teachers will collectively analyze student assessments for mastery and alignment. Teachers will then incorporate the standards not mastered into future lessons to ensure student achievement and success; as well as reinforce standards that have been mastered.

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

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

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

The district offers extended opportunities to recruit and retain staff in a transformational school by giving new recruits who have a proven track record of excellence in promoting student achievement, additional opportunities to earn additional income via extended day, summer school programs and Extended School Year. This should be an attractive offer, as these selected teachers will earn an additional salary. Administrators may also elect to identify staff members for pre-leadership by serving as their mentor and giving them an opportunity to serve in a "guided leadership" role on their prep periods.

Also when PD opportunities are offered off-site that are aligned with the school's Big Ideas, exemplary staff members will be given first choice in attending these PD with the expectation that they will bring back any resources and information attained at the PD, to the school to share with the staff at staff meetings and /or professional development trainings. These efforts are supported and viewed in a leadership capacity.

A partnership initiative between Wayne State University (WSU), the Detroit Public Schools (DPS) and the Detroit Federation of Teachers (DFT) is designed to expedite the opportunities for current non-certified employees to obtain teacher certification and ultimately increase the certified teacher pool for the district. Project Pathways will assist the Transformation Schools in increasing the pool of qualified teachers. Michigan State University's Urban Immersion Teacher Program Designed as a seven-week immersion experience, fellows work with Detroit Public Schools

Transformation Schools, youth and families. The intent of this collaborative effort is to facilitate the readiness of teacher candidates to provide future leadership in urban education; which will facilitate access, by DPS, to a talent pool for future employment recruitment. All fellows are

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

assigned a master teacher/supervisor, engage in orientation and reflective seminars, as well as receive in-depth exposure to DPS, Transformation Schools, community and resources. District-university Student Teacher Program. The Student Teacher Program is designed to attract pre-service teachers from the Detroit-area universities, as well as in and out-of -state schools of education, by offering support through the final phase of the traditional teacher certification process. They are lead and mentored by Transformation School's Cooperating Teachers.

Detroit Public Schools value their teaching staff and believes in increasing opportunities for those instructional staff who demonstrate interest in personal growth beyond the classroom. The teachers that exhibit the following: outstanding teaching skills, classroom management, student growth, and an eagerness to improve the operations of the school are often selected to become lead teachers in their grade level or content area. The lead teaching staff is given the responsibilities of attending curriculum meetings to retrieve information and share with their colleagues, via professional development. They will be aggressive by ensuring that their grade levels are meeting classroom expectations and duties. These individuals have the opportunity and are encouraged to apply for positions within the building as they arise. In turn the principal also utilizes these lead teachers to create a school leadership team. The leadership team is comprised of building administrators, lead teachers, instructional specialist, content coaches, and DPS parents. This team will have confidence in the vision and mission of the District, their respective school site, and are willing to ensure that student achievement is the primary priority.

Again, Promotional Opportunity and Career Growth

in our Priority Schools have numerous career path opportunities. In addition to the aforementioned items teachers employed at Priority School sites have the opportunity to gain specialized certification by becoming Reading Recovery teachers, Reading 180 and Systems 44 teachers. These specialized trainings are aligned with meeting student needs at the elementary, middle and high school levels.

The District continues to support student teachers with regards to advancement of becoming a certified teacher. Positions include both Instructional and Administrative responsibilities. Growth and/or career opportunities include Cooperating Teachers, Coaches, Instructional Specialists, Instructional Technologists, Academic Engagement Officers, Assistant Principals, and Principals.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the “Big Ideas”, (b) include specific teaching and learning strategies for building-wide implementation, (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research, and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program.

Goal 1:

All students at Osborn Evergreen Academy will be proficient in Mathematics.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency of learning more effective methods to read mathematical texts in Mathematics by 06/15/2016 as measured by NWEA MAP Assessment in Mathematics at the end of each school year.

Strategy1:

Using Mathematical Vocabulary - Teachers will emphasize mathematical vocabulary and the similarities and differences of verbal phrases and algebraic expressions.

Research Cited: Marzano: 9+1 Strategies: Instructional Leadership. This source states that the educator should focus on vocabulary identification and application as a quick strategy to aid students in understanding and comprehending higher order mathematical skills and application.

Activity - Using Algebraic Expressions and terminology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Matching expressions with verbal phrases and students will discuss finding solutions to real world mathematical problems. Create algebraic expressions to represent the verbal problems.	Direct Instruction	09/03/2013	06/15/2016	\$0 - No Funding Required	Instructional Leadership Team and Principal

Measurable Objective 2:

85% of All Students will demonstrate a proficiency in learning more effectively Mathematical Reading of the text in Mathematics by 06/10/2016 as measured by NWEA Mathematics Assessment at the end of each school year..

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

Strategy1:

Differentiated Instruction - Teachers will differentiate the following classroom elements to increase the likelihood that each student will learn as much as possible, as efficiently as possible in the area of mathematics: content--what is taught to our students and how our students are given access to the information and ideas that matter; process-how our students come to understand and own the knowledge, and demonstrate their understanding and skills essential to a topic or skill; products-how our students demonstrate what they have come to know, understand and are able to do as a result of a segment of study; affect-how our students link thought and feeling in the classroom and the learning environment--the way the classroom feels to and functions for our students. Our teachers will respond to the following characteristics of our students as they craft curriculum and instruction for our students: readiness- the current knowledge, understanding and skill level a student has related to a particular sequence of learning; interest-what a student enjoys learning about, thinking about and doing and learning profile- a student's preferred mode of learning. To assist our students master the High School Content Expectations especially in the area of mathematics, Evergreen Academy will move away from the defense of the status quo and seek new ways of "doing school". We will utilize a systematic approach to planning curriculum and instruction for our academically diverse students. We will make use of technology in the classroom. Our staff will incorporate TIInspire graphing calculators, educational videos, wireless slates, Smartboard, and document readers to engage and inspire the students with their learning. It is our hope that this approach will attack the dual roles of honoring each student's learning needs and maximizing each student's learning capacity.

Research Cited: Tomlinson, C. (2003) Fulfilling the Promise of the Differentiated Classroom: Strategies and tools for responsive teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will organizing groups based on ability levels. Students should be carefully selected by the teacher (facilitator) to include a cross of all levels of achievement and/or a variety of learning styles. The groups will consist of 3 to 4 students with one being the academically strong student. Students will work together for 4 to 6 weeks. To maximize the experiences of our students, we will use a variety of criteria, as well as adhere to tenets of cooperative learning to make the experience successful. We will vary the grouping patterns within a class by using the following three group patterns: informal, formal, and base groups. Informal groups (pair-share, turn to your neighbor) will be ad hoc groups that last from a few minutes to a class period. Teachers will use this pattern to clarify expectations for tasks, focus the student attention, allow students more time to deeply process information, and provide time for closure. Formal groups will be designed to ensure that our students have enough time to thoroughly complete an academic assignment; therefore, they may last for several days or even weeks. Teachers will design tasks to include the following basic cooperative learning components: positive interdependence, group processing, appropriate use of social skills, face to face promotive interaction and individual and group accountability. Coperative groups will be kept small in size. Although a given task may appear to be suited to a large group, students may not have the skills to work competently in a large group. As a management task, our teachers will continually monitor the size of the groups they are using and make changes as warranted.</p>	Direct Instruction	09/03/2013	07/29/2016	\$0 - No Funding Required	Instructional Staff

Goal 2:

All students at Osborn Evergreen Academy will be proficient in Reading.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in the area of reading by the end of the 2015-2016 school year. in English Language Arts by 06/10/2016 as measured by NWEA Map Assessment in Reading, English, and Writing as well as by teacher assessment data..

Strategy1:

Vocabulary Breadth and Depth - Teachers will increase student proficiency in vocabulary breadth and depth by engaging in vocabulary which will occur two fold: individual class readings and external vocabulary.

Research Cited: Bromburg, Murray, and Gordon, Melvin. (2008). 1100 Words You Need to Know. Barrons, NY. SUMMARY Updated to meet the needs of students preparing for the latest versions of the SAT and ACT college entrance tests, the new edition of this helpful, longtime best selling book features word lists with definitions, analogies, word games, and words in context exercises. A special feature is the authors Panorama of Words in which each of the book's 1100 word is presented in a sentence from a well known novel, play, poem, or some other literary source. Stahl, S.S. (1999). Vocabulary development. Cambridge, MA. Brookline Books, Vocabulary Improvement Project (VIP).

SUMMARY Concise and non technical language, this book reviews the current literature on vocabulary development among children and makes teachers and parents ware of current research about success later in life.

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

Activity - Using Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To know what our students have learned about a broad range of words teachers will be trained in using and analyzing pre- and post instruction graphic organizers that ask our students to work with sets of related words such as knowledge ratings semantics, mapping and webbing, vocab o grams, semantic features analysis, structured overviews and other graphic organizers will reveal what our students have learned about groups of terms.	Academic Support Program	09/03/2013	06/15/2016	\$0 - No Funding Required	Instructional Leadership Staff, Principal

Goal 3:

All students will increase proficiency in reading.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency vocabulary breadth and depth in English Language Arts by 05/30/2016 as measured by NWEA Map Assessment in Reading, English, and Writing as well as by teacher assessment data..

Strategy1:

Vocabulary Breadth and Depth - Teachers will increase student proficiency in vocabulary breadth and depth by engaging in vocabulary which will occur two fold: individual class readings and external vocabulary.

Research Cited: Bromburg, Murray, and Gordon, Melvin. (2008). 1100 Words You Need to Know. Barrons, NY.

SUMMARY

Updated to meet the needs of students preparing for the latest versions of the SAT and ACT college entrance tests, the new edition of this helpful, longtime best selling book features word lists with definitions, analogies, word games, and words in context exercises. A special feature is the authors Panorama of Words in which each of the book's 1100 word is presented in a sentence from a well known novel, play, poem, or some other literary source.

Stahl, S.S. (1999). Vocabulary development. Cambridge, MA. Brookline Books, Vocabulary Improvement Project (VIP).

SUMMARY

Concise and non technical language, this book reviews the current literature on vocabulary development among children and makes teachers and parents ware of current research about success later in life.

Activity - Using Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To know what our students have learned about a broad range of words teachers will be trained in using and analyzing pre- and post instruction graphic organizers that ask our students to work with sets of related words such as knowledge ratings semantics, mapping and webbing, vocab o grams, semantic features analysis, structured overviews and other graphic organizers will reveal what our students have learned about groups of terms.	Academic Support Program	09/03/2013	05/20/2016	\$0 - Other	Instructional Staff, Principal

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

Goal 4:

All students at Osborn Evergreen Academy will be proficient in Writing.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in writing across all content areas in English Language Arts by 05/30/2016 as measured by Teacher assessments and Procedures used by students within the Writing classroom, quarterly assessments and grade distributions...

Strategy1:

interactive notebooks - Interactive notebooks to increase writing scores by inviting the students to be active participants in their learning. Interactive notebooks will be used for class notes in all content area classes as well as for other activities in which the student will be asked to express his/her own ideas and process the information presented in class.

Research Cited: Carter, Marcia, Hernandez, Anita, and Richison, Jeannine D. (2009). Interactive notebooks and English language learners: How to Scaffold content for academic success. Portsmouth, NY Heineman

Interactive notebooks are gaining popularity in English classrooms nationwide that include English language learners. The student centered, teacher directed notebooks are effective with all students. As places to record learning and develop proficiency with academic English, they are ideally suited to the needs of English learners.

The Interactive notebook works so well with English learners because it scaffolds content and gives students space to develop school based ways of thinking--to go from English language learners to academic language learners. With interactive notebooks and English language learners, you will see how to scaffold content engages all students so that English language learners can develop and access background knowledge.

Activity - 6+1 Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct all students across the curriculum in the 6+1 traits of writing process in order to improve the writing curriculum in Mathematics, English, Science, and Social Studies. All teachers will use the 6+1 Traits of Writing process in their classroom instruction at least once per week. The teachers then will bring the student work to their PLC and using a standardized rubric will score each student's writing.	Direct Instruction	01/06/2014	06/17/2015	\$0 - No Funding Required	Principal and Instructional Leadership Team

Activity - 6+1 Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in the 6+1 Traits of writing program in order to teach their students how to write for learning and meaning.	Professional Learning	12/11/2013	06/11/2014	\$0 - No Funding Required	Principal, Instructional Leadership Team

Narrative:

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

Evergreen Academy has an instructional program which includes Common Core, NGSS (Next Generation Science and Social Studies Standards) and individualized pacing charts to support the state mandated curriculum.

Our data shows that Evergreen Academy is in the bottom 5% of schools due to our low z score of 0, and our top to bottom ranking of 0; our average composite 2013 ACT score is 13.4 and 80% of the student population was not proficient on the 2013 MME state exams for math, reading, writing, social studies and science.

Our instructional program data by grades demonstrates that instructional reading levels are below level in grades 9 -11 of the NWEA MAP reading assessment. Grade 9 NWEA MAP Assessment in Reading shows that 93% of the present 9th grade are scoring in the low percentile range and another 5% score in the low average percentile range. Grade 10 NWEA MAP Assessment in Reading shows that 78% of the present 10th grade are scoring in the low percentile range and another 18% is in the low average range. Grade 11 NWEA MAP Assessment in Reading shows that 55% of our present 11th grade students are scoring in the low percentile range and another 24% are scoring in the low average percentile range.

The data for numeracy demonstrates non proficiency in Mathematics as well. Grade 9 NWEA MAP Assessment in Mathematics shows that 88% of our present 9th grade students are scoring in the low percentile range for proficiency in Mathematics and another 12% are scoring in the low average range. The Grade 10 NWEA MAP Assessment in Mathematics shows that 88% of the present 10th graders are scoring in the low percentile range and 7% are scoring in the low average percentile range for Mathematics. The Grade 11 NWEA MAP Assessment in Mathematics shows that 77% of the present 11th graders are scoring in the low percentile range in Mathematics and another 14% are scoring in the low average percentile range in Mathematics.

The trends in Reading for the 11th Grade MME for 2011-2012 and 2012-2013 demonstrate non proficiency in Reading for both our male and female students. In 2011-2012 the MME scores show that 58% of male students were not proficient in reading as compared to 59% of female students who are not proficient in reading. In 2012-2013, the MME scores showed that 68% of our male students were not proficient in Reading as compared to 54% of our female students.

The 9th Grade Explore aggregate scores for spring 2013 demonstrate non proficiency in Reading as well. The aggregate composite score is 11.11 which projects that these students will score between an 11 and 14 on the ACT Plan for 10th grade. The 10th Grade Aggregate Score is an 11.23 which places them in the 4th percentile nationally, and projects a score between 11 and 14 on the ACT.

In our first year beginning in January of 2014, Evergreen teachers will be trained in the 6+1 Trait Writing Model of Instruction and Assessment. Student achievement will increase as teachers incorporate writing across the curriculum in all content area. Evergreen Academy has decided to use 6+1 Trait Writing Model of Instruction and Assessment to implement the writing component of the curriculum school-wide as it provides a common language for teachers and students to communicate about the characteristics of what good writing looks like. The Trait writing model emphasizes instruction in which teachers and students can analyze writing using a specific set of characteristics which includes ideas, organization, voice, word choice, and conventions. New research out of Oregon has shown that students who use the Traits of Writing model can improve their writing from the 50th percentile to the 54th percentile. The staff believes that focusing on the writing component will increase the rigor and skill levels of students across the curriculum and raise student achievement in all content areas.

Teachers will also be introduced to Marzano's 9+1 strategies specifically focusing on vocabulary, summarization, note-taking, and similarities and differences in year 2 (2014-2015). Teachers will receive professional development in the area of improved teacher instruction with a focus on these strategies. These three strategies have been chosen because of the percentile yield students gain when they are used effectively within a lesson. Breadth of Vocabulary yields a 29% gain in skill ability, Identifying Similarities and Differences yields a 45% gain in skill ability, and Summarizing and Note taking skills yields a 34% gain in skill ability. Teachers will then be asked to implement the Marzano strategies in January to March of 2015 with full implementation on vocabulary development, From April to July 2015, the teachers will receive professional development on Marzano's note-taking strategy with full implementation of note-taking between August 2015 and December 2015. Professional Development of Marzano's Similarities and Differences strategies will begin in August of 2014 and with full implementation of Similarities and Differences Strategies beginning in January 2016 into teacher lesson plans and classroom instruction Beginning in January 2014 Teachers will meet in Professional Learning Communities to discuss the strategies currently being used in the content areas. They will bring samples of student writing, vocabulary development, note taking, and similarities and differences to the PLC

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

and evaluate whether the strategies being used need to be tweaked, revisited, or improved. Instructional consultants and coaches will aid the teachers in the evaluation of these strategies during the PLCs

The Principal and Leadership Team will monitor the implementation of this program as they conduct observations and instructional rounds on a weekly basis.

Summary:

Our instructional program reflects two big ideas of improving teacher instruction with the use of data from researched based strategies- and raising student achievement in literacy and numeracy to master high school standards.

Evergreen will incorporate collaborative learning strategies within the Marzano 9+1; professional development will be on-going with consistent monitoring with instructional rounds and lesson planning using the Marzano template.

We will also be including and implementing a one hour literacy/numeracy lab designed for additional support for students who need intervention and for students who are in need of enrichment because the students at grade level or above.

Specific teaching and learning strategies will include the placement of objectives, standards, and agendas at the front of each classroom.

Incorporated into the program will be career and college ready standards to improve ACT,MME, and WorkKeys scores. Research that supports these strategies come from the books by Marzano, Grant Wiggins, Tomlinson as well as the development of Professional Learning Communities by Dufour.

The instructional Program at Evergreen Academy is based on Common Core standards, NGSS (Next Generation Science and Social Studies Standards, and individualized pacing charts created to support the mandated State Curriculum (HSCE Standards and Benchmarks). In this building wide implementation, each teacher creates their lesson plans, using Marzano's 9+1 Strategies Template [along with Bloom's Taxonomy] specifically focusing on Breadth of Vocabulary (yields a 29% gain in skill ability), Identifying Similarities and Differences (yields a 45% gain in skill ability), and Summarizing and Note taking skills (yields a 34% gain in skill ability). All plans must also be aligned to career and college readiness standards. This format will improve teacher instruction as teachers will be consistently preparing lessons using the Common Core and State Standards and developing plans that contain more rigor as they will create plans that focus more on depth of knowledge rather than the lower levels of Bloom's taxonomy. Teachers will meet once a month to discuss their plans with the other members of their PLC to ensure that their lessons are aligned from one grade level to the next and with the Common Core and State Curriculum as well as meeting the Depth of Knowledge rigor needed for the students to be successful on their standardized tests and future careers and/or in college.

Teachers will receive professional development on these strategies beginning in the fall of 2014 and begin to incorporate the individual strategies in January of 2015 through July 2016.

The staff responsible to ensure that these strategies are being incorporated into individual lesson will be the Principal, as she reviews weekly plans and observes teacher instruction, and the instructional leadership staff as they do weekly instructional rounds.

Student achievement will increase as teachers incorporate writing across the curriculum in all content area subjects. Evergreen Academy has decided to use 6+1 Trait Writing Model of Instruction and Assessment to implement the writing component of the curriculum as it provided a common language for teachers and students to communicate about the characteristics of what good writing looks like. The Trait writing model emphasizes instruction in which teachers and students analyze writing using a set of characteristics that includes ideas, organization, voice, word choice, and conventions. New research has shown that students who use the Traits of Writing model can improve their writing from the 50th percentile to the 54th percentile.

Teachers will receive professional development in the 6+1 Traits in January and February 2014 and then begin to implement the writing model in the English, Math, Social Studies, and Science classes in the 2014 and 2015 school year.

The Principal and Leadership Team will monitor the implementation of this program as they conduct observations and instructional rounds on a weekly basis. Teachers will bring samples of student writing to their Professional Learning Community in order to assess and evaluate whether the writing activity is taking place and is effective in raising student achievement.

Student achievement will also increase as Evergreen Academy delves more fully into its Literacy and Numeracy Lab. Based on NWEA Assessments in Reading and Math, Students will be grouped according to their RIT levels to receive targeted instruction in the skills they are

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

lacking in both literacy and numeracy. Each staff member will be responsible for working with a small group of students and for increasing their skill ability in the area of Literacy and numeracy. Students will meet for 60 minutes 4 days each week, working on literacy and numeracy skills in English/Language Arts which includes writing, Social Studies, Science, and Math. Instructional plans will use materials focused specifically on the instructional levels of the students they have in their cohort each day. This type of instructional level grouping will allow for more intense differentiation of instruction.

Activities that will be used in these seminars will include Reading in the Mathematics Classroom where students will learn to use mathematical keys in order to more fully understand the language of mathematics and then begin to more effectively create mathematical equations in order to problem solve, using graphic organizers to work with sets of related words and concepts in Reading/ELA, Social Studies, and Science, and Inquiry based Problem Solving in Science where teachers will use open ended questioning techniques coupled with class solutions as a means for students to problem solve in developing knowledge about the world they live in.

Teachers will also use pre/post assessments to create data about whether the students are achieving the skills they need for post-secondary education and work.

Teachers will receive professional development in the Literacy and Numeracy Lab beginning in January 2014 and begin to implement the strategies they learn in the classroom beginning in September 2014 through July of 2015.

The Principal and Instructional Leadership Team will monitor this implementation by conducting instructional rounds and analyzing assessment data on a monthly basis.

An Investigation of the Impact of the 6+1 Trait Writing Model on Grade 5 Student Writing Achievement, REL Northwest

Marzano, Robert: Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement. 2001 ASCD

Tomlinson, C. (2003) Fulfilling the promise of the Differentiated Classroom: Strategies and Tools for responsive teaching. Alexandria, VA ASCD

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

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) explain how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used to increase achievement and close achievement gaps.

Goal 1:

All students at Osborn Evergreen Academy will be proficient in Mathematics.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in learning more effectively Mathematical Reading of the text in Mathematics by 06/10/2016 as measured by NWEA Mathematics Assessment at the end of each school year..

Strategy1:

Differentiated Instruction - Teachers will differentiate the following classroom elements to increase the likelihood that each student will learn as much as possible, as efficiently as possible in the area of mathematics: content--what is taught to our students and how our students are given access to the information and ideas that matter; process-how our students come to understand and own the knowledge, and

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

demonstrate their understanding and skills essential to a topic or skill; products-how our students demonstrate what they have come to know, understand and are able to do as a result of a segment of study; affect-how our students link thought and feeling in the classroom and the learning environment--the way the classroom feels to and functions for our students. Our teachers will respond to the following characteristics of our students as they craft curriculum and instruction for our students: readiness- the current knowledge, understanding and skill level a student has related to a particular sequence of learning; interest-what a student enjoys learning about, thinking about and doing and learning profile- a student's preferred mode of learning. To assist our students master the High School Content Expectations especially in the area of mathematics, Evergreen Academy will move away from the defense of the status quo and seek new ways of "doing school". We will utilize a systematic approach to planning curriculum and instruction for our academically diverse students. We will make use of technology in the classroom. Our staff will incorporate TI Inspire graphing calculators, educational videos, wireless slates, Smartboard, and document readers to engage and inspire the students with their learning. It is our hope that this approach will attack the dual roles of honoring each student's learning needs and maximizing each student's learning capacity.

Research Cited: Tomlinson, C. (2003) Fulfilling the Promise of the Differentiated Classroom: Strategies and tools for responsive teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Activity - Cooperative Learning PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in having students work together cooperatively in pairs or small groups to solve content problems. This is an effective activity that involves collaboration of students to enhance classroom instruction. There are five defining elements of cooperative learning: Positive interdependence (a sense of sink or swim together); Face to face promotive interaction (helping each other learn, applauding success and efforts); Individual and group accountability (each of us has to contribute to the group achieving its goal); Interpersonal and small group skills (communication, trust, leadership, decision making, and conflict resolution); and Group Processing (reflecting on how well the team is functioning and how it can function better). Teachers at Evergreen Academy will be trained to use the following three generalizations our use of cooperative learning.	Professional Learning	09/03/2013	07/29/2016	\$5000 - Title II Part A	Administration and Instructional Staff

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Leadership and Administration will conduct walkthroughs to monitor the implementation of Cooperative Learning.	Other	09/03/2013	07/29/2016	\$0 - No Funding Required	Administration

Measurable Objective 2:

85% of All Students will demonstrate a proficiency of learning more effective methods to read mathematical texts in Mathematics by 06/15/2016 as measured by NWEA MAP Assessment in Mathematics at the end of each school year.

Strategy 1:

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

Using Mathematical Vocabulary - Teachers will emphasize mathematical vocabulary and the similarities and differences of verbal phrases and algebraic expressions.

Research Cited: Marzano: 9+1 Strategies: Instructional Leadership. This source states that the educator should focus on vocabulary identification and application as a quick strategy to aid students in understanding and comprehending higher order mathematical skills and application.

Activity - Using Algebraic Expressions and terminology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Matching expressions with verbal phrases and students will discuss finding solutions to real world mathematical problems. Create algebraic expressions to represent the verbal problems.	Direct Instruction	09/03/2013	06/15/2016	\$0 - No Funding Required	Instructional Leadership Team and Principal

Goal 2:

All students at Osborn Evergreen Academy will be proficient in Reading.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in the area of reading by the end of the 2015-2016 school year. in English Language Arts by 06/10/2016 as measured by NWEA Map Assessment in Reading, English, and Writing as well as by teacher assessment data..

Strategy1:

Vocabulary Breadth and Depth - Teachers will increase student proficiency in vocabulary breadth and depth by engaging in vocabulary which will occur two fold: individual class readings and external vocabulary.

Research Cited: Bromburg, Murray, and Gordon, Melvin. (2008). 1100 Words You Need to Know. Barrons, NY. SUMMARY Updated to meet the needs of students preparing for the latest versions of the SAT and ACT college entrance tests, the new edition of this helpful, longtime best selling book features word lists with definitions, analogies, word games, and words in context exercises. A special feature is the authors Panorama of Words in which each of the book's 1100 word is presented in a sentence from a well known novel, play, poem, or some other literary source. Stahl, S.S. (1999). Vocabulary development. Cambridge, MA. Brookline Books, Vocabulary Improvement Project (VIP). SUMMARY Concise and non technical language, this book reviews the current literature on vocabulary development among children and makes teachers and parents ware of current research about success later in life.

Activity - Using Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To know what our students have learned about a broad range of words teachers will be trained in using and analyzing pre- and post instruction graphic organizers that ask our students to work with sets of related words such as knowledge ratings semantics, mapping and webbing, vocab o grams, semantic features analysis, structured overviews and other graphic organizers will reveal what our students have learned about groups of terms.	Academic Support Program	09/03/2013	06/15/2016	\$0 - No Funding Required	Instructional Leadership Staff, Principal

Goal 3:

All students at Osborn Evergreen Academy will be proficient in Writing.

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in writing across all content areas in English Language Arts by 05/30/2016 as measured by Teacher assessments and Procedures used by students within the Writing classroom, quarterly assessments and grade distributions...

Strategy1:

interactive notebooks - Terteractive notebooks to increase writing scores by inviting the students to be active participants in their learning. Interactive notebooks will be used for class notes in all content area classes as well as for other activities in which the student will be asked to express his/her own ideas and process the information presented in class.

Research Cited: Carter, Marcia, Hernandez, Anita, and Richison, Jeannine D. (2009). Interactive notebooks and English language learners: How to Scaffold content for academic success. Portsmouth, NY Heineman

Interactive notebooks are gaining popularity in English classrooms nationwide that include English language learners. The student centered, teacher directed notebooks are effective with all students. As places to record learning and develop proficiency with academic English, they are ideally suited to the needs of English learners.

The Interactive notebook works so well with English learners because it scaffolds content and gives students space to develop school based ways of thinking--to go from English language learners to academic language learners. With interactive notebooks and English language learners, you will see how to scaffold content engages all students so that English language learners can develop and access background knowledge.

Activity - 6+1 Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in the 6+1 Traits of writing program in order to teach their students how to write for learning and meaning.	Professional Learning	12/11/2013	06/11/2014	\$0 - No Funding Required	Principal, Instructional Leadership Team

Activity - 6+1 Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct all students across the curriculum in the 6+1 traits of writing process in order to improve the writing curriculum in Mathematics, English, Science, and Social Studies. All teachers will use the 6+1 Traits of Writing process in their classroom instruction at least once per week. The teachers then will bring the student work to their PLC and using a standardized rubric will score each student's writing.	Direct Instruction	01/06/2014	06/17/2015	\$0 - No Funding Required	Principal and Instructional Leadership Team

Narrative:

The Evergreen Academy staff charts and analyzes student assessment and instructional strategies on a monthly basis at weekly staff meetings and in Professional Learning Communities. Instructional strategies are to be analyzed and assessed based on the effectiveness of increasing student achievement within the classroom setting. Student assessment is judged on a 70% mastery level of content. Pretests in

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

the content area will be used to determine subject strands to be covered in planning lessons. Reinforcement of these content area strands will be determined with future assessments. If the students do not achieve 70% mastery level of content, assessments and teaching strategies will be reviewed and reworked and re-teaching of the content. Standards will then be taught again. Instruction will be differentiated to improve the success rate for mastery of skills in the content area. The students will be tiered according to their levels of mastery from 1 to 4 with level 1 students working on enrichment, Levels 2 and 3 working on reinforcement, and level 4 students needing intensive intervention, with possible pullout by special education teachers.

Teachers will meet weekly in Professional Learning Communities to discuss the expectation of 70% mastery levels for content area strands of 80% of the student population. The effectiveness of instruction will be analyzed from these outcome levels. The instructional techniques and strategies used that demonstrate positive results in achievement will be utilized in future lessons. Teaching strategies not showing growth will be discussed amongst the staff to improve their execution.

After a variety of in-class assessments have been analyzed, post-tests will then be given to students and analyzed by staff to further increase achievement. This analysis will be conducted on a continuum basis [for each content area: English/Language Arts, Mathematics, Science, Social Studies, and Writing] throughout the school year. A retake of the NWEAMAP Assessments in Reading, English, Science, and Mathematics will also be given to students in 8 week intervals. Data will be collected on a weekly basis from gradebooks from teachers in the content area subjects. NWEAMAP Data will be collected every 8 weeks, and Explore, Plan and ACT Tests will be collected in the spring of each year. Data from two practice ACT tests will also be collected for our grade 11 students and used to determine which areas of concentration need to be focused upon to raise ACT scores from the composite 14 they were in 2013. Teachers will be kept abreast of what the data signifies and what needs to happen to increase student achievement.

Monitoring of all student data and instructional strategies will be done by the Instructional Leadership Team and the Principal of the School. Monitoring will be done on a weekly basis through the use of instructional rounds.

The staff at Evergreen Academy believes close monitoring of instruction and analysis of student data and achievement will close the achievement gaps that exist within the school.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

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

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

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

Increased Time for Core Subjects: RAND Corporation, McCombs and colleagues (2011) noted that summer slide is more devastating for low-income students. To address this disparity during the 2013-2014 calendar year Priority Schools will participate in a four-week Extended School Year program. The extended school year program will provide an additional twenty (20) days of instructional time. The proposed adopted model will include core-subject integrated project-based learning and enrichment activities. This model was chosen as a basis for addressing the needs of all learners with an emphasis on the bottom thirty percent. These students will not only be addressed during the regular school year, but will also be provided with strategic support during the Extended School Year.

Time for Enrichment: Enrichment activities are built into daily lessons through our newly adopted Guided Reading Program, workshop time and through the use of core programs in Imagine It Reading and Envision Math. Enrichment continuity of core academic concepts and activities will be scheduled during the additional 20 day Extended School Year Period as well. The activities will be utilized to cultivate and enhance pupil collaboration, socialization skills, increase engagement, build self-esteem and efficacy.

Time for Professional Learning:

The District values professional growth and improvement of its teachers. With this information being of high value and outlined in the District's Academic Plan there was collaboration with the Detroit Federation of Teachers in negotiated new contractual language allowing for increased professional learning time. The traditional one (1) hour Wednesday meeting was extended by an additional hour. During this school collaboration period teachers in collaboration with administrators will work in ILTs, PLCs, pairs, groups, teams or even alone as appropriate to attend site-based professional development, prepare lessons plans and to do other implementation, development and coordination work needed to realize the school's local improvement plan. Darling-Hammond (2006) stated that teacher preparation/knowledge of teaching and learning, subject matter knowledge are leading factors in teacher effectiveness and directly impacts student achievement. It is with this knowledge that the District continues to promote job-embedded professional development, collaboration and professional growth.

Additionally, in an effort to reduce systemic barriers of increased professional learning the District will assign two site-based substitute teachers to each priority school. These substitutes will be utilized to provide a continuum of student instruction during Job-embedded

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

professional development (Learning that occurs while teachers and administrators engage in daily work. While performing their jobs, participants learn by doing, reflect on their experiences, and have shared dialog about their insights, MDE, 2012) for instructional staff. The aforementioned professional development in which substitutes will be used includes ILT Meetings, PLC Meetings, and other defined District initiatives.

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

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

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

Evergreen Academy has outlined multiple strategies to engage families in the Reform efforts. Letters notifying parents of Evergreen Academy being a priority school went out in August of 2013. September 2013, parents and students were invited to a curriculum day where expectations and standards were explained. All students also received a syllabus outlining the curriculum standards and objectives to be discovered by students this year. Parents were asked to read the document and sign that they had seen and reviewed the syllabus material. The parents of Grade 12 students have been invited to FAFSA monthly meetings from October to January 2013-2014 in order to understand how to fund their student's college education. In October, Parent Teacher Conferences are scheduled and students will receive the first of 4 (four) progress reports. There are 3 (three) more Parent Teacher Conferences scheduled for this year. The parents and students will also receive 4 (four) report cards throughout the school year. In addition to Parent Teacher Conferences, a Title I Parent meeting will be held the same day to review the Parent Calendar of events and meetings. Parents will be invited to these meetings throughout the year and the Parent Compact will be reviewed and discussed. Parents also have the ability to access their students grades and attendance record online through the online service provided by Wayne RESA and the Detroit Public School System. Parents and their families are also invited to programs to help their students via the Parent Resource Center within the school. The Parent Resource Center provides information to the community about what opportunities are available and when they can be accessed. Parents of students in Grades 9 through 12 are also notified of the Credit Recovery program for students who need to make up credits for graduation. This program begins in November and ends in June.

The school has also outlined strategies to engage community partners in the reform efforts which includes:

Governing Council The school leadership meets with the governing council on a monthly basis to keep them abreast of what is happening in the school and what progress is being made towards our ultimate goal of 90% attendance, 90% graduation rate and admission to college or post secondary technical training, and an 18 or better on the ACT test for our 11th graders.

City Year: Evergreen is also using City Year to mentor and tutor our 9th grade students in English/Language Arts and Mathematics classrooms. City Year members are available for after school tutoring to all students in Evergreen.

Neighborhood Service Organization [NSO]: works with tutoring and mentoring young men in grades 9 through 12, as well as working with the young men to find employment in the greater community. NSO also works with the Hmong Community and are developing leadership and service skills, in conjunction with the Detroit Asian Youth Program in the Day Project. They work with our Hmong population to develop their leadership and English Language skills and their readiness for college. NSO also works with girls who are at risk in violence and/or truancy in their Case Management Program to work on self-esteem and self-efficacy.

Women of Tomorrow: is working with our young ladies in grades 9 through 12 in service related projects and self efficacy as the students

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

work toward their goals of graduation and college.

Osborn High School Alumni: are also working with Evergreen Academy to have Osborn Alumni from the business community come in and tutor and mentor our students within the classroom setting.

Michigan Human Resources: also works with our female students in counseling and self-esteem.

The University of Michigan's Inside Out writing program: is working with three classrooms in the development of student writing skills as the students work toward becoming published authors.

Carr Center for the Arts: Mr. Miller, the Dean of Culture, is working with the Carr Center for the Arts to ensure Evergreen students have access to a music and fine arts program

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvacEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, and other operational duties that will support a comprehensive approach to substantially increase student achievement and increase graduation rates.

DPS has provided all Priority Schools with staffing flexibility. The selection committee, which includes the principal and designated staff, had the opportunity to conduct interviews with existing Detroit Public School staff and external candidates.

The school's leadership team has the autonomy to create a school calendar in conjunction with the District's calendar. This allows key stakeholders (students, parents, sponsors, and site-base staff) to set dates for school based events that align with their "Big Ideas," mission and overarching vision.

There is also site-based autonomy with planning and scheduling of student courses and classes. A site-based committee creates a master schedule to outline courses and classes assignments for every student in their building. There is autonomy to facilitate the use of time within that specific frame.

Principals have autonomy to use allocated title 1 and 10% of set aside funds for resources and school expenditures (in accordance with the 2013-2014 Set Aside Requirements for Title I Priority Schools) as needed to increase student achievement.

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

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

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

The District has created an Office of School Turnaround which includes the following staff:

(2) Assistant Superintendents for Priority Schools - The Assistant Superintendents are responsible for the coordination of all Priority School support (external supports, such as Wayne RESA support, partner providers and others), monitoring, and evaluation required to fully implement the selected reform model. In addition, the Assistant Superintendents will be responsible for monitoring the effectiveness of the

Redesign Plan

Osborn Evergreen Academy of Design and Alternative

level and type of support provided by external supports.

DPS (Office of School Turnaround), Wayne RESA, MSU support personnel and coaches attend an on-going structured monthly meeting. This meeting takes place on the last Wednesday of each month. The purpose of the meeting is to create a forum to discuss priority school early wins, challenges, brainstorming and need-to-know information.

Priority School Coaches- Priority School Coaches are responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model and change the trajectory of student achievement. Coaches are also responsible for collecting data and evidence that will be shared with the Assistant Superintendents for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school.

Grant Compliance Officer - The Grant Compliance Officer will support the District in determining how to effectively utilize the District set-aside to meet the individual needs of all Priority Schools.

MDE (State Reform Office) is utilized to monitor the implementation of the reform/redesign plan and support reform efforts on the state level.



Overview

This process provides teachers and administrators with a professional growth model that allows teachers to reflect, assess, discuss, and refine their teaching practice. This is a collaborative model that is based on feedback from administrators and teachers and aligned to Charlotte Danielson's Framework for teaching.

The Purpose of Evaluations:

- Determine the effectiveness of teachers and school administrators ensuring that they are given ample opportunities for improvement.
 - Promote, retain, and develop teachers and school administrators, including providing relevant coaching, instructional support, or professional development.
- MCL 380.1249(1)(d)

Why We Need an Updated Teacher Evaluation System

The Detroit Public Schools Academic Plan sets out to create a system of schools in which all children learn every day. We must come together in support of our children — not only for their future, but also for the future of Detroit. We are creating schools in which **everyone is learning more than was expected** of them in the past. We will develop standards and a curriculum based on Common Core Standards to ensure higher levels of achievement for everyone by 2015. **Everyone understands that learning is a process.** There will be more chances and support to get it right, and more opportunities for educators to improve their skills. **In order to see our students grow, our educators must grow. Evaluation is a must because we can not expect what we do not inspect! Our approach for every learner and every educator will be positive reinforcement for making progress toward the goal.**

AND MOST OF ALL THAT EVERYONE IS LEARNING!

Remember that all professionals take part in a performance evaluation system.

- ✘ It's about checks and balances. We must have a system to show the effectiveness of our teaching staff and administrators.
- ✘ For DPS, this is an opportunity to show that the labels of "*high risk*", "*failing*", and "*underachievers*", are not the defining characteristics of our school system.

The Detroit Teacher Evaluation is comprised of multiple measures. Observations are just one part of the evaluation. Teachers are also encouraged to complete a Professional Learning Plan, collect data and artifacts to provide evidence of their effectiveness for each of the elements of the evaluation system. This system is for instructional teaching staff based in schools.



Executive Order

DETROIT PUBLIC SCHOOLS

Roy S. Roberts
Emergency Manager

ORDER

Adopting a Teacher Staffing and Reduction Policy

Order 2012-EMRR-8

BY THE POWER AND AUTHORITY VESTED IN THE EMERGENCY MANAGER
FOR THE SCHOOL DISTRICT OF THE CITY OF DETROIT, MICHIGAN
("EMERGENCY MANAGER") PURSUANT TO MICHIGAN'S
PUBLIC ACT 4 OF 2011, THE LOCAL GOVERNMENT AND SCHOOL DISTRICT FISCAL ACCOUNTABILITY ACT,
ROY S. ROBERTS, THE EMERGENCY MANAGER,
ISSUES THE FOLLOWING ORDER:

Whereas on or about March 16, 2011, the Local Government and School District Fiscal Accountability Act, Public Act 4 of 2011, ("Public Act 4") was enacted to safeguard and assure the fiscal accountability of units of local government, including school districts; to preserve the capacity of units of local government to provide or cause to be provided necessary services essential to the public health, safety and welfare of citizens; and

Whereas, pursuant to Public Act 4, the Emergency Manager may exercise any powers of the Chief Administrator, Superintendent and or the Board under the Michigan Revised School Code, State School Aid Act; or any other law which prescribes authority to the local Superintendent or School Board; and

Whereas, pursuant to Public Act 4, the Emergency Manager has broad powers in receivership to rectify the financial emergency and to assure the fiscal accountability of the school district and its capacity to provide or cause to be provided necessary educational services essential to the public health, safety and welfare; and

Whereas, pursuant to the Teacher Tenure Act, MCL 38.93, a school district employing teachers on continuing tenure shall ensure that teachers are provided annual year-end performance evaluations in accordance with section 1249 of the revised school code; and

Whereas, MCL 380.1248 et seq., of the Michigan Revised School Code; which applies to policies regarding personnel decisions involving reduction in force,



layoff, elimination of positions and recall of teachers as well as staffing and program reduction:

1. Prohibits the use of length of service or tenure as a primary or determining factor in personnel determinations as described in the preceding paragraph; and
2. Requires the adoption, implementation, maintenance and compliance with a policy that ensures the retention of effective teachers; and

Whereas, MCL 380.1248 and 380.1249 provide criteria and guidance for policies regarding teacher and school administrator evaluations.

IT IS HEREBY ORDERED:

1. That, the “Teacher Staffing and Reduction Policy” as set forth below shall be adopted by the School District of the City of Detroit effective July 1, 2011.

NEW POLICY

Teacher Staffing and Reduction Policy

It is the policy of the School District of the City of Detroit that all teacher personnel decisions shall be based on retaining effective teachers in accordance the Michigan Revised School Code. The effectiveness of teachers shall be measured in accordance with the District’s performance evaluation system and shall be based upon the following factors:

1. Individual performance shall be the majority factor in making personnel decisions, and shall consist of, but is not limited to, all of the following:
 - A. Evidence of student growth, which shall be the predominant factor in assessing an employee’s individual performance.
 - B. The teacher’s demonstrated pedagogical skills, including at least a special determination concerning the teacher’s knowledge of his or her subject area and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time.



- C. The teacher's management of the classroom, manner and efficacy of disciplining students, rapport with parents/guardians and other teachers, and ability to withstand the strain of teaching.
- D. The teacher's attendance and disciplinary record, if any.
- 2. Significant, relevant accomplishments and contributions. This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance.
- 3. Relevant special training. This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.

Length of Service or tenure status may only be considered by the administration when making personnel decision if all other factors, as listed above, are considered equal amongst the potentially affected teachers. A teacher who has been rated as "ineffective" under the performance evaluation system shall not be given any preference that would result in the teacher being retained over a teacher who is evaluated as "minimally effective," "effective" or highly effective" under the performance evaluation system.

2. That, the Chief Human Resources Officer, by and through the Division of Human Resources, and with the assistance of relevant personnel, shall facilitate the administration and implementation of the "Teacher Staffing and Reduction Policy", the performance evaluation system and any other procedures or guidelines necessary to effectuate this Order.

This Order may be amended, modified, repealed or terminated by any subsequent Order issued by the Emergency Manager.

By:

Roy S. Roberts

Emergency Manager

School District of the City of Detroit

Dated: May 4, 2012



Michigan Law

As of 2009, Michigan law requires districts to evaluate teachers and administrators annually using student growth as a significant factor:

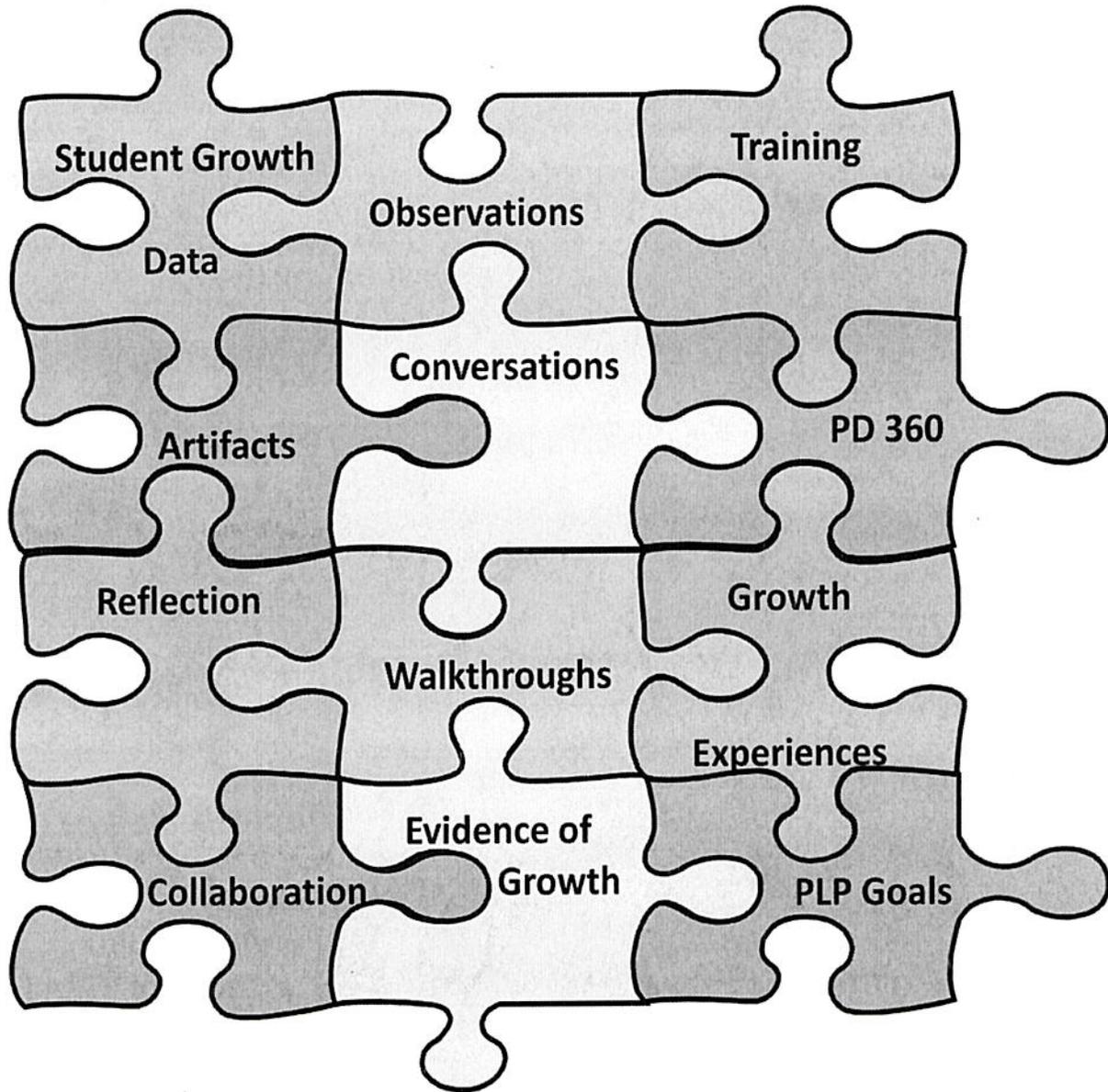
380.1249 Performance Evaluation System.

With the involvement of teachers and school administrators, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system that:

- (a) Evaluates the teacher's or school administrator's job performance at least annually while providing timely and constructive feedback.
- (b) Establishes clear approaches to measuring student growth and provides teachers and school administrators with relevant data on student growth.
- (c) Evaluates a teacher's or school administrator's job performance, using multiple rating categories that take into account data on student growth as a significant factor. For these purposes, student growth shall be measured by national, state, or local assessments and other objective criteria.
- (d) Uses the evaluations, at a minimum, to inform decisions regarding:
 - (i) The effectiveness of teachers and school administrators, ensuring that they are given ample opportunities for improvement.
 - (ii) Promotion, retention, and development of teachers and school administrators, including providing relevant coaching, instruction support, or professional development.
 - (iii) Whether to grant tenure or full certification, or both, to teachers and school administrators using rigorous standards and streamlined, transparent, and fair procedures.
 - (iv) Removing ineffective tenured and untenured teachers and school administrators after they have had ample opportunities to improve, and ensuring that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.



Pieces of the Teacher Evaluation Process





Five Core Elements

I. Demonstrated Pedagogical Skills

- A. Knowledge of Subject
- B. Planning for Instruction
- C. Delivery of Instruction

II. Student Growth as Predominant Factor

- A. Designing Assessments
- B. Utilizing Assessments in Instruction
- C. Demonstrating Student Growth

III. Classroom Management

- A. Managing Instructional Time
- B. Managing Student Behavior
- C. Creating an Atmosphere of Mutual Respect
- D. Creating and Facilitating a Learning Space

IV. Relevant Special Training

- A. Professional Learning and Growth
- B. Reflecting on Teaching Practice

V. Educator Responsibilities

- A. Maintains a Stimulating Learning Environment
- B. Maintains Accurate Grade Books, Lesson Plans, and Student Records
- C. Uses a Variety of Techniques for Communicating Progress in a Timely Manner
- D. Rapport with Colleagues, Parents, and Students

ADDITIONAL ELEMENTS THAT FACTOR INTO TEACHER EVALUATION ARE:

**ATTENDANCE, DISCIPLINARY RECORD, ACCOMPLISHMENTS, AND
CONTRIBUTIONS**



Performance Level Ratings

Each teacher will receive a rating at the end of the school year in one of four performance levels:

Highly Effective: A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by an administrator/ trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines.

Effective: An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by an administrator/ trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Michigan Department of Education.

Minimally Effective: A teacher who is rated as minimally effective requires a change in performance before he/she meets expectations. This is a teacher who an administrator/ trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

Ineffective: An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by an administrator/ trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines.



Student Growth Information

Student Growth will have the following percentages on the evaluation tool based on the Michigan Compiled Law – MCL-380.1249(2)(a)(i)

- 2013-2014 – 25%
- 2014-2015 – 40%
- 2015-2016 – 50%

Until the state specifies the student growth model that will be used, district employees are able to select a minimum of two data sources to show student growth. Below are some possible data sources.

LIST OF DATA SOURCES

- MEAP Scale Scores (3-8)
- MME Scale Scores
- DIBELS (K-3)
- Benchmark Assessments
- Classroom Assessments/Grades
- Project Based Student Performance
- IEP Goals
- Standardized Assessments
- ACT Explore/Plan
- Graduation Rates
- End of Course Assessments
- Standardized Assessments
- Other



Observer Guidelines

Teacher Evaluation is a yearlong opportunity for teachers to develop, refine, rejuvenate and reflect upon their teaching practice in: pedagogical skills, student growth, classroom management, relevant special training, and educator responsibilities. The following information will help the evaluator and the teacher successfully implement the Teacher Evaluation process.

September – November

All teachers receive an initial observation

- Observations may be conducted by the principal or their designee (DFT members are not able to conduct observations)
- Use the Teacher Observation Form (checking “Initial Observation” box) OR Observation360 electronic template
- Use the Teacher Evaluation Rubric to determine where the teachers fall on the scale based on observation
- Observations do not need to be an entire class period but should be long enough to capture adequate information on the element(s) being observed
- It is possible that you may not observe all elements or sub-elements; record only what you do observe
- Put an “X” in a rating box for each sub-element
- Record any comments/recommendations for each element

Have each teacher complete a Professional Learning Plan (PLP)

- Use the Professional Learning Plan Template or My Portfolio in PD360

Conduct an initial meeting (post-observation) with the teacher

- Review your observation with the teacher
- Review the teacher’s PLP and make recommendations
 - Administrator and/or designee and the teacher sign the PLP
- Provide the teacher access to the evaluation materials: rubric, observation form, etc.
- Submit names of new teachers (1-3 years as certified teacher or teachers new to the District) to the Office of Professional Development



November-April (may begin sooner, if all of the above are completed)

Support and assist teachers

- Recommend struggling teachers for additional support by submitting the Request for Assistance and Support form to your Assistant Superintendent
- Recommend PD360 videos to support professional growth
- Conduct additional observations as needed/desired
 - Observations are conducted by the principal or their designee (DFT members are not able to conduct observations)
 - Use Teacher Observation Form (checking “Mid-Year Observation” box) OR Observation360 Electronic template
 - You **must** conduct a Mid-Year Observation (at least 1) for struggling teachers and new teachers
- Encourage and support teachers in implementing their PLPs
- Teacher collects artifacts/documentation to support each core element
- See “Teacher Evaluation At-a-Glance” for additional ideas

April-May

Conduct end-of-year observation

- Use “End of Year Teacher Evaluation” form OR Observation360 electronic template

Conduct teacher conference

- Teacher brings artifacts/documentation as evidence for each core element.
- Determine, share, and record “Element Summary Score” (based on End of Year Observations and Data)

Complete Annual Rating Form

- Determine and record Effectiveness Label per rating scale
- Record Attendance and Discipline information
- Have teacher list Contributions and Accomplishments
- Evaluator and Teacher sign forms

June – June

Year-Round Activities

- Teacher continues to collect artifacts/documentation
- Encourage and support teachers in implementing their PLPs



Request for Assistance and Support

This form is used to request assistance and professional development for non-tenured and tenured certified teachers.

NAME OF EMPLOYEE: _____ SCHOOL: _____

Please complete the following information as it relates to observed teaching performance. List the areas of concern and the support that has been provided prior to this request.

AREA(S) OF CONCERN:

<input type="checkbox"/> Delivery of Instruction	<input type="checkbox"/> Lesson Planning
<input type="checkbox"/> Classroom Management/Discipline	<input type="checkbox"/> Knowledge of Subject
<input type="checkbox"/> Record Keeping	<input type="checkbox"/> Other

SUPPORT PROVIDED:

<input type="checkbox"/> Informal Observations- (Please specify dates)	<input type="checkbox"/> Classroom Assistance – (Please specify what was provided)
<input type="checkbox"/> Individual Conferences/Meetings – (Please specify dates)	<input type="checkbox"/> Professional Learning Plan – (Has one been completed and reviewed?)
<input type="checkbox"/> Professional Development Opportunities (Please list titles and dates)	<input type="checkbox"/> Specify any other support provided:

SUPPORT REQUESTED:

<input type="checkbox"/> Professional Development Specialist	<input type="checkbox"/> Professional Development
<input type="checkbox"/> Content Area Instructional Specialist	<input type="checkbox"/> Other

Principal's Signature _____ Request Date _____ School Phone No. _____



Detroit Educator Evaluation Process

Published
2012

Teacher Evaluation At - A - Glance

Sept.-Nov.

Nov.-April

April-May

June

- Initial Observation
- Develop PLP

Development and Support Which May Include:

- Data Analysis
- Implement PLP
- Observations
- PD 360
- Peer Support
- Professional Development
- Reflection
- Work with Content Area Specialist
- Work with Professional Development Specialist

- Final Observation
- Conference
- Review PLP
- Final Rating Report to State

August

July

On-going Professional Growth and Development

PD360 and OBSERVATION360

During the 2011-2012 school year, the district purchased an online, on-demand, professional development portal for educators. This system allows teachers to access more than 2,000 educational videos on a wide-array of topics including pedagogical and instructional strategies. Teachers and administrators are able to create a digital portfolio within the system and track the professional development that they engage in online.

Observation 360 is a sister product to PD 360 that allows principals and other authorized administrators to do an observation or walkthrough of a teacher using an ipad, iphone, tablet, laptop or computer. Observation 360 is linked to PD 360, so that as teachers get the results of their observation, they also get prescriptive guidance on what learning segments they should use in PD 360—based on the results of the observation.

To access PD 360, click on this hyperlink: www.pd360.com. Each staff member has a username and password. The username is your dps email address and the initial password is pd360.

To access Observation360, you must be an administrator authorized to conduct observations. The link is as follows: www.pd360.com/observation360.

FORMS

All of the forms can be found on Learning Village under the Professional Development tab. If you click on the hyperlinks below, you can access the complete forms.

[Request for Assistance and Support](#)

[Teacher Evaluation Rubric](#)

[Professional Learning Plan \(PLP\)](#)

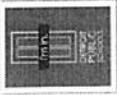
[End of Year Teacher Evaluation Form](#)

[Teacher Evaluation Annual Rating Form](#)

Teacher Evaluation Rubric Overview

CORE ELEMENT I. DEMONSTRATED PEDAGOGICAL SKILLS

- A. Knowledge of Subject – In order to show expertise in demonstrating an extensive knowledge of the subjects they teach, teachers engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter to make connections to the world beyond the classroom. They also demonstrate accurate knowledge in the content area and provide instruction that is clear and logical. Teachers use in context, a variety of effective techniques, strategies, materials, resources and/or activities developmentally appropriate to develop concepts.
- B. Planning for Instruction – The plan for learning is critical to the teaching and learning experience that yields high results. Highly effective teachers clearly articulate the instructional objectives to students. They plan standards-based instruction through written lesson plans and demonstrate evidence of differentiation in each of the following areas: Cultural, racial, social, abilities when designing the content, process, and product of student work and expectations. Teachers use multiple approaches to appropriately assess student abilities and needs to plan instruction by creating inclusionary environments for students with exceptional needs and abilities. Teachers ensure that there is full utilization of various kinds of literacy to promote access to knowledge, e.g., numeracy, graphics, printed text, computers, artistic expression, and electronic media. They implement these effective teaching strategies while incorporating appropriate use of district curriculum and pacing charts in planning and delivery of instruction.
- C. Delivery of Instruction – A teacher has effectively delivered the instruction when students exhibit that learning has taken place. Students are developing their learning through what they do and are able to produce. The highly effective teacher plans and uses different cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the backgrounds, learning styles, abilities, aptitudes, interests, levels of maturity, and achievement of students. A variety of teaching methodologies and techniques, e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities are used throughout the academic day. Teachers know how to engage students to utilize Higher Order thinking skills by analyzing, synthesizing, and evaluating new knowledge in the learning process. Teachers design and use assessments that align with the goals and objectives of instruction and provide appropriate assignments with clear, accurate explanations, directions, and expectations. Highly effective teachers also provide opportunities for struggling students to master content or receive small group or one-on-one instruction. The infusion of instructional technology in lesson planning to maximize student learning is apparent.

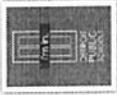


CORE ELEMENT II. STUDENT GROWTH AS A PREDOMINANT FACTOR

- A. Designing Assessments for Instruction - The highly effective teacher designs and uses a variety of evaluative/ performance techniques consistent with school and district philosophies to measure student progress such as pre/post tests, logs, portfolios, presentations, student responses, discussion, and more. They maintain accurate and adequate records that document student performance and progress. Communication to students and parents about their performance is ongoing. The teacher also ensures the application of technology to facilitate a variety of effective assessment and evaluation strategies.
- B. Utilizing Assessments in Instruction - Teachers must pay close attention to evidence of student learning. Highly effective teachers recognize assessment as a part of instruction. They monitor student understanding and where appropriate, offer feedback to students. They also instruct students on how to monitor their own learning against an established criteria.
- C. Demonstrating Student Growth - Teachers are able to choose assessments to show that students are progressing after instruction. The highly effective teacher modifies instruction based on student growth and collaborates with colleagues to enhance student growth.

CORE ELEMENT III. CLASSROOM MANAGEMENT

- A. Managing Instructional Time - Highly effective teachers maximize the use of instructional time by engaging students in meaningful learning experiences. They also prepare assignments, materials, supplies, and activities in advance in accordance with their plan. They are highly efficient in the management of whole-group and small-group learning time for optimum learning experiences. The highly effective teacher maintains a smooth, brief transition between lessons and activities.
- B. Managing Student Behavior - Skilled teachers establish routines, procedures, and rules that encourage appropriate behavior and are applied in a consistent and equitable manner. They monitor the classroom and are constantly aware of classroom activities and do not ignore disruptive, inappropriate behavior. In a productive classroom, standards of conduct are clear to students; they know the expectations for themselves and others. Even when their behavior is being corrected, students feel respected; their dignity is not undermined.
- C. Creating an Atmosphere of Mutual Respect - The highly effective teacher creates a culture for learning. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.
- D. Creating and Facilitating a Learning Space - The teacher organizes the classroom to minimize disruption to the learning process, provides safety, support and encouragement and values the strengths of all learners. The highly effective teacher responsibly uses resources (i.e. technology) to build classroom culture and community through the use of online systems such as grade books, calendar, announcements, newsletters, class assignments, etc.



CORE ELEMENT IV. RELEVANT SPECIAL TRAINING

- A. Professional Learning and Growth – Effective teachers develop and implement a Professional Learning Plan (PLP). They stay current in their field by accessing and utilizing updated information and procedures. Highly effective teachers attend national, local, and/or state conferences, subscribe to professional journals, and engage in university classes.
- B. Reflecting on Teaching Practice – Teachers engage in meaningful self-evaluation and reflect on the professional practices of colleagues. Skilled teachers demonstrate an understanding of, and continued growth in, information age learning and technology operations and concepts and they use technology to enhance professional development, practice, and productivity.

CORE ELEMENT V. EDUCATOR RESPONSIBILITIES

- A. Maintains a Stimulating Learning Environment – Students are motivated to participate in and are active participants in the learning process.
- B. Maintains Accurate Grade Books, Lesson Plans, and Student Records – Student records include items such as attendance, IEPs, immunization records, Progress Reports, Supplemental Student Services Survey, 80s series and other district records and forms as required. Proficiency in this component is vital, as several of these records are legally binding. Additionally, these critical records inform interactions with students and parents, and allow teachers to monitor learning and adjust instruction accordingly.
- C. Uses a Variety of Techniques for Communicating Progress in a Timely Manner - Teachers establish a professional and appropriate relationship with families by communicating to them about the instructional program, about individual students and they invite them to be part of the educational process itself.
- D. Rapport with Colleagues, Parents, and Students – Teachers establish a professional and appropriate rapport with colleagues, parents, and students.

Detroit Educator Evaluation Process

Published
2012

Professional Learning Plan

School Year: _____ Date: _____

Name: _____

File ID#: _____ Position/Subject Area: _____

School: _____ Grade: _____

DPS Core Elements 1. Demonstrated Pedagogical Skills 2. Student Growth as a predominant factor 3. Classroom Management 4. Relevant Special Training 5. Educator Responsibilities	Element(s) to be addressed:
--	-----------------------------

Goals for Elements	Activities/Actions	Expected outcomes and Evidence of Completion	Resources Needed	Timeline
Goal 1:				
Goal 2:				
Goal 1:				
Goal 2:				

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____



Calculation and Reporting

Each educator must have an effectiveness label reported by June 30th.

Computing Annual Rating for Teacher Performance

For each element, enter the summary rating score from the End of Year Teacher Evaluation Form using the following scale:

Ineffective = 0 Minimally Effective = 1 Effective = 2 Highly Effective = 3

Element 1 Summary Rating Score	_____ x	25	_____
Element 2 Summary Rating Score	_____ x	25	_____
Element 3 Summary Rating Score	_____ x	25	_____
Element 4 Summary Rating Score	_____ x	10	_____
Element 5 Summary Rating Score	_____ x	15	_____
		TOTAL ABOVE	_____
		Divided by 100=SUMMARY TOTAL	_____

Use the following rating scale to determine the Annual Teacher Effectiveness Label to be reported on the Registry of Educated Personnel (REP) report.

Rating Scale

- 0.0 - 0.9 = Ineffective
- 1.0 - 1.8 = Minimally Effective
- 1.9 - 2.7 = Effective
- 2.8 - 3.0 = Highly Effective

Effectiveness Label:

The following information will factor into each teacher's evaluation.

Attendance & Discipline

Number of Absences _____

Number of Tardies _____

Disciplinary Incidents _____
(Attach documentation)

Written Reprimands _____
(Attach documentation)

List Contributions/Accomplishments such as School Improvement Team, Committee Member, Extracurricular Coaching, etc.

Evaluator Signature

Teacher Signature



RETENTION RATING SCORING

**Detroit Public Schools
Teacher Tenure Act Retention Rating
2012-2013**

The following four categories will have the following ratings:

- (1) Performance Evaluations – 60%
- (2) Disciplinary Actions – 20%
- (3) Attendance – 15%
- (4) Significant Relevant Accomplishments and Contributions – 5%

DISCIPLINARY ACTIONS for the past three years is based on the points chart below.

Written Reprimands	=	1 point
Suspension 3 days or less	=	2 points
Suspension 4 days or more	=	4 points
0 to 1 point	=	20%
2 to 4 points	=	17%
5 to 7 points	=	15%
8 to 10 points	=	10%
11 to 14 points	=	5%
15 points and up	=	0%

The 20% discipline rating will be calculated for each year based on the point system above. The three years percentage will be averaged for a final score.

ATTENDANCE (for the past fiscal year¹)		PERFORMANCE EVALUATION (The performance evaluation rating is 0 to 3)	
0 to 3 days	15%	2.8 to 3	60%
4 to 6 days	12%	2.0 to 2.7	50%
7 to 9 days	10%	1.0 to 1.9	40%
10 to 12 days	5%	0.0 to 0.9	30%
13 days and up	0%		

¹ Excluding Approved Medical/FMLA Leave.

Leader Evaluation Report



Division of Curriculum and Instruction
Office of the Superintendent of Academics
Karen P. Ridgeway
3011 W. Grand Blvd.
Detroit, Michigan 48202
14th Floor Fisher Building
Phone: 313-873-4493 - Fax: 313-873-7439

Roy S. Roberts
Emergency Financial Manager

Shirley Mobley-Woods
Chief of Staff

Wilma Taylor-Costen
Assistant Superintendent

Clara Flowers
Assistant Superintendent

Rebeca Luna
Assistant Superintendent

Bilal Tawwab
Assistant Superintendent

Alvin Wood
Assistant Superintendent

LETTER OF ASSURANCE

February 6, 2013

Michigan Department of Education
608 Allegan
Lansing, Michigan 48909

To the Michigan Department of Education:

Detroit Public Schools hereby assures the Michigan Department of Education that an administrative evaluation will be developed and implemented by August 1, 2013.

Detroit Public Schools hereby further assures that Michigan Department of Education that the administrative evaluation tool will be aligned to the domains mandated by MDE and developed by our internal team.

Sincerely,

Karen Ridgeway
Superintendent of Academics

pc: Shirley Mobley-Woods
Assistant Superintendents
Nekeya Irby

Detroit Public Schools Performance Evaluation Report

Section I: Employee Information

Employee Identification Number: _____ Date: _____

Employee Name: _____

Employee Job Title: _____

Evaluator/supervisor's Name: _____

School/Office/Department: _____

Review Period: _____ to _____

Evaluation Type: _____ Annual _____ Other (specify) _____

Five Most Essential Job Performance Objectives

1.
2.
3.
4.
5.

Detroit Public Schools Performance Evaluation Report

Section II: Competencies Evaluator/supervisor Comments

Employee: _____ ID #: _____ Date: _____

Part A (General Competencies) COMMENTS

1) Quality of Work:
2) Quantity/Efficiency of Work:
3) Dependability:
4) Interpersonal Relations (Communications):
5) Initiative/Team Effort and Leadership/Obtaining Goals and Training:
6) Attendance:

Part B (Job Specific Competencies) COMMENTS

7) Technical/Job Skill:
8) Professional/Job Knowledge:
9) Problem Solving Ability:
10) Adherence to Applicable Policies, Laws, and/or Safety Guidelines:

Form 2.2

Detroit Public Schools Performance Evaluation Report

Employee: _____ ID #: _____ Date: _____

Evaluator/supervisor : _____

School/Office: _____

Competency	Evaluator/supervisor Ratings				
	4	3	2	1	n/a
PART A (General Competencies)	Exceptional	Commendable	Satisfactory	Unsatisfactory	Unable to Rate
1. Quality of Work					
• How well the employee knows duties of position					
• How well the employee knows how to perform duties accurately					
• Orderliness of work methods					
• Displays industriousness					
• Does acceptable work (meets established performance standards does not produce substandard products or services)					
2. Quantity/Efficiency of Work					
• Established according to the work considered necessary and reasonable for job and position					
• Completes work assignments					
3. Dependability					
• Ability of supervisor to rely on employee					
• Ability of employee to maintain confidentiality					
4. Interpersonal Relations/Communications					
• Work relationship with other employees					
• Work relationship with supervisors, administrators					
• Work relationship with general public (parents, students)					
• Telephone, electronic and verbal communication skills					
5. Initiative / Team Effort and Leadership / Obtaining Goals and Training					
• Ability to follow through on a plan with minimal or no direction					
6. Attendance					
• Ability to be at assigned place at prescribed time for duration expected					
• Considers absences, tardies, extended lunch, and other reasons for not being at assigned place					
Part A Total Number of Ratings:					
	Part A Total Points Awarded:				

Form 2.3

Performance Evaluation Report – Continued

Employee: _____ ID #: _____ Date: _____

Competency	Evaluator/supervisor Ratings				
	4	3	2	1	n/a
PART B (Job Specific Competencies)	Exceptional	Commendable	Satisfactory	Unsatisfactory	Unable to Rate
7. Technical/Job Skill					
• Skills Set Checklist					
8. Professional/Job Knowledge					
• Skills Set Checklist					
9. Problem Solving Ability					
• Skills Set Checklist					
10. Adherence to Applicable Policies, Laws, and/or Safety Guidelines					
• Skills Set Checklist					
Part B Total Number of Ratings:					
	Part B Total Points Awarded:				
Total Points Awarded: Add the Evaluator/supervisor's scores for Parts A and B:					
Total Number of Ratings: Add Total Number of Ratings for Parts A and B:					
Final Performance Rating: Divide the total points awarded by the total number of ratings:					
Employee Development Plan Successfully Implemented: (circle one) yes or no					



____ Referral to Staff Development
initial

Comments: _____

Employee Signature	Date
Evaluator/Supervisor Signature	Date
Division/Department Head Signature	Date

Original to: Human Resources, Office of Certification and Records **1 Copy** to employee **1 Copy** to school/office files

* Your signature does not mean that you agree. It means that you and your supervisor had this meeting.

The Detroit Board of Education does not discriminate in its programs or employment on the basis of race, color, religion, national origin, handicap/disability, sex or age.

Detroit Public Schools
Performance Evaluation Report

**Section II: Competencies
Employee Comments**

Employee: _____ ID #: _____ Date: _____

Part A (General Competencies) COMMENTS

1) Quality of Work:
2) Quantity/Efficiency of Work:
3) Dependability:
4) Interpersonal Relations (Communications):
5) Initiative/Team Effort and Leadership/Obtaining Goals and Training:
6) Attendance:

Part B (Job Specific Competencies) COMMENTS

7) Technical/Job Skill:
8) Professional/Job Knowledge:
9) Problem Solving Ability:
10) Adherence to Applicable Policies, Laws, and/or Safety Guidelines:



Division of Curriculum and Instruction
Office of the Superintendent of Academics
Karen P. Ridgeway
3011 W. Grand Blvd.
Fisher Building, 14th Floor
Detroit, MI 48202
Phone: 313-873-4493 – Fax: 313-873-7439

Jack Martin
Emergency Manager

Shirley Mobley-Woods
Chief of Staff

Clara Flowers
Assistant Superintendent

Wilma Taylor-Costen
Assistant Superintendent

Rebecca Luna
Assistant Superintendent

Bilal Tawwab
Assistant Superintendent

Alvin Wood
Assistant Superintendent

LETTER OF ASSURANCE

November 20, 2013

Michigan Department of Education
608 Allegan
Lansing, MI 48909

To The Michigan Department of Education:

Detroit Public Schools hereby assures the Michigan Department of Education that an administrative evaluation has been developed and was implemented by August 1, 2013.

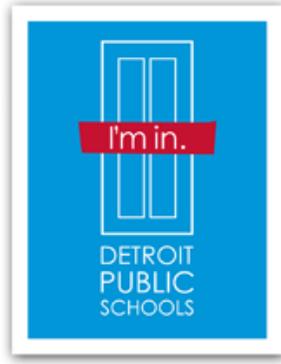
Detroit Public Schools hereby further assures that Michigan Department of Education that the administrative evaluation tool is aligned to the domains mandated by MDE was developed by our internal team.

Sincerely,

A handwritten signature in blue ink that reads 'Karen Ridgeway'.

Karen Ridgeway
Superintendent of Academics

Pc: Shirley Mobley-Woods
Assistant Superintendents
Nekeya Irby



Detroit Educator Evaluation Process

A Professional Growth Model: Ensuring an
Excellent Education for Every Student

Published 2012

Detroit Public Schools



Table of Contents

Overview	3
Why We Need an Updated Teacher Evaluation System.....	3
Executive Order.....	4
Michigan Law	7
Pieces of the Teacher Evaluation Process.....	8
Five Core Elements.....	9
Performance Level Ratings	10
Student Growth Information	11
Observer Guidelines.....	12
Request for Assistance and Support	14
Teacher Evaluation At – A – Glance	15
PD360 and OBSERVATION360	16
FORMS.....	16
Teacher Evaluation Rubric Overview	17
Professional Learning Plan.....	20
End of Year Teacher Evaluation Form Example	21
Calculation and Reporting.....	22
RETENTION RATING SCORING.....	23



Overview

This process provides teachers and administrators with a professional growth model that allows teachers to reflect, assess, discuss, and refine their teaching practice. This is a collaborative model that is based on the

The Purpose of Evaluations:

- Determine the effectiveness of teachers and school administrators ensuring that they are given ample opportunities for improvement.
 - Promote, retain, and develop teachers and school administrators, including providing relevant coaching, instructional support, or professional development.
- MCL 380.1249(1)(d)

Why We Need an Updated Teacher Evaluation System

The Detroit Public Schools Academic Plan sets out to create a system of schools in which all children learn every day. We must come together in support of our children — not only for their future, but also for the future of Detroit. We are creating schools in which **everyone is learning more than was expected** of them in the past. We will develop standards and a curriculum based on Common Core Standards to ensure higher levels of achievement for everyone by 2015. **Everyone understands that learning is a process.** There will be more chances and support to get it right, and more opportunities for educators to improve their skills. **In order to see our students grow, our educators must grow. Evaluation is a must because we can not expect what we do not inspect! Our approach for every learner and every educator will be positive reinforcement for making progress toward the goal.**

AND MOST OF ALL THAT EVERYONE IS LEARNING!

Remember that all professionals take part in a performance evaluation system.

- ✘ It's about checks and balances. We must have a system to show the effectiveness of our teaching staff and administrators.
- ✘ For DPS, this is an opportunity to show that the labels of *“high risk”*, *“failing”*, and *“underachievers”*, are not the defining characteristics of our school system.

The Detroit Teacher Evaluation is comprised of multiple measures. Observations are just one part of the evaluation. Teachers are also encouraged to complete a Professional Learning Plan, collect data and artifacts to provide evidence of their effectiveness for each of the elements of the evaluation system. This system is for instructional teaching staff based in schools.



Executive Order

DETROIT PUBLIC SCHOOLS

Roy S. Roberts
Emergency Manager

ORDER

Adopting a Teacher Staffing and Reduction Policy

Order 2012-EMRR-8

BY THE POWER AND AUTHORITY VESTED IN THE EMERGENCY MANAGER
FOR THE SCHOOL DISTRICT OF THE CITY OF DETROIT, MICHIGAN
("EMERGENCY MANAGER") PURSUANT TO MICHIGAN'S
PUBLIC ACT 4 OF 2011, THE LOCAL GOVERNMENT AND SCHOOL DISTRICT FISCAL ACCOUNTABILITY ACT,
ROY S. ROBERTS, THE EMERGENCY MANAGER,
ISSUES THE FOLLOWING ORDER:

Whereas on or about March 16, 2011, the Local Government and School District Fiscal Accountability Act, Public Act 4 of 2011, ("Public Act 4") was enacted to safeguard and assure the fiscal accountability of units of local government, including school districts; to preserve the capacity of units of local government to provide or cause to be provided necessary services essential to the public health, safety and welfare of citizens; and

Whereas, pursuant to Public Act 4, the Emergency Manager may exercise any powers of the Chief Administrator, Superintendent and or the Board under the Michigan Revised School Code, State School Aid Act; or any other law which prescribes authority to the local Superintendent or School Board; and

Whereas, pursuant to Public Act 4, the Emergency Manager has broad powers in receivership to rectify the financial emergency and to assure the fiscal accountability of the school district and its capacity to provide or cause to be provided necessary educational services essential to the public health, safety and welfare; and

Whereas, pursuant to the Teacher Tenure Act, MCL 38.93, a school district employing teachers on continuing tenure shall ensure that teachers are provided annual year-end performance evaluations in accordance with section 1249 of the revised school code; and

Whereas, MCL 380.1248 et seq., of the Michigan Revised School Code; which applies to policies regarding personnel decisions involving reduction in force,



layoff, elimination of positions and recall of teachers as well as staffing and program reduction:

1. Prohibits the use of length of service or tenure as a primary or determining factor in personnel determinations as described in the preceding paragraph; and
2. Requires the adoption, implementation, maintenance and compliance with a policy that ensures the retention of effective teachers; and

Whereas, MCL 380.1248 and 380.1249 provide criteria and guidance for policies regarding teacher and school administrator evaluations.

IT IS HEREBY ORDERED:

1. That, the “Teacher Staffing and Reduction Policy” as set forth below shall be adopted by the School District of the City of Detroit effective July 1, 2011.

NEW POLICY

Teacher Staffing and Reduction Policy

It is the policy of the School District of the City of Detroit that all teacher personnel decisions shall be based on retaining effective teachers in accordance the Michigan Revised School Code. The effectiveness of teachers shall be measured in accordance with the District’s performance evaluation system and shall be based upon the following factors:

1. Individual performance shall be the majority factor in making personnel decisions, and shall consist of, but is not limited to, all of the following:
 - A. Evidence of student growth, which shall be the predominant factor in assessing an employee’s individual performance.
 - B. The teacher’s demonstrated pedagogical skills, including at least a special determination concerning the teacher’s knowledge of his or her subject area and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time.



- C. The teacher's management of the classroom, manner and efficacy of disciplining students, rapport with parents/guardians and other teachers, and ability to withstand the strain of teaching.
- D. The teacher's attendance and disciplinary record, if any.
- 2. Significant, relevant accomplishments and contributions. This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance.
- 3. Relevant special training. This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.

Length of Service or tenure status may only be considered by the administration when making personnel decision if all other factors, as listed above, are considered equal amongst the potentially affected teachers. A teacher who has been rated as "ineffective" under the performance evaluation system shall not be given any preference that would result in the teacher being retained over a teacher who is evaluated as "minimally effective," "effective" or highly effective" under the performance evaluation system.

2. That, the Chief Human Resources Officer, by and through the Division of Human Resources, and with the assistance of relevant personnel, shall facilitate the administration and implementation of the "Teacher Staffing and Reduction Policy", the performance evaluation system and any other procedures or guidelines necessary to effectuate this Order.

This Order may be amended, modified, repealed or terminated by any subsequent Order issued by the Emergency Manager.

By:

Roy S. Roberts

Emergency Manager

School District of the City of Detroit

Dated: May 4, 2012



Michigan Law

As of 2009, Michigan law requires districts to evaluate teachers and administrators annually using student growth as a significant factor:

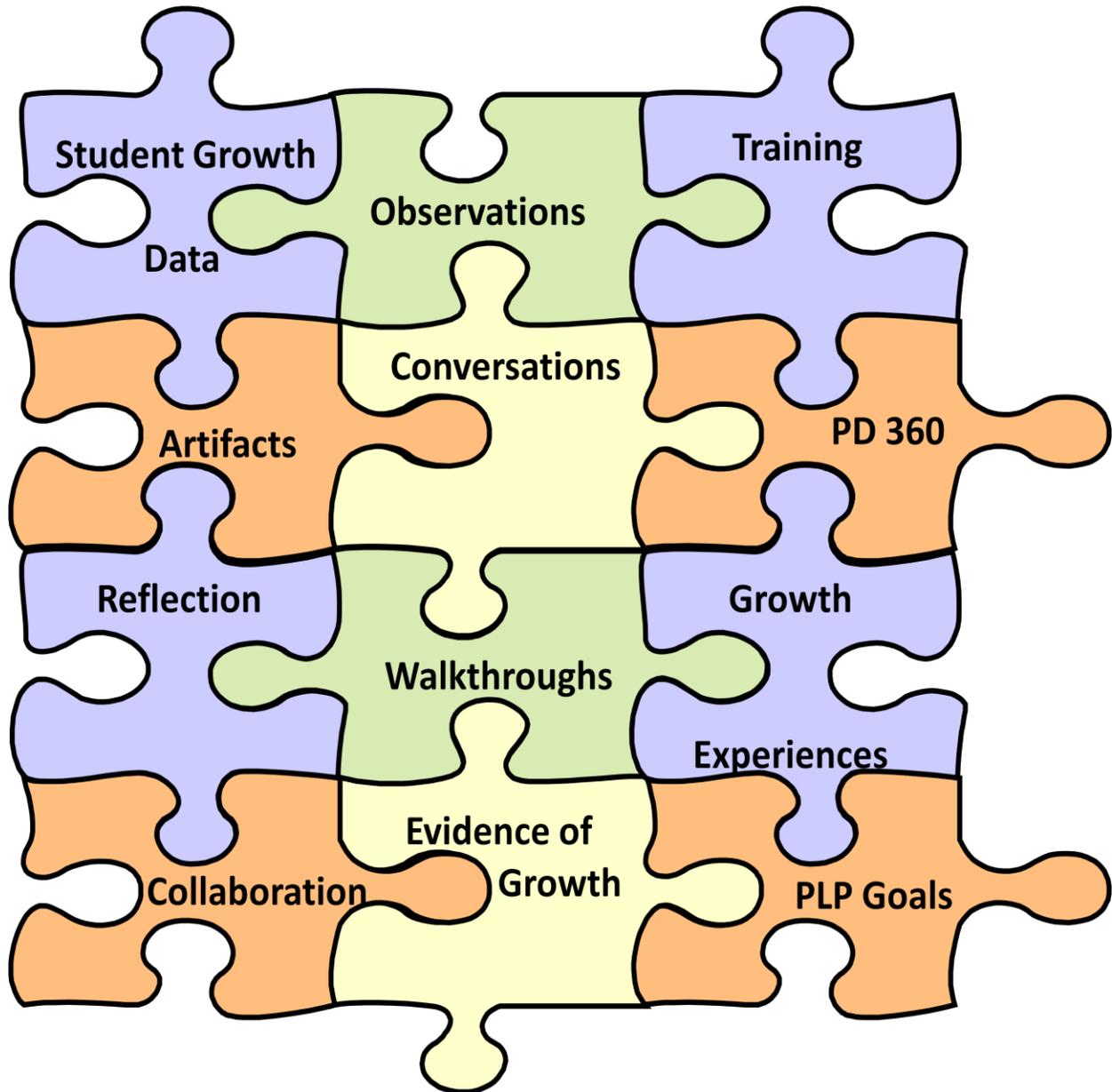
380.1249 Performance Evaluation System.

With the involvement of teachers and school administrators, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system that:

- (a) Evaluates the teacher's or school administrator's job performance at least annually while providing timely and constructive feedback.
- (b) Establishes clear approaches to measuring student growth and provides teachers and school administrators with relevant data on student growth.
- (c) Evaluates a teacher's or school administrator's job performance, using multiple rating categories that take into account data on student growth as a significant factor. For these purposes, student growth shall be measured by national, state, or local assessments and other objective criteria.
- (d) Uses the evaluations, at a minimum, to inform decisions regarding:
 - (i) The effectiveness of teachers and school administrators, ensuring that they are given ample opportunities for improvement.
 - (ii) Promotion, retention, and development of teachers and school administrators, including providing relevant coaching, instruction support, or professional development.
 - (iii) Whether to grant tenure or full certification, or both, to teachers and school administrators using rigorous standards and streamlined, transparent, and fair procedures.
 - (iv) Removing ineffective tenured and untenured teachers and school administrators after they have had ample opportunities to improve, and ensuring that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.



Pieces of the Teacher Evaluation Process





Five Core Elements

I. Demonstrated Pedagogical Skills

- A. Knowledge of Subject
- B. Planning for Instruction
- C. Delivery of Instruction

II. Student Growth as Predominant Factor

- A. Designing Assessments
- B. Utilizing Assessments in Instruction
- C. Demonstrating Student Growth

III. Classroom Management

- A. Managing Instructional Time
- B. Managing Student Behavior
- C. Creating an Atmosphere of Mutual Respect
- D. Creating and Facilitating a Learning Space

IV. Relevant Special Training

- A. Professional Learning and Growth
- B. Reflecting on Teaching Practice

V. Educator Responsibilities

- A. Maintains a Stimulating Learning Environment
- B. Maintains Accurate Grade Books, Lesson Plans, and Student Records
- C. Uses a Variety of Techniques for Communicating Progress in a Timely Manner
- D. Rapport with Colleagues, Parents, and Students

ADDITIONAL ELEMENTS THAT FACTOR INTO TEACHER EVALUATION ARE:

ATTENDANCE, DISCIPLINARY RECORD, ACCOMPLISHMENTS, AND CONTRIBUTIONS



Performance Level Ratings

Each teacher will receive a rating at the end of the school year in one of four performance levels:

Highly Effective: A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by an administrator/ trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines.

Effective: An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by an administrator/ trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Michigan Department of Education.

Minimally Effective: A teacher who is rated as minimally effective requires a change in performance before he/she meets expectations. This is a teacher who an administrator/ trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

Ineffective: An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by an administrator/ trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines.



Student Growth Information

Student Growth will have the following percentages on the evaluation tool based on the Michigan Compiled Law – MCL-380.1249(2)(a)(i)

- 2013-2014 – 25%
- 2014-2015 – 40%
- 2015-2016 – 50%

Until the state specifies the student growth model that will be used, district employees are able to select a minimum of two data sources to show student growth. Below are some possible data sources.

LIST OF DATA SOURCES

- MEAP Scale Scores (3-8)
- MME Scale Scores
- DIBELS (K-3)
- Benchmark Assessments
- Classroom Assessments/Grades
- Project Based Student Performance
- IEP Goals
- Standardized Assessments
- ACT Explore/Plan
- Graduation Rates
- End of Course Assessments
- Standardized Assessments
- Other



Observer Guidelines

Teacher Evaluation is a yearlong opportunity for teachers to develop, refine, rejuvenate and reflect upon their teaching practice in: pedagogical skills, student growth, classroom management, relevant special training, and educator responsibilities. The following information will help the evaluator and the teacher successfully implement the Teacher Evaluation process.

September – November

All teachers receive an initial observation

- Observations may be conducted by the principal or their designee (DFT members are not able to conduct observations)
- Use the Teacher Observation Form (checking “Initial Observation” box) OR Observation360 electronic template
- Use the Teacher Evaluation Rubric to determine where the teachers fall on the scale based on observation
- Observations do not need to be an entire class period but should be long enough to capture adequate information on the element(s) being observed
- It is possible that you may not observe all elements or sub-elements; record only what you do observe
- Put an “X” in a rating box for each sub-element
- Record any comments/recommendations for each element

Have each teacher complete a Professional Learning Plan (PLP)

- Use the Professional Learning Plan Template or My Portfolio in PD360

Conduct an initial meeting (post-observation) with the teacher

- Review your observation with the teacher
- Review the teacher’s PLP and make recommendations
 - Administrator and/or designee and the teacher sign the PLP
- Provide the teacher access to the evaluation materials: rubric, observation form, etc.
- Submit names of new teachers (1-3 years as certified teacher or teachers new to the District) to the Office of Professional Development



November-April (may begin sooner, if all of the above are completed)

Support and assist teachers

- Recommend struggling teachers for additional support by submitting the Request for Assistance and Support form to your Assistant Superintendent
- Recommend PD360 videos to support professional growth
- Conduct additional observations as needed/desired
 - Observations are conducted by the principal or their designee (DFT members are not able to conduct observations)
 - Use Teacher Observation Form (checking “Mid-Year Observation” box) OR Observation360 Electronic template
 - You **must** conduct a Mid-Year Observation (at least 1) for struggling teachers and new teachers
- Encourage and support teachers in implementing their PLPs
- Teacher collects artifacts/documentation to support each core element
- See “Teacher Evaluation At-a-Glance” for additional ideas

April-May

Conduct end-of-year observation

- Use “End of Year Teacher Evaluation” form OR Observation360 electronic template

Conduct teacher conference

- Teacher brings artifacts/documentation as evidence for each core element.
- Determine, share, and record “Element Summary Score” (based on End of Year Observations and Data)

Complete Annual Rating Form

- Determine and record Effectiveness Label per rating scale
- Record Attendance and Discipline information
- Have teacher list Contributions and Accomplishments
- Evaluator and Teacher sign forms

June – June

Year-Round Activities

- Teacher continues to collect artifacts/documentation
- Encourage and support teachers in implementing their PLPs



Request for Assistance and Support

This form is used to request assistance and professional development for non-tenured and tenured certified teachers.

NAME OF EMPLOYEE: _____ SCHOOL: _____

Please complete the following information as it relates to observed teaching performance. List the areas of concern and the support that has been provided prior to this request.

AREA(S) OF CONCERN:

<input type="checkbox"/> Delivery of Instruction	<input type="checkbox"/> Lesson Planning
<input type="checkbox"/> Classroom Management/Discipline	<input type="checkbox"/> Knowledge of Subject
<input type="checkbox"/> Record Keeping	<input type="checkbox"/> Other

SUPPORT PROVIDED:

<input type="checkbox"/> Informal Observations- (Please specify dates)	<input type="checkbox"/> Classroom Assistance – (Please specify what was provided)
<input type="checkbox"/> Individual Conferences/Meetings – (Please specify dates)	<input type="checkbox"/> Professional Learning Plan – (Has one been completed and reviewed?)
<input type="checkbox"/> Professional Development Opportunities (Please list titles and dates)	<input type="checkbox"/> Specify any other support provided:

SUPPORT REQUESTED:

<input type="checkbox"/> Professional Development Specialist	<input type="checkbox"/> Professional Development
<input type="checkbox"/> Content Area Instructional Specialist	<input type="checkbox"/> Other

Principal’s Signature

Request Date

School Phone No.



Teacher Evaluation At - A - Glance

Sept.-Nov.

Nov.-April

April-May

June

- Initial Observation
- Develop PLP

Development and Support Which May Include:

- Data Analysis
- Implement PLP
- Observations
- PD 360
- Peer Support
- Professional Development
- Reflection
- Work with Content Area Specialist
- Work with Professional Development Specialist

- Final Observation
- Conference
- Review PLP

- Final Rating Report to State

August

July

On-going Professional Growth and Development

PD360 and OBSERVATION360

During the 2011-2012 school year, the district purchased an online, on-demand, professional development portal for educators. This system allows teachers to access more than 2,000 educational videos on a wide-array of topics including pedagogical and instructional strategies. Teachers and administrators are able to create a digital portfolio within the system and track the professional development that they engage in online.

Observation 360 is a sister product to PD 360 that allows principals and other authorized administrators to do an observation or walkthrough of a teacher using an ipad, iphone, tablet, laptop or computer. Observation 360 is linked to PD 360, so that as teachers get the results of their observation, they also get prescriptive guidance on what learning segments they should use in PD 360—based on the results of the observation.

To access PD 360, click on this hyperlink: www.pd360.com. Each staff member has a username and password. The username is your dps email address and the initial password is pd360.

To access Observation360, you must be an administrator authorized to conduct observations. The link is as follows: www.pd360.com/observation360.

FORMS

All of the forms can be found on Learning Village under the Professional Development tab. If you click on the hyperlinks below, you can access the complete forms.

[Request for Assistance and Support](#)

[Teacher Evaluation Rubric](#)

[Professional Learning Plan \(PLP\)](#)

[End of Year Teacher Evaluation Form](#)

[Teacher Evaluation Annual Rating Form](#)

Teacher Evaluation Rubric Overview

CORE ELEMENT I. DEMONSTRATED PEDAGOGICAL SKILLS

- A. Knowledge of Subject – In order to show expertise in demonstrating an extensive knowledge of the subjects they teach, teachers engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter to make connections to the world beyond the classroom. They also demonstrate accurate knowledge in the content area and provide instruction that is clear and logical. Teachers use in context, a variety of effective techniques, strategies, materials, resources and/or activities developmentally appropriate to develop concepts.
- B. Planning for Instruction – The plan for learning is critical to the teaching and learning experience that yields high results. Highly effective teachers clearly articulate the instructional objectives to students. They plan standards-based instruction through written lesson plans and demonstrate evidence of differentiation in each of the following areas: Cultural, racial, social, abilities when designing the content, process, and product of student work and expectations. Teachers use multiple approaches to appropriately assess student abilities and needs to plan instruction by creating inclusionary environments for students with exceptional needs and abilities. Teachers ensure that there is full utilization of various kinds of literacy to promote access to knowledge, e.g., numeracy, graphics, printed text, computers, artistic expression, and electronic media. They implement these effective teaching strategies while incorporating appropriate use of district curriculum and pacing charts in planning and delivery of instruction.
- C. Delivery of Instruction – A teacher has effectively delivered the instruction when students exhibit that learning has taken place. Students are developing their learning through what they do and are able to produce. The highly effective teacher plans and uses different cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the backgrounds, learning styles, abilities, aptitudes, interests, levels of maturity, and achievement of students. A variety of teaching methodologies and techniques, e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities are used throughout the academic day. Teachers know how to engage students to utilize Higher Order thinking skills by analyzing, synthesizing, and evaluating new knowledge in the learning process. Teachers design and use assessments that align with the goals and objectives of instruction and provide appropriate assignments with clear, accurate explanations, directions, and expectations. Highly effective teachers also provide opportunities for struggling students to master content or receive small group or one-on-one instruction. The infusion of instructional technology in lesson planning to maximize student learning is apparent.



CORE ELEMENT II. STUDENT GROWTH AS A PREDOMINANT FACTOR

- A. Designing Assessments for Instruction - The highly effective teacher designs and uses a variety of evaluative/ performance techniques consistent with school and district philosophies to measure student progress such as pre/post tests, logs, portfolios, presentations, student responses, discussion, and more. They maintain accurate and adequate records that document student performance and progress. Communication to students and parents about their performance is ongoing. The teacher also ensures the application of technology to facilitate a variety of effective assessment and evaluation strategies.
- B. Utilizing Assessments in Instruction - Teachers must pay close attention to evidence of student learning. Highly effective teachers recognize assessment as a part of instruction. They monitor student understanding and where appropriate, offer feedback to students. They also instruct students on how to monitor their own learning against an established criteria.
- C. Demonstrating Student Growth – Teachers are able to choose assessments to show that students are progressing after instruction. The highly effective teacher modifies instruction based on student growth and collaborates with colleagues to enhance student growth.

CORE ELEMENT III. CLASSROOM MANAGEMENT

- A. Managing Instructional Time – Highly effective teachers maximize the use of instructional time by engaging students in meaningful learning experiences. They also prepare assignments, materials, supplies, and activities in advance in accordance with their plan. They are highly efficient in the management of whole-group and small-group learning time for optimum learning experiences. The highly effective teacher maintains a smooth, brief transition between lessons and activities.
- B. Managing Student Behavior – Skilled teachers establish routines, procedures, and rules that encourage appropriate behavior and are applied in a consistent and equitable manner. They monitor the classroom and are constantly aware of classroom activities and do not ignore disruptive, inappropriate behavior. In a productive classroom, standards of conduct are clear to students; they know the expectations for themselves and others. Even when their behavior is being corrected, students feel respected; their dignity is not undermined.
- C. Creating an Atmosphere of Mutual Respect - The highly effective teacher creates a culture for learning. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.
- D. Creating and Facilitating a Learning Space – The teacher organizes the classroom to minimize disruption to the learning process, provides safety, support and encouragement and values the strengths of all learners. The highly effective teacher responsibly uses resources (i.e. technology) to build classroom culture and community through the use of online systems such as grade books, calendar, announcements, newsletters, class assignments, etc.



CORE ELEMENT IV. RELEVANT SPECIAL TRAINING

- A. Professional Learning and Growth – Effective teachers develop and implement a Professional Learning Plan (PLP). They stay current in their field by accessing and utilizing updated information and procedures. Highly effective teachers attend national, local, and/or state conferences, subscribe to professional journals, and engage in university classes.
- B. Reflecting on Teaching Practice – Teachers engage in meaningful self-evaluation and reflect on the professional practices of colleagues. Skilled teachers demonstrate an understanding of, and continued growth in, information age learning and technology operations and concepts and they use technology to enhance professional development, practice, and productivity.

CORE ELEMENT V. EDUCATOR RESPONSIBILITIES

- A. Maintains a Stimulating Learning Environment – Students are motivated to participate in and are active participants in the learning process.
- B. Maintains Accurate Grade Books, Lesson Plans, and Student Records – Student records include items such as attendance, IEPs, immunization records, Progress Reports, Supplemental Student Services Survey, 80s series and other district records and forms as required. Proficiency in this component is vital, as several of these records are legally binding. Additionally, these critical records inform interactions with students and parents, and allow teachers to monitor learning and adjust instruction accordingly.
- C. Uses a Variety of Techniques for Communicating Progress in a Timely Manner - Teachers establish a professional and appropriate relationship with families by communicating to them about the instructional program, about individual students and they invite them to be part of the educational process itself.
- D. Rapport with Colleagues, Parents, and Students – Teachers establish a professional and appropriate rapport with colleagues, parents, and students.

Professional Learning Plan

School Year: _____ Date: _____

Name: _____

File ID#: _____ Position/Subject Area: _____

School: _____ Grade: _____

<p>DPS Core Elements</p> <ol style="list-style-type: none"> 1. Demonstrated Pedagogical Skills 2. Student Growth as a predominant factor 3. Classroom Management 4. Relevant Special Training 5. Educator Responsibilities 	<p>Element(s) to be addressed:</p>
---	------------------------------------

Goals for Elements	Activities/Actions	Expected outcomes and Evidence of Completion	Resources Needed	Timeline
<p>Goal 1:</p> <p>Goal 2:</p>				
<p>Goal 1:</p> <p>Goal 2:</p>				

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

End of Year Teacher Evaluation Form Example

Name: _____ File #: _____

If any 2 or more subcategories within an element is rated Ineffective , the element summary rating must be Ineffective . In order to receive a Highly Effective rating, all subcategories within an element must be rated Highly Effective .	Ineffective	Minimally Effective	Effective	Highly Effective
Core Element I: Demonstrated Pedagogical Skills				
I.A. Knowledge of Subject				
I.B. Planning for Instruction				
I.C. Delivery of Instruction				
Element I Summary Score				

Comments:	Evidence or documentation to support rating: <input type="checkbox"/> Observations <input type="checkbox"/> Student Work <input type="checkbox"/> Use of District Approved Curriculum Materials and Pacing Guides <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Content Standards <input type="checkbox"/> Documentation of Differentiated Instruction <input type="checkbox"/> Materials Used to Promote Critical Thinking and Problem Solving <input type="checkbox"/> Professional Development _____ _____ _____
Recommended Action for Improvement:	
Resources Needed to Complete these Actions:	



RETENTION RATING SCORING

**Detroit Public Schools
Teacher Tenure Act Retention Rating
2012-2013**

The following four categories will have the following ratings:

- (1) Performance Evaluations – 60%
- (2) Disciplinary Actions – 20%
- (3) Attendance – 15%
- (4) Significant Relevant Accomplishments and Contributions – 5%

DISCIPLINARY ACTIONS for the past three years is based on the points chart below.

Written Reprimands	1 point
Suspension 3 days or less	2 points
Suspension 4 days or more	4 points
0 to 1 point	= 20%
2 to 4 points	= 17%
5 to 7 points	= 15%
8 to 10 points	= 10%
11 to 14 points	= 5%
15 points and up	= 0%

The 20% discipline rating will be calculated for each year based on the point system above. The three years percentage will be averaged for a final score.

**ATTENDANCE
(for the past fiscal year¹)**

0 to 3 days	15%
4 to 6 days	12%
7 to 9 days	10%
10 to 12 days	5%
13 days and up	0%

**PERFORMANCE EVALUATION
(The performance evaluation rating is 0 to 3)**

2.8 to 3	60%
2.0 to 2.7	50%
1.0 to 1.9	40%
0.0 to 0.9	30%

¹ Excluding Approved Medical/FMLA Leave.