



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

December 28, 2011

Ms. Joanne Lelekatch
East Detroit Public Schools
15501 Couzens Ave.
Eastpointe, MI 48021

Dear Ms. Lelekatch:

The redesign plan submitted by your team for East Detroit High School has been received and reviewed by the State School Reform/Redesign Office. The redesign plan was incomplete and requires changes before it can be approved. This letter fulfills the requirement of MCL 380.1280c, section 3, for the State School Reform/Redesign Officer to "issue an order" approving, disapproving, or requiring changes of redesign plans.

Status of Redesign Plan: Changes Needed

Deadline: Wednesday, February 8, 2012 by 5:00 p.m.

Reviewer comments have been provided to assist with the revision of the redesign plan. The review document will also be posted on the Michigan Department of Education's website on the [State School Reform/Redesign District link](#) by Friday, January 6, 2012.

Please email the revised redesign plan to MDE-SROPlans@michigan.gov with a cover page that identifies the pages on which changes were made and highlight sections changed in the plan.

A letter approving or disapproving your final redesign plan will be sent via email by March 9, 2012. If you have questions, please contact the School Reform/Redesign Office at 517-335-2741.

Sincerely,


Deborah Clemmons
State School Reform/Redesign Officer

cc: Principal
Board President
State Superintendent of Public Instruction

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PART A: DEVELOP AND INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS	
TRANSFORMATION	COMPLIANT
GETTING STARTED	PARTIALLY COMPLIANT
REQUIREMENT 1	COMMENTS
<p>Replace the principal.</p>	<p><input type="checkbox"/> YES</p> <p>Mr. Szymanski has been the school leader for approximately ten years.</p> <p>The District has the option to appeal to the Superintendent of Public Instruction if a plan is not approved.</p>
<p>Collaborative process used to create a teacher/leader evaluation plan that includes student growth as a significant factor.</p>	<p><input type="checkbox"/> YES</p> <p>The teacher section is compliant; however, the administrator section needs to be detailed.</p>
<p>Continuing with existing principal who does <u>not</u> meet the two year rule.</p>	<p><input type="checkbox"/> YES</p> <p>New principal in place or complete rationale given for keeping principal that fails under the two year rule.</p> <ul style="list-style-type: none"> ✓ Advertise, screen, interview, select, and hire new principal based on using turnaround competencies or criteria. ✓ Establish a pipeline of potential turnaround leaders.
<p>Continuing with existing principal. An incomplete or incorrect description given as to how the principal meets the two year rule.</p>	<p><input type="checkbox"/> YES</p> <p>Plan states that a collaborative process was used. Complete details are provided, including how student growth will be included as a significant factor in the evaluation.</p> <ul style="list-style-type: none"> ✓ Percentage of student growth used in the evaluation. (MCL 380.1249 Section 2 (a) (i) states 25% by 2013-2014.) <p>Leader and Teacher Evaluation tool is attached in Appendix A.</p>
<p>Continuing with existing principal who does <u>not</u> meet the two year rule.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Plan states that a collaborative process was used. Some details are provided. No mention is provided about how student growth will be included as a significant factor in the evaluation.</p>
<p>Plan states that a collaborative process was used, but no details given.</p>	<p><input type="checkbox"/> YES</p> <p>Plan states that a collaborative process was used, but no details given.</p>
<p>Collaborative process used to create a teacher/leader evaluation plan that includes student growth as a significant factor.</p>	<p><input type="checkbox"/> YES</p> <p>Plan states that a collaborative process was used, but no details given.</p>

TRANSFORMATION REQUIREMENT 3	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>Identify and reward school leaders/teachers/staff who have increased student achievement and remove those who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.</p>	<p>No plan or minimal plans are indicated in either the reward or remove categories.</p> <p><input type="checkbox"/> YES</p>	<p>A partial plan is in place that identifies how staff members can be rewarded and/or removed.</p> <p>No mention is made of opportunities that staff will have to improve practice.</p> <p><input checked="" type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</p>	<p>A plan has been completed to identify and reward school leaders, teachers, and staff that have increased student achievement.</p> <ul style="list-style-type: none"> ✓ A transparent and fair plan detailing how personnel that increase academic achievement are rewarded. ✓ Identify and establish non-monetary incentives for performance. ✓ Provide training to those conducting evaluations to ensure fidelity to standardized procedures and to ensure that the evaluation process is documented. <p>A plan has been completed to remove personnel that have been given multiple chances to improve professional practice and did not.</p> <ul style="list-style-type: none"> ✓ A transparent plan that details how leaders and/or staff will be removed if instruction and student achievement does not improve. ✓ Work with teachers and unions at each stage of development and implementation. ✓ Secure sufficient funding or alternative methods for long-term program sustainability. ✓ Established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. ✓ Provide performance-based incentives using valid data on whether performance indicators have been met. <p><input type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> YES</p>	<p>Good start with the teacher process. However, to strengthen this plan, consider detailing the reward system for the leadership and opportunities for career movement in the case of significant student growth.</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 4 Provide staff with ongoing, high quality, job embedded professional development that is aligned and designed to ensure that staff can facilitate effective teaching and learning.</p>	<p><input type="checkbox"/> YES No plan or minimal planning is in place to provide staff with job embedded staff development.</p>	<p><input type="checkbox"/> YES A plan is in place, yet it is not job embedded, focused, or lacks a timeline. Professional development consists of a series of workshop activities that are not connected to the student outcomes indicated in the plan. Plan includes opportunity for staff to demonstrate new learning about effective teaching.</p>	<p><input checked="" type="checkbox"/> YES Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for employees receiving an unsatisfactory evaluation or warning. <input checked="" type="checkbox"/> Reform seniority rights, and other job protections, to enable quick performance-based dismissals.</p>	<p>Good Job! To strengthen this plan, the school MUST develop a 3-year PD plan that is clear, concise, and comprehensive.</p>
<p>REQUIREMENT 4 Provide staff with ongoing, high quality, job embedded professional development that is aligned and designed to ensure that staff can facilitate effective teaching and learning.</p>	<p><input type="checkbox"/> YES No plan or minimal planning is in place to provide staff with job embedded staff development.</p>	<p><input type="checkbox"/> YES A plan is in place (with timelines) that is well defined and occurs on a regular basis with follow-up and support aligned with instructional needs. <input checked="" type="checkbox"/> The timeline for professional development includes a schedule of options for job-embedded professional development, options for determining implementation of PD, and options for sharing changes in classroom practice. <input checked="" type="checkbox"/> The plan indicates that school staff was an integral part of designing the professional development activities to meet instructional needs. The plan differentiates for the varying needs of school personnel. <input checked="" type="checkbox"/> Align professional development with identified needs based on staff evaluation and student performance.</p>	<p><input checked="" type="checkbox"/> YES Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for employees receiving an unsatisfactory evaluation or warning. <input checked="" type="checkbox"/> Reform seniority rights, and other job protections, to enable quick performance-based dismissals.</p>	<p>Good Job! To strengthen this plan, the school MUST develop a 3-year PD plan that is clear, concise, and comprehensive.</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 5</p> <p>Detail how the school will implement strategies such as increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students.</p>	<p><input type="checkbox"/> YES.</p> <p>The plan does not address strategies in these categories.</p>	<p><input type="checkbox"/> YES</p> <p>The plan addresses strategies for some of these categories.</p> <p>The plan includes providing a mentor and additional professional development activities to new teachers.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Structure professional development to provide adequate time for collaboration and active learning.</p> <p>Create a school culture in which professional collaboration is valued, emphasized, and fosters a culture of continuous learning.</p> <p>Professional Development calendar is attached in Appendix B.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Good Start! To strengthen this plan, consider detailing the leadership career growth path in the case of significant student growth.</p>
PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES				
<p>REQUIREMENT 6</p> <p>School uses data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.</p>	<p><input type="checkbox"/> YES</p> <p>Plan does not describe how school has or is using data to identify and implement instructional programs.</p>	<p><input type="checkbox"/> YES</p> <p>Plan describes how school has/is using data to identify and implement instructional programs.</p> <p>Plan does not describe how programs are aligned vertically and with state standards.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Plan describes how data have been used to identify and implement researched based instructional programs.</p> <p>Plan discusses how programs are aligned with state standards.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>To strengthen this plan, indicate how the school will ensure vertical alignment. Also, cite some of the evidence-based research used in this narrative and how it will inform your classroom instruction.</p>

TRANSFORMATION REQUIREMENT 7	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>The school promotes the continuous use of individual student data to inform and differentiate instruction.</p>	<p>Plan describes minimal use of student data to inform instruction. Data use is primarily from state assessment results.</p> <p>No mention is made of how data is used to differentiate instruction.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> YES</p>	<p>School has a plan for using student data to inform instruction.</p> <p>Some mention is made of data use that comes from formative and interim assessments to differentiate student instruction.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> YES</p>	<p>School has a plan for using student data to inform instruction.</p> <p>Plan details PD on data use and describes how teachers have easy access to data on their students.</p> <p>Details are provided on the use of data in addition to state assessments (formative, interim) and how it will be used to inform and differentiate instruction.</p> <p>Teachers are trained on data usage and can access assigned student's data with ease.</p> <p>Teachers prepare standards-aligned lessons and differentiated activities.</p> <p>Student learning assessed frequently using standards-based classroom assessments.</p> <p>Parent communications are frequent and include useful information about homework practices.</p> <p>Plan includes varied modes of instruction (teacher-directed whole-class; teacher-directed small group; student-directed small group, etc.).</p> <p>Teachers employ effective classroom management.</p> <p><input checked="" type="checkbox"/> YES</p>	<p>Met the requirement!</p>
PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT				
<p>REQUIREMENT 8</p> <p>Increased time for core academic subjects; enrichment activities for students; collaboration time for teachers.</p>	<p>Plan does not address the three components of the requirement.</p> <p><input type="checkbox"/> YES</p>	<p>Plan only partially addresses all three components of the requirement.</p> <p><input type="checkbox"/> YES</p>	<p>Plan addresses all of the components of increased time:</p> <p>Use creative strategies to allocate funds or flex schedules to support extended learning time.</p> <p><input checked="" type="checkbox"/> YES</p>	<p>Great start! To strengthen this plan, detail how the school will reach the MASS 2020 research that indicates 300 hours are needed to turnaround low achieving schools.</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
			<p>All Core academic subjects included.</p> <ul style="list-style-type: none"> ✓ Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications. <p>Enrichment activities for all students.</p> <ul style="list-style-type: none"> ✓ Assess areas of need, select programs, and strategies to be used and identify community partners. Create and sustain partnerships to support extended learning. ✓ Create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders, and faith-based organizations through information sharing, collaborative planning, and regular updates. <p>Collaboration time for all teachers.</p> <ul style="list-style-type: none"> ✓ Ensure that teachers use extra time effectively when extended learning is implemented within the school program by providing targeted PD. <p>The following schedules are attached in Appendix C.</p> <ol style="list-style-type: none"> a. Daily school schedule. b. Teacher collaboration schedule. c. Student schedule that demonstrates increased learning time. 	<p><input checked="" type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> YES</p>

TRANSFORMATION REQUIREMENT 9	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
Provide ongoing mechanisms for family and community engagement.	<input type="checkbox"/> YES Plan gives minimal information regarding how families and the community will be involved.	<input type="checkbox"/> YES Plan gives some information about how families and/or the community will be engaged in the transformation efforts.	<input checked="" type="checkbox"/> YES Plan contains detailed information about multiple strategies that will be used to integrate the family and the community into the improvement efforts.	Great strategies!
PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT				
REQUIREMENT 10 Provide operational flexibility to the school (staffing, calendars, time, and budgeting) to implement a comprehensive approach to increase student achievement and graduation rate.	<input type="checkbox"/> YES Plan gives minimal information about the flexibility the district will provide to the school.	<input type="checkbox"/> YES Plan describes some details pertaining to the operational flexibility that the district will provide to the school.	<input checked="" type="checkbox"/> YES Plan details the operational flexibility in staffing, calendars, time, and budgeting. <input checked="" type="checkbox"/> Align resource allocation (money, time, human resources) with the school's instructional priorities. <input checked="" type="checkbox"/> Negotiate union waivers if necessary. <input checked="" type="checkbox"/> Consider establishing a turnaround office or zone to also include transformation and other models. <input checked="" type="checkbox"/> Examination of current district policies and structures related to central control and make modifications to fully support transformation. <input checked="" type="checkbox"/> Re-orient district culture toward shared responsibility and accountability, and establish performance objectives for the school.	Requirement met.
REQUIREMENT 11 The district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, the ISD, MDE, or other external partners.	<input type="checkbox"/> YES Plan gives minimal details about how the district will support the school's efforts.	<input type="checkbox"/> YES Plan describes how the district will support the school's efforts, but does not mention any assistance from other partners.	<input checked="" type="checkbox"/> YES Plan details how district will support the school's reform efforts. <input checked="" type="checkbox"/> YES Plan describes technical assistance that will be sought from outside sources to assist the school that should include at least one from the list below: <ul style="list-style-type: none"> • ISD • MDE • External Provider 	Good job!

PART E: RUBRIC REVIEW OF OVERALL PLAN

TRANSFORMATION REQUIREMENT 12	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>Plan is clear and cohesive.</p>	<p><input type="checkbox"/> YES</p> <p>Plan shows little evidence of planning for a cohesive approach that will lead to significant gains in student achievement. No plans are in place to sustain improvements after the end of the plan.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Planning appears to be complete for year 1, but years 2 & 3 are not well spelled out. Minimal reference is made to the longer term plan to sustain improvements after the end of the plan.</p>	<p><input type="checkbox"/> YES</p> <p>Plan shows evidence of a well-thought out approach to improving student achievement over a three-year period. Cohesive activities are planned that are designed to lead to significant gains in student achievement. Appropriate staff is in place to oversee implementation activities. Plans are in place to sustain improvements.</p>	<p>Requirement 1 (Principal Replacement) and Requirement 2 (Leadership Reward) have not met the level of compliance.</p>



SCHOOL INFORMATION

District: East Detroit
School Name: East Detroit High School
Address: 15501 Couzens Ave. Eastpointe, MI 48021
School Code: 01003

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

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

-DIRECTIONS-

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

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

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

REVISION: 1 2

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

ALL COMPLETED REDESIGN PLANS MUST BE SUBMITTED ELECTRONICALLY TO:

MDE-SROplans@michigan.gov

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



SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: East Detroit School Name: East Detroit High School Address: 15501 Couzens Ave. Eastpointe, MI 48021 School Code: 01003	Name: Paul Szymanski Position and Office: Principal, East Detroit High School Telephone: 586.533.3700 x36424 Fax: 586.533.3709 Email: pszymanski@eds.misd.net
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Joanne Lelekatch Signature: X <u><i>Joanne C. Lelekatch</i></u> Date: <u>11-28-11</u>	Telephone: 586.533.3022 Fax: 586.533.3025 Email: jlelekatch@eds.misd.net
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Paul Szymanski Signature: X <u><i>Paul Szymanski</i></u> Date: <u>11-28-11</u>	Telephone: 586.533.3700 x36424 Fax: 586.533.3709 Email: pszymanski@eds.misd.net
LEA SCHOOL BOARD PRESIDENT Signature: X <u><i>Carol Lawrence</i></u> Date: 11/21/2011	
LOCAL TEACHER BARGAINING UNIT Signature: X <u><i>[Signature]</i></u> Date: 11/21/2011	
<p>The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.</p>	

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- Appendix C: EXECUTED ADDENDUM THAT SUPPORTS IMPLEMENTATION OF THE SCHOOL REFORM MODEL Page

THE TRANSFORMATION MODEL STARTS HERE:

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

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

I. TRANSFORMATION MODEL COMPONENTS**PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS**

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)

East Detroit High School was in the process of implementing a "transformation" model prior to their placement on the PLA list. Paul Szymanski, EDHS Principal, was instrumental in pursuing the General Motors Venture Grant in November 2010. East Detroit was one of seven metropolitan Detroit high schools that were awarded the grant on April 7, 2010. Since that time, the high school has partnered with Johns Hopkins Talent Development Model and United Way of Southeastern Michigan. Mr. Szymanski has worked closely with representatives from Talent Development and his School Improvement Team to implement a 9th Grade Success Academy for the 2011-12 school year. At the onset of the 2012-13 school year, the entire high school will be organized into smaller learning communities focused on career academies with several different pathways. Both Talent Development and General Motors (through the efforts of United Way of Southeastern Michigan) have invested time and funding into training for Mr. Szymanski. He is a part of a cohort group that meets monthly with Michael Tenbusch, United Way of Southeastern Michigan's Vice President of Education Preparedness. This group will continue to meet during this school year. Mr. Szymanski also meets regularly with Ken Lerner from Talent Development. These leadership meetings have provided Mr. Szymanski with tremendous professional networking opportunities that will assist him in moving EDHS to become an exemplary high school that has the potential to become a national showcase. Also, Mr. Szymanski collaborates with Jessica Stone, Area Director of Macomb County United Way for Southeastern Michigan to bring wrap around services to the students of EDHS. Together with Ms. Stone, he facilitates a Champion's Council made up of business community, school community and General Motors representatives.

By removing Mr. Szymanski, and replacing him with new leadership, both the continued implementation of Talent Development and the wrap-around services provided by United Way will be at risk. A new principal will not have the knowledge, background, or planning that went into the implementation of the grant. Also, Mr. Szymanski has been instrumental in changing the school climate/culture through his positive professional relationship with the leadership of the East Detroit Federation of Teachers. He is supported by both the superintendent and the central office administration for the significant change he is bringing to East Detroit High School.

2. Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor. (Maximum 1250 characters)

A committee comprising of the HR Director, 2 Principals, Union President, and 2 teachers met 10 times during the 10-11 school year to develop a Danielson-based rubric that focuses on student achievement in every domain of professional practice. We directed our focus to ensure compliance to the legislative standards and expectations enabling the rating of teachers as ineffective, minimally effective, effective, or highly effective.

Student achievement will be documented and calculated from multiple measures in a single domain and comprises 10% of the total evaluation for the 11-12 school year, increasing in subsequent years as required by Michigan law. Inclusion of student achievement is an element of all five of the domains and it is an integral part of every component of the evaluation. Remaining elements of the evaluation reflect on professional practice. Conducting the evaluation will be the responsibility of administration, peers and teachers.

Evaluation is an ongoing process. There are individual domain alerts, as well as overall performance alerts, which trigger PD needs and responsibilities in the event of substandard performance.

Please attach a copy of the Evaluation Tool in Appendix A of this template.

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

East Detroit High School will generate and publish data that identifies teachers who have been able to document measurable adequate student growth. The collective bargaining agreement does allow for a small measure of merit pay for building level achievement when district finances allow. Teachers who consistently demonstrate the ability to positively impact student achievement will be afforded leadership opportunities in peer mentoring and school improvement. These teachers will also be

key participants in the professional practice improvement teams designed to assist struggling teachers. During teacher placement and in times of staff reductions, teachers with superior achievement will be staffed ahead of others regardless of seniority or experience.

Teachers who fail to improve professional practice and have not increased student achievement will have evaluations to reflect that lack of performance. In this case the district will create an improvement team which includes administration, mentor teacher, and union representation to create an Individual Development Plan for the teacher designed to address all areas of weakness as identified in writing in the evaluation. The plan will address specific concerns noted in the evaluator's report. It also includes an opportunity for individual goal setting, clearly articulated measures of success, necessary timeline, and support needed.

Administration will provide the teacher multiple chances to improve professional practice which may include; targeted professional development, peer mentoring assistance, and observations by administrators and teacher mentors. The plan should focus on teachers' work with students, multiple observations and data harvesting. It should be intensive and ongoing, and incorporate the teacher's voice in improving the process with regular and timely feedback. At the end of the improvement period, an evaluation is made by the improvement team to determine whether the goals of the Individual Development Plan have been achieved. Dispensation of the evaluation may range from an effective performance standard to a recommendation for dismissal. The timeline for this process must adhere to Michigan legislative standards.

4. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies. (Maximum 6250 characters)

East Detroit High School will engage in a comprehensive approach to professional development strategies that will enhance the teaching and learning environment. Data supports the need for improvement in the areas of reading, writing, and math, which is reflected in the SI Plan. EDHS will also build capacity of the staff by utilizing data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. Learning will be ongoing, job-embedded, and differentiated to meet the needs of each individual teacher. School-wide professional development includes Professional Learning Communities, Research Based Strategies for Under-resourced Learners, Close and Critical Reading, Reading Apprenticeship, Cornell Notes, Data Director, Corrective Reading, Academic Literacy, and Adaptive Schools. Through these opportunities of professional learning the following questions are addressed:

- What is it we want our students to learn?
- How will we know if each student has learned?
- How will we respond when some students experience difficulty learning?
- How can we extend and enrich the learning for students who have demonstrated proficiency?

What is it we want our students to learn?

The curriculum at EDHS is based on the HSCE and in the 11-12 school year staff is being trained to convert over to the CCSS. In addition, the 11-12 building wide Professional Learning Communities are being used to plan curriculum collaboratively, to create pacing guides, and to create common assessments. These strategies are in place to ensure consistency and accuracy in the delivery of curriculum and to promote cross-curricular collaboration.

Reading:

In order to differentiate instruction and improve reading for all levels, delivery of curriculum is based on Reading Apprenticeship (06-07-present), Close and Critical Reading (09-10-present) and Literacy in Action (11-12) strategies. While these strategies are all part of the ELA curriculum, staff is trained and uses them as cross-curricular tools. 9th Grade English teachers are also trained in the Talent Development (TD) Strategic Reading course that is delivered prescriptively through the first semester of 9th grade English. Bi-lingual programs through the MISD provide academic tutors for our English Language learners to ensure these students receive assistance in reading. On-going professional training through the MISD for all the above strategies is available year round as new staff are brought aboard.

Writing:

The following professional strategies are taught to staff in order to improve our writing across the curriculum. Cross-curricular Constructed Response (ongoing), Writing Tracker (11/12-present), Cornell Note-Taking (11/12-present), and Graphic Organizers learned through Reading Apprenticeship.

Math:

In support of the math goal, the MISD has provided training for various graphing calculators, Dynamic Classroom Assessment (2006) Implementing the Algebra 1 Units (2008-present), Algebra 2 Units (2010-present), Geometry Units (2009-present), Reading Apprenticeship (06/07-present), and Video Club (2011-present). In addition, Talent Development is training staff in Transitions to Advanced Mathematics (2011-present), Geometry Foundations (2011-present), and Algebra 2 Foundations (2012-present). This training will help perfect in-class teaching practices such as delivery, testing, and data analysis for the evidence of mastery.

All 3 goals are supported by ELA and Math Coaches (trained at Johns Hopkins University, summer 2011) who guide and facilitate the use of best practice instruction, peer observation, mentoring, curriculum planning and development, data analysis, lesson studies, goal setting activities, and teacher self-assessment. TD



provides ongoing training for coaches and teachers approximately 60 times in an academic year.

How will we know if each student has learned?

EDHS is committed to building a culture of research and results. Formative, interim, and summative assessment data will be used by individual teachers and by departments to assess student growth. Data Director will be used to house and analyze common assessments. The data team attended the Data Dialogues That Get Results Training: Part 1 (10/11) and Part 2 (11/12) at the MISD, as well as the MDE's Data Retreat (11/12). These trainings provided the data team tools and techniques on how to analyze the EXPLORE, PLAN, and ACT tests to identify strength and weakness. The team uses PLC and department meetings to teach techniques to staff. These techniques are then used with subsequent test results.

How will we respond when some students experience difficulty learning?

EDHS offers tiered instruction for students who are not performing at grade level. TD is providing ongoing training in differentiated instruction, the use of Kagan's cooperative learning strategies, and double dosing in the ELA and math curriculum. Triple dosing is also provided for the most at-risk students, and training has been provided to staff by WestEd for their Academic Literacy course and SRA/McGraw for Corrective Reading. ACT practice classes are held in the evening hours for students needing additional assistance to prepare for the exam. During the 2011 school year 30 teachers are being trained by the Kaplan Staff in ACT content and test taking strategies. The entire high school staff was trained in "Research Based Strategies-Narrowing the Achievement Gap for Under-Resourced Students" from the A-ha Process by Ruby Payne (2011). During the 2010-11 school year a select number of staff were trained in the Response to Intervention model. Universal screeners and tiered interventions were implemented based on this training.

How can we extend and enrich the learning for students who have demonstrated proficiency?

EDHS is committed to providing opportunities to extend and enrich learning for students. A number of staff members have begun training (11-12) in PLATO's Secondary Academic and Beyond High School courses. EDHS is collaborating with Macomb Community College to offer a COMPASS primer course in which students will be taught strategies to help them successfully pass the COMPASS placement test and gain early entrance into college.

Please attach a copy of the Professional Development calendar into Appendix B

5. Detail how the school will implement strategies such as, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school. (Maximum 3750 characters)

Increased Opportunities for Promotion and Career Growth



East Detroit High School is committed to providing numerous opportunities for career growth and leadership within the educational field. Administration supports formalized training and professional development in order to build the school's knowledge, skill capacity, and leadership skills. Title II funds are allocated to compensate teachers per their collective bargaining agreement when they participate in approved professional development outside of the work-day or school calendar. Administration regularly communicates professional development opportunities that align with the school improvement plan. Administration schedules additional professional development opportunities for teachers who fail to meet effective performance standards. The School Improvement Team is comprised of stakeholders at all levels who participate in major decisions effecting the transformation of EDHS to a Talent Development High School. There are approximately 130 leadership opportunities building-wide. Examples include Transformation Facilitator, department leaders, literacy and math coaches, career academy team leaders, school improvement chair.

Opportunities for Flexible Working Conditions and Staff Retention

The implementation of the 4+1 Block Schedule during the 12-13 school year will engage students in an extended day of learning in reading, writing, or math and/or enrichment depending on their individual needs. This flexible working condition will provide teachers with the opportunity to work an early or a late schedule. Teachers often need a late start to accommodate personal needs, but can stay later in the day to conduct work. In the 12-13 school year all teachers will have a longer preparatory/collaboration period to provide the structure that aligns with Domains 1 and 4 of the evaluation tool. This extended time will give the academy teams opportunities to use results from daily dialogues and discussions to make instructional adjustments based on student data and performance.

In order to promote staff retention, isolation of staff is avoided and a support system has been designed to assist in all aspects of teachers' needs. This includes internal conflict resolution assistance, job mentoring, peer assistance, and individual development plans with professional development for support. It also includes a New Teacher Academy offered by the MISD in which teachers are provided with training in best practices, classroom management, differentiated instruction, teacher collaboration, working with mentors, and understanding youth outside the classroom. There is a merit pay provision in the collective bargaining contract for building-wide achievement.

Staff Recruitment

Collaboration with local universities brings pre-student and student teachers to train in EDHS. These individuals are encouraged to apply for teaching positions as they become available. Teacher vacancies are advertised at local universities, other school districts, the East Detroit Public Schools district website, and professional educational association websites.

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

6. Specify how the school will use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. (Maximum 6250 characters)

Universal Screening Spring 2011

Students were administered a school-wide Degrees of Reading Power (DRP) protocol to determine their reading comprehension grade level equivalent. Once the results were analyzed students were placed in tiered interventions. Most students receive a Tier I ELA course using Close and Critical Reading. Some receive Tier I AND a Tier II Academic Literacy course through WestED. A smaller group receives Tier I AND a Tier III Corrective Reading course through SRA/McGraw-Hill. Those placed in Corrective Reading were provided additional screening and a diagnostic workup for appropriate placement.

Data Dialogues that Get Results 09.27.11

This 1-day data retreat initiated our use of data to identify instructional programming and research-based instructional strategies. We examined EXPLORE, PLAN and ACT data for trends, successes, and challenges across each of these assessments.

Utilizing the Item Response Summary Report for each assessment, we were able to identify the Career and College Readiness Standards and skills that have been problematic for students. We examined Reading, Math, ELA, and Science to identify skill sets in which students were successful and those that presented a challenge.

Each content department then examined their curriculum and instructional practices to determine impediments to success. Each department worked with the SI Team to ensure the strategies within Reading, Math, and Writing Goals were appropriate.

Additional strategies have been identified to strengthen areas of weakness. These strategies include Close and Critical Reading, Writing Tracker, Corrective Reading, and double-dosing in ELA and Math.

MDE Data Retreat 10.18/19.11

The data team attended this 2-day workshop. This opportunity extended the data work from September by providing this leadership team with a step-by-step process for collecting data, building staff readiness, conducting data analysis, and identifying goals, smart objectives, strategies, and activities that respond to the needs of our students. EDHS will expand the use of Data Teams for the purpose of analyzing formative and interim assessment results to inform instructional practices monthly. Predicting, observing, and inferring sentence stems will be provided to staff to help staff collaboratively analyze student work products and data and make instructional decisions.

Professional Learning Communities

The Transformation Plan will provide a framework for using EDHS student achievement data to support instructional decision-making. Such decisions will include, but not be limited to, differentiated instruction to meet the needs of all students, formative assessment to more effectively monitor learning, and technology as a tool to support student learning. The goal behind these activities is to effectively use the data gathered. EDHS will use data from a variety of sources to meet student



achievement and educational goals. These sources include, MEAP, MME, common assessments, Work Keys, EDP, Career Cruising, PLAN, EXPLORE and course grades. Using middle school data such as MEAP, common assessment, EDP, and EXPLORE, students can be identified early as at-risk and interventions can be developed to ensure timely graduation.

Summative assessments such as the EXPLORE, MEAP, PLAN, ACT, and MME will be used to conduct item analyses and produce data for baseline and growth measures for all students. In addition, diagnostic assessments will be used to effectively plan and guide instruction. This experience will help teachers make real-time program and instructional decisions, as well as engage our staff in systemic continuous improvement in the quality of educational experiences of the students.

Writing Across the Curriculum

Research has shown that writing has a direct link to reading comprehension. In response to our low reading levels, the high school conducted a school-wide writing prompt. Students were given a 30-min. persuasive prompt in grades 10-12, while an explanatory, timed prompt was given to 9th graders. All students were assessed with an ACT/Common Core aligned rubric score of 1-6 to determine baseline data. The staff discussed the results and decided on a course of action. The data showed that fluency was a problem and students needed to write more frequently. Social studies and science teachers utilize Writing Tracker on a daily basis to increase writing fluency. Students and teachers monitor results, while English teachers work on fluency, form, and technique.

Data Collection and Analysis

All staff has been trained and utilizes Data Director, which is supplied by the Macomb Intermediate School District, to house common assessments, analyze data, and lead data-driven discussions on a continuous basis to improve instructional strategies. These discussions are held during Professional Learning Communities (PLC), school improvement meetings, and department meetings. Our PLC provide staff continuous opportunities to analyze results and collaborate on best practice. Formative common assessment data will be collected to provide feedback about the students' mastery of the content area. Students who are at-risk are identified and receive appropriate interventions.

A focus by administration and teachers on student performance is the driving force for school improvement at the high school. Recognizing this, EDHS utilizes data in a systemic fashion to identify strengths and weaknesses of students in an effort to develop improvement strategies. The high school is building a school-wide culture that values the use of data for sound decision-making. Examples of this commitment are the establishment of an Early Warning Indicator system (EWI) and a system to monitor student growth. EDHS has partnered with Johns Hopkins University to transform our high school into a Talent Development (TD) High School. This partnership includes TD research-based curriculum in the areas of ELA/mathematics and follows best practice strategies.

State Standards and Instructional Strategies

Staff from like content across grades is involved in an on-going curriculum development and alignment process. The use of the HSCE and CCSS will ensure that courses are aligned from one grade to the next.

7. Describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs. (Maximum 6250 characters)

Introduction to Data Dialogues

The EDHS Data team uses student data to make informed decisions to improve student learning and positively impact student academic success. Staff and administration use the Adaptive School Model to help facilitate these dialogues and discussions. Teachers receive ongoing training on the effective collection, analysis and utilization of student data to inform instruction. Teachers meet monthly to analyze and interpret test results and to identify strategies to support those students that are struggling.

Universal Screening

EDHS is committed to systemic data-driven decision making which incorporates a collaborative approach. This is evident in many significant ways. The Degrees of Reading Progress (DRP) and Writing Tracker assessments are used as universal screeners to assess student reading and writing levels in order to place students in the appropriate coursework.

Formative Assessment Tools

Teachers use a host of tools from Reading Apprenticeship, Writing Tracker, Close and Critical Reading to check for understanding so they can monitor and adjust their instruction regularly. These assessments for learning data are used to assist teachers in planning differentiated lessons to meet the needs of students. Results are shared with students to illustrate what learning has occurred. It also provides teachers with on-the-spot information, so timely feedback can support continued learning and scaffold the next instructional process.

Summative

Standardized test results (EXPLORE, PLAN, MME) and results from teacher-made material including common course and unit pre-tests are used to guide instructional decisions. Content-area team meetings will be held to write common assessments, analyze student data, and make instructional recommendations for subsequent courses.

Interim Benchmarking

Quarterly assessments are administered and analyzed by teachers to guide instructional practice. For example practice ACT and/or content expectation mastery tests are monitored. Through this process, early interventions can be implemented to identify those students at risk and increase the chance of timely graduation.

Warehousing and Reports

Universal Screeners, Formative, Interim, Common, and Summative assessment data are housed in Data Director for report generation, parent communication, and analysis purposes during PLC and department meetings.



Student Data Portfolios

During the Freshman Seminar course students build a portfolio that documents their performance and academic growth across the core subjects. This includes 4 student reflection essays, Educational Development Plan, assessment data, post-secondary goals, Dear Parent letter, and peer review. This portfolio is presented to a school faculty member as the culminating activity. The portfolio is a living document that matriculates with students through their journey at EDHS. Included in this portfolio is the "writing tracker" method of monitoring and improving students writing fluency and skills.

KAPLAN

EDHS staff will co-teach with Kaplan instructors utilizing Kaplan's Smart Track technology to deliver adaptive, personalized instruction that builds the skills and strategies that students need to perform at their optimal level. Data-driven, engaging instruction based on student results personalizes each classroom session with differentiated activities; customized, online assets reinforce learning via independent practice.

PLATO

The high school will use PLATO online learning, which will enable teachers to establish an academic baseline and to identify students (8 -11) who need additional support in reading, math, language arts, social studies, and science. To effectively plan and guide instruction, it is critical to be able to accurately assess learner skills and knowledge to diagnose where they are, and to help lead them to success. PLATO provides comprehensive solutions that not only provide teachers with the assessment tools they need, but that also integrate with curriculum, providing personalized and more effective learning. Immediate feedback and real-time progress monitoring help identify and close knowledge gaps at individual and class levels. Teachers will be provided with quick access to their students' scores, so the assessments become a useful guide from the moment they are completed. Students' scores are generated immediately with detailed information about their understanding of specific concepts. This is a powerful tool to monitor the progress of each student by providing opportunities for success while focusing on growth.

Success Highways

EDHS is using "Success Highways: Revving Up," which is an online, early warning assessment to identify potential at-risk students. Data is collected to measure 9th grade students' resiliency skills (i.e. importance of education, academic confidence, connections, stress, well-being, and intrinsic motivation). The Success Highways curriculum is used to develop the skills that will help students successfully navigate through their current academic and life challenges.

School Improvement Team

The School Improvement Team uses student and school data to establish comprehensive data collection and analysis support, develop SMART School

Improvement Goals, develop and implement an action plan, align the SMART goals and share the School Improvement Goals with all stakeholders, and finally evaluate the progress of continuous school improvement throughout the school year. The SI Team is committed to closing the achievement gap between major subgroups. Professional development will be realigned to support best practices in reaching these goals.

EDHS staff uses student data to inform students of the proficiency level at which they begin their course work. Staff will continually update students on their progress toward a successful course completion using formative, interim, and summative assessment data. This data will also be used by the administration in the annual evaluation of each teacher.

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

8. Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content, by expanding the school day, week or year (Specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers. (Maximum 3750 characters)

EDHS will transform into a Talent Development High School through Johns Hopkins University containing 4 schools within a school. The 9th Grade Success Academy provides all students a Freshmen Seminar course where they learn the importance of credits, social skills, study skills, basic computer literacy, and engage in college and career awareness. The other 3 schools are Career Academies containing 2 pathways.

Increase the length of day for all students

During the 10-11 school year, students received 1,109 hours of instruction and were in school for 181 days. In order to increase pupil instruction, 91.5 additional hours (30 min/day) will be scheduled for the 12-13 school year. Currently, all classes are approximately 52 minutes. A block schedule will increase the time to 90+ minutes, including all core academic subjects. This change provides 1200.5 instructional hours over 181 days.

Increased time for enrichment activities for all students

Students will be required to select enrichment activities including the following: advisory, clubs, work-based training, dual enrollment, early college, community service, or other extracurricular activities provided throughout the school year.

Increased collaboration time for teachers

Staff will be teamed with a cohort of students. A common planning period will be provided enabling them to collaborate on student achievement and curriculum. These meetings will be twice a week to review and monitor student data and achievement. Additionally, 38 hours of Professional Learning Communities (PLC) will be provided



in-house across 13 early release days to allow teachers to collaborate with a focus on teaching and learning (see PD plan in Appendix B). Teachers will review and analyze student achievement data, share best practices, and discuss how to implement the best instructional practices in order to engage all students.

The following measures will be taken to support increase learning time and promote student achievement:

- Double dosing of math and ELA will be provided to all students.
- Our partners at Macomb Community College (MCC) will assist our 11th graders who have scored below a 34 on the COMPASS test. They will be placed in a Math Bridge Intervention program. This 6-hour workshop will be taught by MCC faculty in a variety of formats (i.e. during the week, 3 days in 2 hour blocks, Saturday).
- Counselors are available after school to meet regarding post-secondary opportunities, academic, emotional, or social support.
- Correctives period staffed by certificated teachers are available at the end of the day for all students.
- Existing dual enrollment program will be expanded to address the challenge of improving student access to and success in college. EDHS students will simultaneously earn high school and postsecondary credit for the same course while being exposed to the rigor of college-level work.
- Students who are struggling academically will be given opportunities for credit recovery programs such as E2020 and PLATO. These programs will be made available during the regular school day and as extended learning time. Students will work closely with teachers individually or in small groups to complete coursework or credit required by the MMC.
- Learning time will be monitored by program reports.
- Credit recovery programs address challenges preventing students from previous success. This may include flexible pacing, adapting instructional methods to match learning styles, extra practice and frequent assessments to inform instruction and to provide feedback to students. A goal of the Transformation Plan will be to reduce the number of students seeking credit recovery.

Attach a copy of the daily school schedule, teacher collaboration schedule and a copy of a student schedule that demonstrates increased time in Appendix C

9. Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement. (Maximum 3750 characters)

Both family and community play an integral role in the success of the students at East Detroit High School. The Transformation Plan will include multiple opportunities for parents and the community to engage with the purpose of supporting academic success for all. Parents and the community will be invited to engage in the following ways:

- Family Nights are a model designed to promote community engagement and support for East Detroit High School. Through family nights parents and community members engage in activities that help them to better understand the high school and build public will. For example, Open House, Trunk or Treat, Football Tailgate, Seniors serving Seniors, Mom to Mom Sale, Family Shopping Night, Easter Egg Hunt, and Ice Cream Social are some of the activities.
- Training in Power School will be provided to parents. This tool allows parents to track their student's academic and behavioral progress in school. For parents with no internet access, alternative options will be explored for connecting them to Power School and the school website.
- Establish a site-based council (e.g., Champions Council through United Way) comprised of the principal, vice-principals, transformation facilitator, counselor, instructional coaches, teachers, parents of current students (non-school employees) and community volunteers from the business sector that meets regularly as a visionary leadership body. The council addresses current school challenges and includes family-school relationships as a major element of its work. The council will recommend resources aimed at assisting the school and breaking down barriers within the community.
- The implementation of a mentor program will be established with organizations such as Big Brothers/Big Sisters, Matrix, and Communities in School. They will be utilized during extended learning opportunities and within the school day for at-risk students.
- East Detroit High School will partner with the Macomb County Resolution Center to provide the following:
 - A peer mediation program will be implemented by training strong and enthusiastic staff members and 25-30 students. Once the need arises for mediation the trained individuals will help address the situation at hand.
 - A restorative justice program will be created for cases that are beyond the scope of student mediation. These conferences would include parents, students, and an East Detroit High School representative. A trained professional who is affiliated with the Resolution Center will provide the facilitation.

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

- 10 Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. (Maximum 3750 characters)

Staffing, Calendars, and Time

East Detroit Public Schools Board of Education approved the recommendation from the School Improvement Team to accept the General Motors/United Way Venture Fund Grant. This grant facilitated a partnership with Johns Hopkins University to execute their Talent Development Secondary Education model building wide. This partnership is providing us with flexibility in staffing, scheduling, and budgeting.



Also, it has allowed for the complete restructure of the high school schedule from a 6-period school day to a 4-block day plus extended day schedule. This provides students a significant increase in opportunities to earn credit and to take courses not necessarily specified by Michigan High School Graduation Requirements for enrichment purposes. The East Detroit Federation of Teachers (EDFT) has supported the need of an extended school day and the redesign of teacher teaming collaboration with the addition of mandated bi-weekly team meetings. With the transformation into career academies, staffing will be based on the needs of students' post-high school goals and what will make students most marketable in the global economy. School calendars have been designed to provide 13 Professional Learning Community days in addition to full days of professional development.

Schedule changes have been made to facilitate improved student learning and provides teachers with the opportunity to use time differently. These changes include allocating more time for monitoring student progress, data analysis, collaboration, and professional development through Professional Learning Communities. Embedded within the school day, teachers will be a part of a career academy team where they will collaborate lessons, activities, and conduct weekly data driven Early Warning Indicator meetings (EWI). EWI meetings monitor evidence-based indicators such as attendance, behavior and course performance. These meetings put in motion immediate interventions as a drop-out prevention system that incorporates multiple wrap-around support systems as needed.

Budgeting

Central administration redistributed funds at the high school's request to fund the staffing of a full time Transformation Facilitator, English Coach, and Mathematics Coach. The Transformation facilitator works as the building liaison between administration, United Way, and Talent Development. The transformation facilitator also monitors implementation of the transformation plan and communicates directly with the school improvement team. The role of the English and Mathematics coaches is to work with both teachers and students to provide assistance within the subject manner. The coaches provide research based best practices to teachers, progress monitoring of student growth, pull-out services of students, and serve as building consultants for professional growth.

United Way is funding the Talent Development transformation intermediary as well as many wrap-around services. These include Macomb County Resolution Center, KAPLAN ACT preparatory services, and training in Glasser's Choice Theory.

Central Administration allows building administrators the monetary discretion to utilize grant funds to build a comprehensive approach to increase student achievement, reduce factors that contribute to student drop-out, and transform into a high performing high school.



- 11 Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations. (Maximum 3750 characters.)

East Detroit Public Schools (EDPS) will continue to receive technical assistance from the Macomb Intermediate School District. Staff has developed a relationship with MISD consultants and relies on their expertise to be an integral part of the transformation team. The MISD School Improvement (SI) Consultant and Content Consultants have met with the leadership team to map out professional development that aligns with our SIP. These very consultants will also provide the necessary math and ELA professional learning. The MISD has provided ongoing technical support to the SI team at EDHS as they work to develop their State Reform Office Redesign Plan to submit to the MDE.

The SI consultant at the MISD is working with EDHS as their SI Facilitator. Lisa Guzzardo Asaro facilitates their School Support Team Advisory Council meetings twice/year and their School Support Team meetings four times/year to support implementation with fidelity of and progress monitoring of the SI initiatives. EDPS is committed to supporting the transformation of EDHS by providing administrative guidance and pledging extensive flexibility in the repurposing the utilization of general fund dollars. The school's transformation initiative will be supported through external funding from the United Way and GM Venture Fund Grant.

East Detroit School District

At the district level EDHS School Improvement Team (SI), which is comprised of administrators, teachers, paraprofessionals, parents, and other support staff, meets on a monthly basis to discuss ongoing interventions and resources that are needed to transform the high school into a high performing school. The district leadership including: administration, superintendent and board of education, play an active role in approval of school improvement based decisions. The decisions are research based and are driven by real time data. The interventions are communicated to the staff through Professional Learning Communities and other professional development training.

Macomb Intermediate School District

Leaders of the SI Team attend the Facilitators of School Improvement meetings at the ISD to discuss the new legislation, effective interventions, and data collection and analysis. Administration at EDHS attends the Principal Series, Assistant Principal Series, and Adaptive Schools Model. EDHS data team members attend the Data Dialogues that get Results training on a yearly basis. Department chairs attended the Common Core Standards Rollout. A number of teachers have been trained or are currently being trained in the Teacher Leader Cohort Program.

Michigan Department of Education



EDHS leadership team attended PLA technical assistance meetings on September 8, 2011 and October 4, 2011, in Lansing. The data team attended the MDE Decision Making for Results and Data Team Seminar in Bath, Michigan in October of 2011.

External Partners or Organizations

EDHS has partnered with Johns Hopkins University's Talent Development (TD) Secondary Educational Model. On August 16 and 17, 2011, 9th grade success academy staff was trained on double dosing curriculum and Freshmen Seminar curriculum. On August 18 and 19, 2011, 9th grade success academy staff was trained on extended block teaching and team teaching. On October 25 and 26, 2011, the leadership team received training on the Transformation Plan. TD has committed to 60 days of on-sight technical support per year. Transformation Facilitator, math coach, and literacy coach attended the coaches' institute in July 2011. Before the rest of the high school moves into Career Academies in September 2012 the remaining staff will be trained in extended block teaching and team teaching.

**TRANSFORMATION SCHOOLS WILL STOP HERE.
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS
PAGE NUMBERS AND MAKE SURE TO UPDATE APPENDIXES A-C**

THE TURNAROUND MODEL STARTS HERE:

Descriptor: The **Turnaround Model** includes among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.

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

II. TURNAROUND MODEL COMPONENTS

PART A: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leaders name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement or increase graduation rates. (Maximum 3750 characters)

2. Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school. (Maximum 3750 characters)

Please attach a copy of the adopted competency tool or the evaluation tools that includes a significant connection with student growth in Appendix A of this template.

3. Specify how the school will screen all existing staff and rehire no more than 50 percent. (Maximum 3750 characters)
4. Detail how the school will implement strategies such as, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school. (Maximum 3750 characters)

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

5. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies. (Maximum 6250 characters)

Please attach a copy of the Professional Development calendar into Appendix B

6. Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent. (Maximum 6250 characters)
7. Detail how the use of data will identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. (Maximum 6250 characters)
8. Describe how the school will promote the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs. (Maximum 6250 characters)

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

9. Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content, by expanding the school day, week or year. How much extra time has been added? Also how will the



increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers? (Maximum 6250 characters)

Attach a copy of the school schedule, teacher collaboration schedule and a sample student schedule which demonstrates the increased learning time in Appendix C

Or

Executed Addendum to Support the Implementation of the Extended Learning Time Model

10. Detail how the school will provide appropriate social, emotional and community services that support students. (Maximum 3750 characters)

TURNAROUND SCHOOLS WILL STOP HERE.

RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS PAGE NUMBERS AND MAKE SURE TO UPDATE APPENDIXES A, B AND C

THE RESTART MODEL STARTS HERE:

Descriptor: The **Restart Model** School is when districts close the school and reopens it under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.

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

III. RESTART MODEL COMPONENTS

PART A: District Narrative

1. Explain how the district will engage parents and community members to discuss the charter school option, including the parameters of converting a school to charter status. (Maximum 2500 characters)



2. Specify how the district will research and prioritize Charter Management Organizations (CMOs) that may address district needs. (Maximum 2500 characters)
3. Describe how the district will develop and use a rigorous selection process to identify charter school applicants. (Maximum 2500 characters)
4. Detail how the district will develop a databank of individuals interested in serving on charter school boards. (Maximum 2500 characters)
5. Describe how the district will clearly articulate the autonomy to be provided to newly formed charter schools. (Maximum 2500 characters)
6. Specify how the district will develop a set of non-negotiable performance benchmarks to serve as the basis for holding and sustaining a charter. (Maximum 2500 characters)

RESTART/Charter School Narrative Section

Part B: COMMUNITY ASSESSMENT

1. Describe the characteristics of the population and community where the proposed charter school will be located. Provide detail as to the assets and liabilities of the community within a given radius for the proposed location of the school. (Maximum 2500 characters)
2. Provide a thoughtful and detailed description of the unmet educational needs of the community with enough specificity that it becomes apparent throughout the narrative how the proposed school will serve these unmet needs. (Maximum 2500 characters)
3. Provide measurable or quantitative evidence that the community recognizes the need for the proposed school, paying particular attention to the impetus for and level of parent and other interest in the school. Where possible, detail any objective market research, surveys, or other measures of local demand for the proposed educational program. (Maximum 3750 characters)

Part C: STUDENT POPULATION

4. Detail the proposed grade levels and range of ages of students to be served, along with plans for future growth. Detail the proposed charter school's anticipated enrollment in years one through five, projecting the minimum and maximum enrollment the school is prepared to serve in each year. (Maximum 2500 characters)
5. Identify the demographic makeup of the proposed population and where these students are most likely being educated currently. Estimate the percentage of students the proposed charter school expects to qualify for federal free and reduced lunch subsidies.

(Maximum 2500 characters)

6. List and describe the existing schools in the area (public, private and parochial) serving the community, and detail the competitive advantages that will set the proposed charter school apart and attract students. (Maximum 2500 characters)
7. Show how your plan has been shaped by the developmental and learning needs of students to be served. (Maximum 2500 characters)

Part D: EDUCATIONAL PROGRAM

8. Describe the vision, mission and educational goals of the proposed charter school. The description of educational goals should be complete, measurable, ambitious, tailored to the expected student population, and coordinated with the mission and vision. (Maximum 2500 characters)
9. Describe the evaluation process and the criteria used by the development team to compare curricular and instructional approaches. Describe the approaches considered and explain why the approach chosen fits the Public School Academy (PSA) target market and its educational goals. Explain why other specifically identified approaches considered were not chosen. (Maximum 3750 characters)
10. Provide a general description of the curricula to be used. Explain how you have determined (or will determine) that these curricula will lead *all* students to mastery of the Common Core Standards, Michigan's Grade Level Content Expectations (GLCE) or High School Content Expectations (HSCE), as appropriate. (Maximum 2500 characters)
11. Provide an overview of the instructional design and program to be emphasized by the school, with particular emphasis on how this approach is unique and will enhance student achievement. Be sure to detail the research foundations for the educational approach to be utilized. Outline steps the school will take to ensure that its teachers understand, gain skills needed for and practice the instructional model chosen. (Maximum 2500 characters)
12. Detail the interventions and support services to be provided by the school, such as - extended time, Head Start, latchkey, extracurricular activities, tutoring, computer training, social work services, accelerated learning for advanced students. Additionally, explain why these services were chosen to address the needs of the target population. Describe the plan for how the proposed services will be implemented. (Maximum 3750 characters)
13. Describe the ways in which the proposed charter school will ensure high-quality services to students with special needs. Describe how the services to students with special needs will be innovative. Include a description of how the proposed charter school will participate in development of the county-specific Intermediate School District (ISD) special education plan, which ensures compliance with the Individuals with Disabilities Act (IDEA). (Maximum 3750 characters)



14. Specify the proposed charter school's anticipated date of opening, and briefly describe the proposed school calendar and school day schedule. Identify if you will seek any waivers of federal or state requirements that you believe will be necessary to implement the proposed calendar and schedule. (Maximum 2500 characters)

Part E: STUDENT RECRUITMENT AND COMMUNITY INVLOVEMENT

15. Briefly describe the proposed charter school's advertising and recruitment plans, and provide an outline of the planned policy and procedures for enrollment and how the proposed school will meet state and federal requirements for open enrollment. Indicate if the proposed school plans to enter into any matriculation agreements for the purpose of providing enrollment priority to student applicants for enrollment. (Maximum 2500 characters)
16. Describe any early intervention and/or other retention strategies which will be employed to maximize the number of students who remain enrolled year-to-year, and to ensure equal access for all. (Maximum 2500 characters)
17. Describe proposed methods for involving parents and community members in the design of the school and the education of enrolled students. Describe parent involvement in the design and development process to date. (Maximum 3750 characters)

**RESTART SCHOOLS WILL STOP HERE.
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS
PAGE NUMBERS.**

IV. CLOSURE MODEL COMPONENTS

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

PART A: ESTABLISH POLICY

1. Describe how closing a low-achieving school contributes to the larger district reform effort? Describe the extent to which current (or past) school interventions have failed to improved school performance and detail the strategies used to increase student performance and why they failed. (Maximum 6250 characters)

PART B: ESTABLISH CLEAR PROCEDURES AND DECISION CRITERIA FOR CLOSING SCHOOLS

2. Identify the key stakeholders; including parents, teachers, the community and



business leaders that were involved in developing the criteria for closing schools
Describe how the criteria and data is used to assess school performance, such as
achievement, attendance and enrollment. (Maximum 6250 characters)

PART C: OPERATE TRANSPARENTLY

3. Describe how the decision to close the school will be communicated to the students, staff, parents and the general community. Provide any protocols or speaking scripts that might be used. (Maximum 3750 characters)

PART D: PLAN FOR THE ORDERLY TRANSITION OF STUDENTS AND STAFF

4. Detail your transition plan for students and staff and the final closing of the school building. (Maximum 12500 characters)

**CLOSURE SCHOOL MODELS WILL STOP HERE.
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS
PAGE NUMBERS.**



**APPENDIX A
COPY AND PASTE YOUR:**

Copy of Leader and Teacher Evaluation Tool (for Transformation Schools)
Or
Copy of Adopted Competencies Tool (for Turnaround Schools)
(unlimited characters)

East Detroit Public Schools Teacher Evaluation Tool

Introduction

The East Detroit Public Schools Teacher Evaluation Tool was collaboratively developed by teachers and administrators based on Charlotte Danielson’s framework for teaching. It is the belief and position of the development team that student achievement is an integral part of 100% of the strands, as all instructional decisions are made based on formative and summative assessments, with the desired outcome of increased student achievement.

Domains 1 (Planning and Preparation), 4 (Professional Responsibilities), and 5 (Documenting Student Growth), can be evaluated on an on-going basis over the course of a school year, and the tool for these domains has blank spaces to allow for reflection and comments. Scoring on Domains 1, 4, and 5, must be done with the Master Rubric, which has the score points for each Domain and Strand. Domains 2 (The Classroom Environment) and 3 (Instruction) are best evaluated through classroom observation, and as such, the tool includes the rubric language for those domains/strands for ease of use by the administrator during observation.

East Detroit Public Schools Teacher Evaluation Tool

Summary Page

Teacher's Name: _____

School Year: _____

Teaching Assignment: _____

Evaluator's Name: _____

School Assignment: _____

Date(s) of Evaluation: _____

Employment Status: 1st Year 2nd Year 3rd Year 4th Year 5th Year Tenure Seniority Date: _____

Strand: (For each Domain and Overall Rating, select rating of *Ineffective*, *Minimally Effective*, *Effective* or *Highly Effective* from drop-down.)

Domain #1: Planning and Preparation: N/A

Domain #2: The Classroom Environment: N/A

Domain #3: Instruction: N/A

Domain #4: Professional Responsibilities: N/A

Domain #5: Demonstrating Student Growth: N/A

Pursuant to MCL 380.1246, Section 2(a)(i), c teacher performance will be based on student growth data as follows:

2013-2014: 25%; 2014-2015: 40%; 2015-2016: 50%

Overall Rating: N/A

Summary:

Is the overall evaluation acceptable? Yes No

Is continued employment recommended? Yes No

Evaluator Date

I have received a copy of this evaluation and understand a copy of this document shall be included in my personnel file.

Teacher Date

Notes: _____

East Detroit Public Schools Teacher Evaluation Tool

Teacher: _____ School: _____ Subject/Grade/Class: _____

Evaluator Name: _____ Position: _____ Date: _____

Rate teacher for each strand in each domain: 1-Ineffective; 2-Minimally Effective; 3-Effective; 4-Highly Effective. Refer to the Master Rubric for specific language to guide the rating. Comments must be given for any strand rated 1 or 2.

Domain #1: Planning and Preparation

Rating	Strand	Comments (Required if rated 1 or 2)
	1A Demonstrating Knowledge of Content and Pedagogy [Demonstration: Certification and State Exams; Lesson Plans, Self Reflection] i. Knowledge of Content ii. Knowledge of Content-Related Pedagogy	
	1B Demonstrating Knowledge of Students [Demonstration: Student work; Lesson Plans, Self Reflection] Knowledge of: i. Child development and learning process ii. Students' skills, knowledge and language proficiency iii. Students' interest and cultural heritage	
	1C Setting Instructional Outcomes [Demonstration: Course Syllabus; Course Calendar; Self Reflection] i. Value, Sequence, and Alignment ii. Clarity iii. Balance iv. Suitability for diverse learners	
	1D Designing Coherent Instruction [Student Work; Lesson Plans, Self Reflection; syllabus; Course Calendar] i. Learning Activities ii. Learning Activities are based on student achievement	

East Detroit Public Schools Teacher Evaluation Tool

Teacher Name: _____

Domain #1: Planning and Preparation (cont.)

1-Ineffective; 2-Minimally Effective; 3-Effective; 4-Highly Effective

Rating	Strand	Comments (Required if rated 1 or 2)
	1E Designing Student Assessment (Demonstration: Student Work; Lesson Plans, Self Reflection) i. Formative Assessment alignment with Outcomes & Standards ii. Design of Formative Assessment iii. Use for Planning	

Overall comments/suggestions for Domain #1:

East Detroit Public Schools Teacher Evaluation Tool

Teacher: _____ School: _____ Subject/Grade/Class: _____

Evaluator Name: _____ Position: _____ Date: _____

Rate teacher for each strand in each domain: 1-Ineffective; 2-Minimally Effective; 3-Effective; 4-Highly Effective. Refer to the Master Rubric for specific language to guide the rating. Comments must be given for any strand rated 1 or 2.

Domain #2: The Classroom Environment

Rating	Strand	Comments	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
	2A Creating an Environment of Respect and Rapport [Demonstration: Classroom Observations, Self Reflection] i. Teacher interaction with students		Interaction is negative, demeaning, sarcastic, inappropriate.	Interaction is inconsistent, exhibits favoritism to some and ignores others.	Interactions demonstrate general caring and respect, are age and culturally appropriate.	Meets proficiency and there is evidence of high levels of trust.
	2B Establishing a Culture of Learning [Demonstration: Observation, Student Work; Self Reflection] i. Importance of Content ii. Classroom Atmosphere		Speaks of content negatively & conveys low achievement expectations. Classroom reflects no effort to engage students.	Does not emphasize importance of content and seeks minimal student buy in and achievement. Classroom reflects some effort to engage students and shows some pride in achievement & content.	Conveys enthusiasm for the content. Most students understand course value and have high standards. Classroom engages students and reflects pride in achievement and content.	Meets proficiency and students demonstrate genuine interest through participation. Meets proficiency and encourages students to further investigate content.
	2C Managing Classroom Procedures [Demonstration: Observation; Self Reflection] Management of: i. Instructional Process ii. Transitions iii. Material and Supplies		Teacher allows students to not be productively engaged in learning. Transitions are chaotic with much time lost in between lesson segments. Materials and supplies are handled inefficiently resulting in lost instructional time.	Only some students are productively engaged in learning. Only some transitions are effective with some loss of instructional time. Some routines for handling supplies and material are evident but instructional time is still lost.	Teacher leads most students to be productively engaged in learning. Transitions occur smoothly with little loss of instructional time. Routines for handling materials and supplies occur smoothly most of the time with little loss of instructional time.	Meets proficiency and teacher encourages students to assist in the learning process. Meets Proficiency and students responsibly self regulate transition times. Meets proficiency and routines are seamless. Students assume some responsibility for smooth operation.

East Detroit Public Schools Teacher Evaluation Tool

Teacher Name: _____

Domain #2: The Classroom Environment (cont.)

Rating	Strand	Comments	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
	2D Managing Student Behavior (Demonstration: Observation; Self Reflection) i. Expectations ii. Monitoring Student Behavior iii. Response to Student Misbehavior		No standards have been established or communicated to students. Student behavior is not monitored and teacher is unaware of student behavior. Does not respond to misbehavior or constantly does not respect student's dignity.	Standards of conduct may have been established but they are not being adhered to. Teacher is aware of student behavior for most students but may miss the activities of some students. Attempts to respond to misbehavior but is inconsistent.	Standards of conduct are clear to all students and most adhere to them. Teacher is alert to student behavior at all times. Responds to misbehavior appropriately, consistently and by respecting student dignity. Or students rarely misbehave.	Meets proficiency and students seemed to have participated in their development. Meets proficiency and students monitor their own behavior. Meets proficiency and student behavior is almost entirely appropriate. Meets proficiency and accommodations and adjustments are made when necessary.
	2E Organizing Physical Space (Demonstration: Observations) i. Safety and Accessibility		The classroom is not safe.	The classroom is safe, and essential learning is accessible to most students.	The classroom is safe and learning is accessible to all students.	

Domain #3: Instruction

Rating	Strand	Comments	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
	3A Communicating with Students (Demonstrations: Classroom Observations) i. Expectations for Learning ii. Directions and Procedures iii. Explanations of Content iv. Use of Oral and Written Language		Lesson objectives are not communicated to students. Directions and procedures are not communicated to students. Explanation of content is unclear, confusing. Spoken language is inaudible or inappropriate, written language is illegible, and contains several grammar errors.	Lesson objectives are communicated to students but are unclear. Directions and procedures require constant clarification. Explanation of content is uneven, at times clear, but other portions are difficult to follow. Spoken language is audible and written language is legible but vocabulary is limited or is not appropriate to students' ages or backgrounds.	Lesson objectives are clearly communicated, and connected to broader learning. Directions and procedures are clear to students. Explanation of content is clear and appropriate. Spoken language is audible and written language is legible, vocabulary is appropriate to the students' ages and interests.	Meets proficiency and lesson objectives are connected to student interests. Meets proficiency and teacher anticipates possible misunderstandings. Meets proficiency and explanation is connected to student's knowledge and experiences. Meets proficiency and teacher is expressive with well-chosen vocabulary to intentionally extend students' vocabularies.

East Detroit Public Schools Teacher Evaluation Tool

Domain #3: Instruction (cont.)

Teacher Name: _____

Rating	Strand	Comments	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
	3B Engaging Students in Learning (Demonstration: Observation; Self Reflection) i. Activities and Assignments ii. Engaging students in Discussion & Questioning iii. Differentiation iv. Structure & Pacing		Activities and assignments are inappropriate for students' age and background. Students are not engaged in them. Interaction is focused on directives & teacher questions are of poor quality and are not cognitively challenging. Lesson does not address differentiated learning. The lesson has no clearly defined structure.	Some activities and assignments are appropriate and some students are engaged in them. Some discussion is attempted with some students. Questions are generally of low quality, posed in rapid succession, and only some invite thoughtful responses. Lesson makes some attempts to address differentiated learning. The lesson has a structure but it is not maintained through the lesson. Pacing of the lesson is inconsistent.	Most activities and assignments are appropriate and most students are engaged in exploring content. Teacher generates actual discussion and engages many students. Most questions are of high quality, and time is provided for students to respond. Lesson makes adjustments appropriate for differentiated learning. The lesson has a clearly defined structure around which activities are organized. Pacing of the lesson is generally appropriate.	Meets proficiency and student are clearly display interest and ownership of activities and assignments. Meets proficiency and teacher encourages students to ask higher level questions and students initiate & discuss topics in thoughtful manner. Meets proficiency and reflects active and continual adjustments for differentiation. Meets proficiency and pacing allows for reflection and closure. Pacing of the lesson is appropriate for all students.
	3C Using Assessment in Instruction (Demonstration: Student Work; Observation; Self Reflection) i. Assessment Criteria ii. Monitoring of Student Learning iii. Feedback to Students		Students are not aware of assessment criteria. Teacher does not monitor students learning. Feedback is of poor quality and not provided to students in a timely manner.	Students know some of the criteria and performance standards. Teacher monitors the progress of the class but does not use assessments tools. Feedback is uneven, and its timeliness is inconsistent.	Students are aware of most of the criteria and student work. Teacher monitors the progress of students in the curriculum, making use of assessment tools to elicit information. Feedback is timely and of consistently high quality.	Meets proficiency and evidence of assessment criteria including different learning styles. Meets proficiency and pays particular attention to the progress of individual students. Meets proficiency and students make use of the feedback in their learning.

East Detroit Public Schools Teacher Evaluation Tool

Teacher Name: _____

Domain #3: Instruction (cont.)

Rating	Strand	Comments	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
	3D Demonstrating Flexibility and Responsiveness (strand may not always be observable) [Demonstration: Observation; Self Reflection] i. Lesson Adjustment ii. Response to Students iii. Persistence		Teacher rigidly adheres to an instructional plan even when change is clearly needed. Teacher ignores students' questions and contributions. When a student has difficulty with a lesson of objective, teacher gives up on instruction.	Teacher attempts to adjust a lesson when needed, but adjustments are not successful. Teacher attempts to respond to questions and contributions but does so ineffectively or disrupts lesson pacing. Teacher only has limited instructional strategies to respond to student needs.	Teacher makes adjustments when needed and most adjustments occur smoothly. Teacher successfully accommodates students' questions or interests. Teacher persists in seeking approaches for students who have difficulty learning, drawing on several strategies.	Meets proficiency and adjustment plan is clearly intentional and well thought out. Meets proficiency and seizes opportunity to use student questions to enhance learning experiences. Meets proficiency and can draw on vast strategies and resources to support struggling students.

Overall comments/suggestions: _____

Transfer ratings for domains to teacher's evaluation summary page.

Post observation conference date and time: _____

Administrator Signature: _____ **Teacher Signature:** _____

East Detroit Public Schools Teacher Evaluation Tool

Teacher Name: _____

Domain #4: Professional Responsibilities

1 - Ineffective; 2 - Minimally Effective; 3 - Effective; 4 - Highly Effective

Rating	Strand	Comments (Required if rated 1 or 2)
	4A Reflecting on Teaching [Demonstration: Self Reflection] i. Accuracy & Self Improvement Strategy ii.	
	4B Maintaining Accurate Records [Demonstration: Artifacts of Classroom Noninstructional Activities] i. Student completion of Assignments & Progress ii. Noninstructional Records	
	4C Communicating with Families [Artifacts displaying parental communication: Self Reflection] i. Information About the Instructional Program ii. Information About Individual Students	
	4D Participating in a Professional Community [Demonstration: Self Reflection; Log of Participation] i. Relationships with Colleagues ii. Involvement in a Culture of Professional Inquiry & PLC iii. Participation in School and District Projects	
	4E Growing and Developing Professionally [Demonstration: Self Reflection; Log of Participation] i. Enhancement of Content Knowledge and Pedagogical Skill ii. Receptivity to Feedback from Colleagues iii. Service to the Profession	
	4F Showing Professionalism [Demonstration: Self Reflection; Observation] i. Integrity and Ethical Conduct ii. Service to Students & Advocacy for Them iii. Decision Making iv. Compliance with School and District Regulations	
Overall comments/suggestions for Domain #4:		

East Detroit Public Schools Teacher Evaluation Tool

Teacher Name: _____

Domain #5: Demonstrating Student Growth (Additional Domain 5 pages may be attached; indicate at bottom of page.)
 1-Ineffective; 2-Minimally Effective; 3-Effective; 4-Highly Effective

Rating	Strand	Comments (Required if rated 1 or 2)
	5A Reporting Student Growth (Demonstration: Student Learning Objective (SLO) Documents) i. Setting SLO goals ii. Tracking SLO data iii. Reporting SLO	
	5B Student Learning Objective #1 List Assessment Type(s)	
	5B Student Learning Objective #2 List Assessment Type(s)	
	5B Student Learning Objective #3 List Assessment Type(s)	

Overall comments/suggestions for Domain #5:

Transfer ratings for domains to teacher's evaluation summary page.

Domain 5 only: Page ___ of ___

East Detroit Public Schools Teacher Evaluation Master Rubric
Domain #1: Planning and Preparation

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
1A Demonstrating Knowledge of Content and Pedagogy [Demonstration: Certification and State Exams; Lesson Plans, Self Reflection] i. Knowledge of Content ii. Knowledge of Content-Related Pedagogy	In planning and practice teacher often makes content errors. Displays no understanding of the range of pedagogical approaches suitable for student learning.	Is familiar with content area but sometimes makes mistakes and ignores student errors. Plans and practices reflect limited range of pedagogical approaches.	Displays solid knowledge in content area and understands how they relate to one another. Plans and practices reflect familiarity with a wide range of effective pedagogical approaches and disciplines.	Meets proficiency and understands how content area connects to other disciplines. Meets proficiency and plans and practices pedagogy in a strategic way to meet student needs.
1B Demonstrating Knowledge of Students [Demonstration: Student work; Lesson Plans, Self Reflection] Knowledge of: i. Child development and learning process ii. Students' skills, knowledge and language proficiency iii. Students' interest and cultural heritage	Displays little or no knowledge of developmental characteristics of the age group or how students learn. Displays no knowledge of students' skills knowledge and language proficiency. Displays little or no knowledge of students' interests or cultural heritage and does not find this valuable.	Displays partial knowledge of developmental characteristics of age group and limited understanding of how they learn. Recognizes the value of understanding students' skills etc. but does not differentiate accordingly. Recognizes the value of understanding students' interests and cultural heritage.	Displays accurate understanding of the typical development characteristics of age group & applies knowledge of how they learn to class. Recognizes the value of understanding student skill etc. and differentiates for groups. Recognizes the value of understanding students' interests & cultural heritage and displays this knowledge for the class.	Meets proficiency and displays knowledge of the extent to which individual students follow patterns and how they learn as individuals and groups. Meets proficiency and has a strategy for and uses information to inform future planning. Meets proficiency and applies this knowledge to individual students.
1C Setting Instructional Outcomes [Demonstration: Course Syllabus; Course Calendar; Self Reflection] i. Value, Sequence, and Alignment ii. Clarity iii. Balance iv. Suitability for diverse learners	Outcomes represent low expectations. They do not represent learning in the discipline or reflect state standards. Outcomes are not clear are not student centered and are difficult to assess. Outcomes reflect only one learning strand.	Some outcomes represent moderately high expectations, and partially reflect some sequence & learning standards. Some outcomes are vague or not student centered or assessable. Outcomes reflect more than one learning strand but strands are not integrated.	Outcomes represent high expectations and are connected to a sequence of learning and state standards. Most outcomes are clear, assessable and student centered. Outcomes reflect several different types of learning and opportunities for integration.	Meets proficiency and connects learning clearly to other disciplines. All outcomes are clear, assessable, and student centered. Meets proficiency and considers the needs of individual students and groups.
1D Designing Coherent Instruction [Student Work; Lesson Plans, Self Reflection; syllabus; Course Calendar] i. Learning Activities ii. Learning Activities are based on student achievement	Learning activities are not clearly constructed or suitable for students. Lessons do not use or consider student achievement data.	Some learning activities are structured and are suitable for students and instructional outcomes. Only portions of the lesson seem to reflect a use of data to structure activities.	Most learning activities have structure, are suitable for students, match instructional outcomes and engage students. Most lessons reflect a use of data to form activities to enhance student achievement.	Meets proficiency, progresses coherently, engages students at high levels and is based on student learning. Meets proficiency and reinforces affect of lesson on potential student achievement.

East Detroit Public Schools Teacher Evaluation Master Rubric
Domain #1: Planning and Preparation (cont.)

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
1E Designing Student Assessment (Demonstration: Student Work; Lesson Plans, Self Reflection) i. Formative Assessment alignment with Outcomes & Standards ii. Design of Formative Assessment iii. Use for Planning	Assessment procedures do not match assessment outcomes or consider standards. Teacher does not incorporate any formative assessment. Does not plan to use assessments to inform future planning.	Some instructional outcomes and standards are assessed. Formative assessment approaches are unclear. Sometimes uses data to plan lessons.	Most instructional outcomes & standards are assessed, and strategies are carefully chosen. Teacher uses logical strategy in formative assessment. Usually plans to use assessment data for future instruction.	Meets proficiency and assessments are differentiated for student learning. Meets proficiency and applies strategy to address all student results. Meets proficiency and plans to use assessment results to implement differentiated instruction.

Domain #2: The Classroom Environment

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
2A Creating an Environment of Respect and Rapport (Demonstration: Classroom Observations, Self Reflection) i. Teacher interaction with students	Interaction is negative, demeaning, sarcastic, inappropriate. Speaks of content negatively & conveys low achievement expectations. Classroom reflects no effort to engage students.	Interaction is inconsistent, exhibits favoritism to some and ignores others. Does not emphasize importance of content and seeks minimal student buy in and achievement. Classroom reflects some effort to engage students and shows some pride in achievement & content.	Interactions demonstrate general caring and respect, are age and culturally appropriate. Conveys enthusiasm for the content. Most students understand course value and have high standards. Classroom engages students and reflects pride in achievement and content.	Meets proficiency and there is evidence of high levels of trust. Meets proficiency and students demonstrate genuine interest through participation. Meets proficiency and encourages students to further investigate content.
2B Establishing a Culture of Learning (Demonstration: Observation, Student Work; Self Reflection) i. Importance of Content ii. Classroom Atmosphere	Teacher allows Students to not be productively engaged in learning. Transitions are chaotic with much time lost in between lesson segments. Materials and supplies are handled inefficiently resulting in lost instructional time.	Teacher allows only some students are productively engaged in learning. Only some transitions are effective with some loss of instructional time. Some routines for handling supplies and material are evident but instructional time is still lost.	Teacher leads most students to be productively engaged in learning. Transitions occur smoothly with little loss of instructional time. Routines for handling materials and supplies occur smoothly most of the time with little loss of instructional time.	Meets proficiency and teacher encourages students to assist in the learning process. Meets Proficiency and students responsibly self regulate transition times. Meets proficiency and routines are seamless. Students assume some responsibility for smooth operation.
2C Managing Classroom Procedures (Demonstration: Observation; Self Reflection) Management of: i. Instructional Process ii. Transitions iii. Material and Supplies	Teacher allows Students to not be productively engaged in learning. Transitions are chaotic with much time lost in between lesson segments. Materials and supplies are handled inefficiently resulting in lost instructional time.	Teacher allows only some students are productively engaged in learning. Only some transitions are effective with some loss of instructional time. Some routines for handling supplies and material are evident but instructional time is still lost.	Teacher leads most students to be productively engaged in learning. Transitions occur smoothly with little loss of instructional time. Routines for handling materials and supplies occur smoothly most of the time with little loss of instructional time.	Meets proficiency and teacher encourages students to assist in the learning process. Meets Proficiency and students responsibly self regulate transition times. Meets proficiency and routines are seamless. Students assume some responsibility for smooth operation.

East Detroit Public Schools Teacher Evaluation Master Rubric
Domain #2: The Classroom Environment (cont.)

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
2D Managing Student Behavior [Demonstration: Observation; Self Reflection] i. Expectations ii. Monitoring Student Behavior iii. Response to Student Misbehavior	No standards have been established or communicated to students. Student behavior is not monitored and teacher is unaware of student behavior. Does not respond to misbehavior or constantly does not respect student's dignity.	Standards of conduct may have been established but they are not being adhered to. Teacher is aware of student behavior for most students but may miss the activities of some students. Attempts to respond to misbehavior but is inconsistent.	Standards of conduct are clear to all students and most adhere to them. Teacher is alert to student behavior at all times. Responds to misbehavior appropriately, consistently and by respecting student dignity. Or students rarely misbehave.	Meets proficiency and students seemed to have participated in their development. Meets proficiency and students monitor their own behavior. Meets proficiency and student behavior is almost entirely appropriate.
2E Organizing Physical Space [Demonstration: Observations] i. Safety and Accessibility	The classroom is not safe.	The classroom is safe, and essential learning is accessible to most students.	The classroom is safe and learning is accessible to all students.	Meets proficiency and accommodations and adjustments are made when necessary.

Domain #3: Instruction

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
3A Communicating with Students [Demonstrations: Classroom Observations] i. Expectations for Learning ii. Directions and Procedures iii. Explanations of Content iv. Use of Oral and Written Language	Lesson objectives are not communicated to students. Directions and procedures are not communicated to students. Explanation of content is unclear, confusing. Spoken language is inaudible or inappropriate, written language is illegible, and contains several grammar errors.	Lesson objectives are communicated to students but are unclear. Directions and procedures require constant clarification. Explanation of content is uneven, at times clear, but other portions are difficult to follow. Spoken language is audible and written language is legible but vocabulary is limited or is not appropriate to students' ages or backgrounds.	Lesson objectives are clearly communicated, and connected to broader learning. Directions and procedures are clear to students. Explanation of content is clear and appropriate. Spoken language is audible and written language is legible, vocabulary is appropriate to the students' ages and interests.	Meets proficiency and lesson objectives are connected to student interests. Meets proficiency and teacher anticipates possible misunderstandings. Meets proficiency and explanation is connected to student's knowledge and experiences. Meets proficiency and teacher is expressive with well-chosen vocabulary to intentionally extends students' vocabularies.
3B Engaging Students in Learning [Demonstration: Observation; Self Reflection] i. Activities and Assignments ii. Engaging students in Discussion & Questioning	Activities and assignments are inappropriate for students' age and background. Students are not engaged in them. Interaction is focused on directives & teacher questions are of poor quality and are not cognitively challenging.	Some activities and assignments are appropriate and some students are engaged in them. Some discussion is attempted with some students. Questions are generally of low quality, posed in rapid succession, and only some invite thoughtful responses.	Most activities and assignments are appropriate and most students are engaged in exploring content. Teacher generates actual discussion and engages many students. Most questions are of high quality, and time is provided for students to respond.	Meets proficiency and student are clearly display interest and ownership of activities and assignments. Meets proficiency and teacher encourages students to ask higher level questions and students initiate & discuss topics in thoughtful manner.

**East Detroit Public Schools Teacher Evaluation Master Rubric
Domain #3: Instruction (cont.)**

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
3B Engaging Students in Learning (Demonstration: Observation; Self Reflection) iii. Differentiation iv. Structure & Pacing	Lesson does not address differentiated learning. The lesson has no clearly defined structure.	Lesson makes some attempts to address differentiated learning. The lesson has a structure but it is not maintained through the lesson. Pacing of the lesson is inconsistent.	Lesson makes adjustments appropriate for differentiated learning. The lesson has a clearly defined structure around which activities are organized. Pacing of the lesson is generally appropriate.	Meets proficiency and reflects active and continual adjustments for differentiation. Meets proficiency and pacing allows for reflection and closure. Pacing of the lesson is appropriate for all students.
3C Using Assessment in Instruction (Demonstration: Self Reflection) i. Assessment Criteria ii. Monitoring of Student Learning iii. Feedback to Students	Students are not aware of assessment criteria. Teacher does not monitor students learning. Feedback is of poor quality and not provided to students in a timely manner.	Students know some of the criteria and performance standards. Teacher monitors the progress of the class but does not use assessments tools. Feedback is uneven, and its timeliness is inconsistent.	Students are aware of most of the criteria and student work. Teacher monitors the progress of students in the curriculum, making use of assessment tools to elicit information. Feedback is timely and of consistently high quality.	Meets proficiency and evidence of assessment criteria including different learning styles. Meets proficiency and pays particular attention to the progress of individual students. Meets proficiency and students make use of the feedback in their learning.
3D Demonstrating Flexibility and Responsiveness (strand my not always be observable) (Demonstration: Observation; Self Reflection) i. Lesson Adjustment ii. Response to Students iii. Persistence	Teacher rigidly adheres to an instructional plan even when change is clearly needed. Teacher ignores students' questions and contributions. When a student has difficulty with a lesson of objective, teacher gives up on instruction.	Teacher attempts to adjust a lesson when needed, but adjustments are not successful. Teacher attempts to respond to questions and contributions but does so ineffectively or disrupts lesson pacing. Teacher only has limited instructional strategies to respond to student needs.	Teacher makes adjustments when needed and most adjustments occur smoothly. Teacher successfully accommodates students' questions or interests. Teacher persists in seeking approaches for students who have difficulty learning, drawing on several strategies.	Meets proficiency and adjustment plan is clearly intentional and well thought out. Meets proficiency and seizes opportunity to use student questions to enhance learning experiences. Meets proficiency and can draw on vast strategies and resources to support struggling students.

Domain #4: Professional Responsibilities

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
4A Reflecting on Teaching (Demonstration: Self Reflection) i. Accuracy & Self Improvement Strategy	Does not know whether lesson was effective and does not consider a manner to improve.	Has generally accurate impression of lesson's effect, but does make specific plans to improve	Teacher has accurate impression of lesson's effect & makes specific examples of areas to improve	Meets proficiency and can offer suggestions or evaluate the strengths of the lesson and impact of possible change.

East Detroit Public Schools Teacher Evaluation Master Rubric
Domain #4: Professional Responsibilities (cont.)

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
4B Maintaining Accurate Records (Demonstration: Artifacts of Classroom Noninstructional Activities) i. Student completion of Assignments & Progress ii. Noninstructional Records	There is no system for tracking student assignments or progress. Teacher does not keep records for non-instructional activities.	System for tracking student assignments & progress is rudimentary and not entirely effective. Records for noninstructional activities are completed but require monitoring for errors and regular adjustments.	System for tracking student assignments & progress is effective and well maintained. Systems for maintaining information on noninstructional activities is effective.	Meets proficiency and communicates information with students. Meets proficiency and it is clear that system is highly effective resulting in timely and accurate completion.
4C Communicating with Families (Artifacts displaying parental communication: Self Reflection) i. Information About the Instructional Program ii. Information About Individual Students	Does not communicate information about instructional programming to families. Does not provide families with information about individual students and does not respond to parent concerns.	Participates in school's activities for family communication but offers little additional information. Adheres to school procedures for communicating about individual students. Responses to family concerns are minimal.	Provides information to families about the instructional program through school activities and additional information. Communicates with families about individual students' progress and is available to respond to family concerns.	Meets proficiency and employs communication strategies frequently. Meets proficiency and is responsive to student and family feedback about communication systems. Handles concerns with professionalism and cultural sensitivity.
4D Participating in a Professional Community (Demonstration: Self Reflection; Log of Participation) i. Relationships with Colleagues ii. Involvement in a Culture of Professional Inquiry & PLC iii. Participation in School and District Projects	Relationships with colleagues are negative and hinder ability to impact student learning. Teacher avoids participation in a culture of professional inquiry & PLC. Avoids being involved in any district projects or school events.	Sometimes maintains positive relationships with colleagues. Teacher is only occasionally involved in a culture of inquiry in PLC. Only participates in school or district events when they are mandatory.	Relationships with most colleagues are characterized by mutual support and cooperation. Actively participates in a culture of professional inquiry in PLC. Participate in school and district projects and events.	Meets proficiency and would participate in leadership roles. Meets proficiency and takes a leadership role in promoting a culture of professional inquiry in PLC. Meets proficiency and makes substantial contributions; volunteers and sometimes takes leadership role.
4E Growing and Developing Professionally (Demonstration: Self Reflection; Log of Participation) i. Enhancement of Content Knowledge and Pedagogical Skill ii. Receptivity to Feedback from Colleagues iii. Service to the Profession	Participates in no professional development activities. Resists feedback from supervisors or other experienced teachers. Makes no effort to share knowledge with others and does not assume professional responsibilities.	Limited participation in professional development opportunities. Is reluctant to accept feedback and occasionally acts on suggestions. Finds limited ways to contribute to the profession.	Actively participates in professional development activities. Welcomes feedback from supervisors and other experienced teachers. Participates actively in assisting other educators.	Meets proficiency and makes a systematic effort to incorporate professional development in practice. Meets proficiency and seeks out feedback from experienced colleagues. Initiates important activities to contribute to the profession.

East Detroit Public Schools Teacher Evaluation Master Rubric
Domain #4: Professional Responsibilities (cont.)

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
4F Showing Professionalism [Demonstration: Self Reflection; Observation] i. Integrity and Ethical Conduct ii. Service to Students & Advocacy for Them iii. Decision Making iv. Compliance with School and District Regulations	Displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students needs & does not advocate on their behalf. Makes decisions and recommendations based only on self-serving interests. Does not comply with school and district regulations.	Displays integrity in most interactions Attempts to serve students are inconsistent and seldom advocates on behalf of students' well-being. Decisions are based on limited professional considerations. Complies minimally with school and district regulations, doing just enough to get paid.	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students and works to ensure all students receive a fair opportunity to succeed. Maintains an open mind and participates in team or departmental decision making. Complies fully with school and district regulations.	Meets proficiency and intentionally models behavior for students and other colleagues. Meets proficiency and seeks out resources when needed. Takes a leadership role in ensuring that all students receive a fair opportunity to succeed. Meets proficiency takes a leadership role in helping to ensure that decisions are made based on the highest professional standards. Meets proficiency and takes a leadership role with colleagues.

Domain #5: Demonstrating Student Growth

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
5A Reporting Student Growth [Demonstration: Student Learning Objective (SLO) Documents] i. Setting SLO goals ii. Tracking SLO data iii. Reporting SLO	Does not set SLO goals. Teacher does not have a tracking system for SLO data. Teacher does not have SLO data.	SLO goals are not clear and assessment tools frequently do not measure SLOs. Teacher has tracking system but it is not disaggregated by individual students. SLO data is inaccurate or not based on the set assessment	SLO goal is clear and assessment tools mostly match SLOs. Tracking system accounts for individual students for both pre and post assessments. Teacher has SLO data from set assessments on students and class as whole.	Meets Proficiency and SLOs clearly are tied to past learning data. Meets Proficiency and tracking system accounts for details for individual students. Meets Proficiency and data is clear and easy to interpret.
5B Student Learning Objective #1 List Assessment Type(s)	No students demonstrated growth towards SLO.	Growth goal is not met, but some students demonstrated growth.	Students met growth goal towards SLO.	Meets Proficiency and exceeded growth goal.

East Detroit Public Schools Teacher Evaluation Master Rubric
Domain #5: Demonstrating Student Growth (cont.)

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
5C Student Learning Objective #2 List Assessment Type(s)	No students demonstrated growth towards SLO.	Growth goal is not met, but some students demonstrated growth.	Students met growth goal towards SLO.	Meets Proficiency and exceeded growth goal.
5D Student Learning Objective #3 List Assessment Type(s)	No students demonstrated growth towards SLO.	Growth goal is not met, but some students demonstrated growth.	Students met growth goal towards SLO.	Meets Proficiency and exceeded growth goal.

**East Detroit High School
Dashboards**

Possible Student Growth Measurements

Secondary (Grades 9/10-12)

MME Scale Scores
(Grades 9/10-11)

Department Common
Assessments
(Pre & Post)
(Grades 9/10-12)

of Students – Credit Earned
(Grades 9/10-12)

AP Test Scores
(Grades 10-12)

Graduation Rates
(Grades 9/10-12)

ACT
Work Keys
(Grades 9/10-11)

Student Performance
Projected Based
(Grades 9/10-12)

Explore/Plan
(Grades 9/10)

Special Education:
IEP Goals
MI – Access
Brigance Inventory
Woodcock Johnson

Other

Principal Evaluation Rubrics

by Kim Marshall* – Revised January 26, 2010

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a principal's job performance:

- A. Diagnosis and Planning
- B. Priority Management and Communication
- C. Curriculum and Data
- D. Supervision and Professional Development
- E. Discipline and Parent Involvement
- F. Management and External Relations

The rubrics use a four-level rating scale with the following labels:

- 4 – Highly Effective
- 3 – Effective
- 2 – Improvement Necessary
- 1 – Does Not Meet Standards

2. The rubrics are designed to give principals an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance for improvement. They are not checklists for school visits. To knowledgeably fill out the rubrics, a principal's supervisor needs to have been in the school frequently throughout the year; it is irresponsible to fill out the rubrics based on one visit and without ongoing dialogue.

3. The *Effective* level describes solid, expected professional performance; any principal should be pleased with scores at this level. The *Highly Effective* level is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level. *Improvement Necessary* indicates that performance has real deficiencies; it's not a "gentleman's C" and principals should be uncomfortable with scores at this level. And performance at the *Does Not Meet Standards* level is clearly unacceptable and needs to be changed immediately.

4. To score, read across the four levels of performance for each criterion, find the level that best describes the principal's performance, and circle or highlight it. On each page, this will create a clear graphic display of overall performance, areas for commendation, and areas that need work. Write the overall score at the bottom of each page with brief comments, and then record all the scores and overall comments on the summary page.

5. Evaluation conferences are greatly enhanced if the supervisor and principal fill out the rubrics in advance and then meet and compare one page at a time. Of course, the supervisor has the final say, but the discussion should aim for consensus based on actual evidence of the most accurate score for each criterion. Supervisors should go into evaluation process with some humility since they can't possibly know everything about a principal's complex world. Similarly, principals should be open to feedback from someone with an outside perspective – all revolving around whether the school is producing learning gains for all students. Note that student achievement is not explicitly included in these rubrics, but clearly it's directly linked to a principal's leadership. How student results factor into the principal's evaluation is for each district or governing board to decide.

6. Some supervisors sugar-coat criticism and give inflated scores for fear of hurting feelings. This does not help principals improve. The kindest thing a supervisor can do for an underperforming principal is give candid, evidence-based feedback and robust follow-up support. Honest scores for all the principals in a district can be aggregated into a spreadsheet that can give an overview of leadership development needs (see page 9 for a sample).

* These rubrics are a much-edited extension of the Principal Leadership Competencies developed in 2004 by New Leaders for New Schools (Kim Marshall was a lead author of that document). Special thanks to Jon Saphier, Charlotte Danielson, Douglas Reeves, and Paul Bambrick-Santoyo for ideas and inspiration.

A. Diagnosis and Planning

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The principal:				
a. Team	Recruits a strong leadership team and develops its skills and commitment to a high level.	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Is a Lone Ranger working with little or no support from colleagues.
b. Diagnosis	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.	Carefully assesses the school's strengths and areas for development.	Makes a quick assessment of the school's strengths and weaknesses.	Is unable to gather much information on the school's strong and weak points.
c. Gap	Challenges colleagues by presenting the gap between current student data and a vision for college success.	Motivates colleagues by comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data.	Bemoans students' low achievement and shows fatalism about bringing about significant change.
d. Mission	Writes a succinct, inspiring, results-oriented mission statement that wins staff and student buy-in.	Writes a memorable, succinct, results-oriented mission statement that's known by all staff.	Distributes a boiler-plate mission statement that few colleagues remember.	Does not share a mission statement.
e. Target	Gets strong staff commitment on a bold, ambitious 3-4-year student achievement target.	Builds staff support for a 3-4-year student achievement target.	Expresses confidence that student achievement will improve each year through hard work.	Takes one year at a time, urging teachers to improve their students' achievement.
f. Theory	Wins staff ownership for a robust, research-based theory of action for improving achievement.	Researches and writes a convincing theory of action for improving achievement.	Accepts colleagues' current notions of how student achievement is improved.	Says that hard work improves achievement – but secretly doubts that progress can be made.
g. Strategy	Collaboratively crafts a lean, comprehensive, results-oriented strategic plan with annual goals.	Gets input and writes a comprehensive, measurable strategic plan for the current year.	Writes a cumbersome, non-accountable strategic plan.	Recycles the previous year's cumbersome, non-accountable strategic plan.
h. Support	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.	Builds ownership and support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership or support.
i. Enlisting	Masterfully wins over resistant staff members who feared change and/or harbored low expectations.	Manages resistance, low expectations, and fear of change.	Works on persuading resistant staff members to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
j. Tweaking	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and tweaks the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.

Overall rating: _____ Comments:

B. Priority Management and Communication

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The principal:				
a. Planning	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of what needs to be accomplished that day but is often distracted from them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
b. Communication	Skillfully and eloquently communicates goals to all constituencies using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.
c. Outreach	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Occasionally asks staff, students, parents, or external partners for feedback.	Never reaches out to others for feedback or help.
d. Follow-Up	Has a foolproof system for capturing key information, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and drops the ball.
e. Expectations	Has total staff buy-in on exactly what is expected for management procedures and discipline.	Makes sure staff know what is expected for management procedures and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Is constantly reminding staff what they should be doing in management and discipline.
f. Delegation	Has highly competent people in all key roles and is able to entrust them with maximum responsibility.	Delegates appropriate tasks to competent staff members and checks on progress.	Doesn't delegate some tasks that should be done by others.	Does almost everything him- or herself.
g. Meetings	All key teams meet on a regular basis and take responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings each month because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
h. Prevention	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	Is effective at preventing and/or deflecting many time-wasting crises and activities.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.
i. Efficiency	Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.
j. Balance	Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.	Is healthy and focused by balancing work demands with healthy habits.	Is sometimes unfocused and inattentive because of fatigue.	Is unproductive and irascible because of fatigue and stress.

Overall rating: _____ Comments:

C. Curriculum and Data

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The principal:				
a. Expectations	Gets all teachers to buy into clear, manageable, standards-aligned grade-level goals with exemplars of proficient work.	Tells teachers exactly what students should know and be able to do by the end of each grade level.	Refers teachers to district or national scope-and-sequence documents for curriculum direction.	Leaves teachers without clear direction on student learning outcomes for each grade level.
b. Baselines	Ensures that all teams use summative data from the year before and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and asks them to assess students' current levels.	Refers teachers to previous-year test data as a baseline for current-year instruction.	Does not provide historical test data to teachers.
c. Targets	Gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
d. Materials	Ensures that all teachers have top-notch curriculum materials and training on how to use them.	Gets the best possible literacy, math, science, and social studies materials into teachers' hands.	Works to procure good curriculum materials in literacy and math.	Leaves teachers to fend for themselves with curriculum materials.
e. Interims	Ensures that high-quality, aligned, common interim assessments are given by all teacher teams at least four times each year.	Orchestrates common interim assessments to monitor student learning several times a year.	Suggests that teacher teams give common interim assessments to check on student learning.	Doesn't insist on common interim assessments, allowing teachers to use their own classroom tests.
f. Analysis	Orchestrates high-quality, low-stakes data/action team meetings after each round of assessments.	Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Suggests that teacher teams work together to draw lessons from the tests they give.	Does not see the value of analyzing tests given during the year.
g. Causes	Gets data meetings engaged in a no-blame, test-in-hand search for root causes and hypothesis-testing.	Asks that data meetings go beyond <i>what</i> students got wrong and delve into <i>why</i> .	Suggests that teachers focus on the areas in which students had the most difficulty.	Does not exercise leadership in looking for underlying causes of student difficulties.
h. Follow-Up	Gets teams invested in following up assessments with effective reteaching, tutoring, and other interventions.	Insists that teams follow up each interim assessment with reteaching and remediation.	Suggests that teachers use interim assessment data to help struggling students.	Does not provide time or leadership for follow-up after tests.
i. Monitoring	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors attendance and discipline data to inform decisions.	Keeps an eye on attendance and suspension rates.
j. Celebration	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.	Shares student, classroom, and school-wide successes and gives credit where credit is due.	Congratulates staff on "small wins" and other successes.	Takes credit for improvements in school performance.

Overall rating: ____ Comments:

D. Supervision and Professional Development

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The principal:				
a. Meetings	In all-staff meetings, has teachers discuss results, learn best strategies, and build trust and respect.	Uses all-staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and uses meetings for one-way lectures on policies.
b. Ideas	Ensures that the whole staff is current on professional literature and constantly explores best practices.	Reads and shares research and fosters an on-going, schoolwide discussion of best practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
c. Development	Orchestrates aligned, high-quality coaching, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides conventional staff development workshops to teachers.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.
d. Empowerment	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime locus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.
e. Support	Gives teacher teams the training, facilitation, and resources they need to make their meetings highly effective.	Provides teacher teams with facilitators so meetings are focused and substantive.	Has teacher teams appoint a leader to chair meetings and file reports.	Leaves teacher teams to fend for themselves in terms of leadership and direction.
f. Units	Ensures that teachers backwards-design high-quality, aligned units and provides feedback on drafts.	Asks teacher teams to cooperatively plan curriculum units following a common format.	Occasionally reviews teachers' lesson plans but not unit plans.	Does not review lesson or unit plans.
g. Supervision	Visits 3-5 classrooms a day and gives helpful, face-to-face feedback to each teacher within 24 hours.	Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits.
h. Criticism	Courageously engages in difficult conversations with below-proficient teachers, helping them improve.	Provides redirection and support to teachers who are less than proficient.	Criticizes struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.
i. Housecleaning	Counsels out or dismisses all ineffective teachers, scrupulously following contractual requirements.	Counsels out or dismisses most ineffective teachers, carefully following contractual requirements.	Tries to dismiss one or two ineffective teachers, but is stymied by procedural errors.	Does not initiate dismissal procedures, despite evidence that some teachers are ineffective.
j. Hiring	Recruits, hires, and supports highly effective teachers who share the school's vision.	Recruits and hires effective teachers who share the school's mission.	Hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates who are available.

Overall rating: _____ Comments:

E. Discipline and Family Involvement

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The principal:				
a. Expectations	Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes schoolwide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
b. Effectiveness	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Tries to deal with disruptive students but is swamped by the number of problems.
c. Celebration	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	Praises student achievement and works to build school spirit.	Praises well-behaved students and good grades.	Rarely praises students and fails to build school pride.
d. Training	Ensures that staff are skilled in positive discipline and sensitive handling of student issues.	Organizes workshops and suggests articles and books on classroom management.	Urges teachers to get better at classroom management.	Does little to build teachers' skills in classroom management.
e. Support	Is highly effective getting counseling, mentoring, and other supports for high-need students.	Identifies struggling students and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students.
f. Openness	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to parents and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns.
g. Curriculum	Informs parents of monthly learning expectations and specific ways they can support their children's learning.	Sends home information on the grade-level learning expectations and ways parents can help at home.	Sends home an annual list of grade-level learning expectations.	Does not send home the school's learning expectations.
h. Conferences	Orchestrates productive parent/teacher report card conferences in which parents and students get specific suggestions on next steps.	Works to maximize the number of face-to-face parent/teacher report card conferences.	Makes sure that report cards are filled out correctly and provided to all parents.	Provides little or no monitoring of the report card process.
i. Communication	Sends home a weekly school newsletter, gets all teachers sending substantive updates, and organizes a user-friendly electronic grading program.	Sends home a periodic school newsletter and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.
j. Backstopping	Provides effective safety-net programs for all students with inadequate home support.	Provides safety-net programs for most students whose parents do not provide adequate support.	Provides ad hoc, occasional support for students who are not adequately supported at home.	Does not provide assistance for students with inadequate home support.

Overall rating: ____ Comments:

F. Management and External Relations

The principal:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Strategies	Implements proven macro strategies (e.g., looping, class size reduction) that boost student learning.	Suggests effective macro strategies (e.g., looping, team teaching) to improve student learning.	Explores macro strategies that might improve achievement.	Sticks with the status quo for fear of alienating key stakeholders.
b. Scheduling	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
c. Movement	Ensures smooth, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently supervises student entry, dismissal, transitions, and meal times.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems.
d. Custodians	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Supervises staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
e. Transparency	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
f. Bureaucracy	Deftly handles bureaucratic, contractual, and legal issues so they never detract from, and sometimes contribute to, teaching and learning.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt teaching and learning.
g. Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
h. Compliance	Fulfills all compliance and reporting requirements and creates new opportunities to support learning.	Fulfills compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and district and other external requirements.
i. Schmoozing	Builds strong relationships with key district and external personnel and gets them excited about the school's mission.	Builds relationships with district and external staffers so they will be helpful with paperwork and process.	Is correct and professional with district and external staff but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support to get things done.
j. Resources	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.

Overall rating: _____ Comments:

Evaluation Summary Page

Principal's name: _____ School year: _____

School: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Diagnosis and Planning:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

B. Priority Management and Communication:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

C. Curriculum and Data:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

D. Supervision and Professional Development:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

E. Discipline and Parent Involvement:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

F. Management and External Relations:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL RATING:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY PRINCIPAL:

Supervisor's signature: _____ Date: _____

Principal's signature: _____ Date: _____

(The principal's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Spreadsheet of Rubric Scores of 12 Principals for PD Purposes

A. Diagnosis and Planning
B. Priority Management and Communication
C. Curriculum and Tests
D. Supervision and Professional Development
E. Discipline and Parent Involvement
F. Management and Internal Relations

Blenda Johnson							16
Henry Rodriguez							19
Hazelita Marston							17
Friedelle Robb							24
Carlton Robinson							18
Kim Stevens							17
Bruce Moore							17
Martin Marcus							24
Sarghan Upson							17
David Buggs							16
Nancy Marshall	2		2		2		11
Totals	34	36	34	23	34	35	



**APPENDIX B
COPY AND PASTE YOUR:**

Professional Development Calendar or Timeline

(unlimited characters)

EDMS Professional Development Calendar 2011 - 2012

	ELA	Mathematics	Science/Social Studies	School Committees or All Staff
July				<ul style="list-style-type: none"> Talent Development Coaches Institute
August	<ul style="list-style-type: none"> Talent Development Curriculum: Strategic Reading 	<ul style="list-style-type: none"> Talent Development Curriculum: Transition to Advanced Mathematics and Geometry Foundations MISD: Algebra for All 		<ul style="list-style-type: none"> Talent Development: Teaching in the Extended Block Talent Development: Team Teaching MISD Cohort V: Adaptive Schools Department Leader Mtg Counselor Mtg EDPS PD MISD: Co-teaching
September	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with ELA coach PLC Department Collaboration Close & Critical Reading 	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with math coach PLC Department Collaboration Close & Critical Reading 	<ul style="list-style-type: none"> Collaborative time with ELA coach PLC Department Collaboration Close & Critical Reading 	<ul style="list-style-type: none"> Talent Development coaching- Transformation Plan, Freshman Seminar, STF training Individual PD plans Individual Goals Department Goals Department Leader Mtg Counselor Mtg Study Island MISD: Teacher Leader Cohort V mtg MISD: Data Dialogues that Get Results pt 2 MISD: Student Assistance MISD: Principal Series MISD: Assistant Principal Series MDE: PLA Technical Assistance
October	<ul style="list-style-type: none"> Collaborative time with ELA coach Writing Scoring Clinic PLC Department Collaboration 	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with math coach Mathematics Common Core Unit Roll Out Pt 1 PLC Department Collaboration 	<ul style="list-style-type: none"> Collaborative time with ELA coach ACT/MME Strategies through the use of data PLC Department Collaboration 	<ul style="list-style-type: none"> Talent Development coaching- Transformation Plan, Career Academies Champions Council Data Director Department Leader Mtg Counselor Mtg EDPS Strategic Planning Staff Meeting SI: Strategies that Promote PD & Student Achievement Success Highways Macomb Career Tech Ed CTE Advisory Mtg MISD: Facilitators of School Improvement MISD: Student Assistance MISD: Principal Series MISD: Assistant Principal Series MDE: PLA Technical Assistance MDE: Decision Making for Results & Data Teams Seminar Training

	ELA	Mathematics	Science/Social Studies	School Committees or All Staff
November	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with ELA coach ACT/MME Strategies through the use of data PLC Department Collaboration 	<ul style="list-style-type: none"> Collaborative time with math coach MISD- PLA Video Clubs ACT/MME Strategies through the use of data PLC Department Collaboration 	<ul style="list-style-type: none"> Collaborative time with ELA coach Writing Tracker ACT/MME Strategies through the use of data PLC Department Collaboration 	<ul style="list-style-type: none"> Researched Based Strategies (Ruby Payne) Champions Council Cornell Notes Department Goals Department Leader Mtg Counselor Mtg GM Street Law Pacing Guides Reading & Writing Scores EDPS Strategic Planning SI: Strategies that Promote PD & Student Achievement MISD: Teacher Leader Cohort V- Adaptive Schools MISD: Teacher Leader Cohorts Continued Journey MISD: Literacy in Action MISD: Adolescent Literacy MISD: Bully Free Schools MISD: Student Assistance MISD: Principal Series MISD: Assistant Principal Series MASSP: Highly Effective Instruction MDE: State Testing Training Session MDE: Fall 2011 SI Conference
December	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with ELA coach PLC Department Collaboration Kaplan Advantage ACT prep PLATO 	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with math coach MISD: Mathematics- Train the Trainers Secondary PLC Department Collaboration Kaplan Advantage ACT prep PLATO 	<ul style="list-style-type: none"> Collaborative time with ELA coach PLC Department Collaboration Kaplan Advantage ACT prep PLATO 	<ul style="list-style-type: none"> Talent Development coaching- Transformation Plan, transition to 2nd semester Champions Council Department Goals Pacing Guides Word Walls Department Leader Mtg Counselor Mtg SI: Strategies that Promote PD & Student Achievement Reality Therapy/Choice Theory Basic Training MISD: Teacher Leader Cohort V- 7 Habits MISD: Teacher Leader Cohort Mtg MISD: Literacy in Action MISD: Bully Free Schools MISD: Nonviolent Crisis Intervention MISD: Principal Series MISD: Assistant Principal Series

	ELA	Mathematics	Science/Social Studies	School Committees or All Staff
January	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with ELA coach PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with math coach PLC Department Collaboration MISD: PLA Video Clubs Common Core 	<ul style="list-style-type: none"> Collaborative time with ELA coach PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching Champions Council Data Walls Department Goals Pacing Guides Department Leader Mtg Counselor Mtg QAR Preview SI: Strategies that Promote PD & Student Achievement MISD: Teacher Leader Cohort Mtg MISD: Facilitators of School Improvement MISD: Literacy in Action- Beyond Reading Apprenticeship MISD: Principal Series MISD: Assistant Principal Series
February	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with ELA coach PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with math coach PLC Department Collaboration MISD: PLA Video Clubs Common Core 	<ul style="list-style-type: none"> Collaborative time with ELA coach PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching Champions Council Department Leader Mtg Counselor Mtg SI: Strategies that Promote PD & Student Achievement MISD: Teacher Leader Cohort V- 7 Habits MISD: Facilitators of School Improvement MISD: School Support Team Mtg. MISD: Principal Series MISD: Assistant Principal Series
March	<ul style="list-style-type: none"> Collaborative time with ELA coach PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Collaborative time with math coach PLC Department Collaboration MISD: PLA Video Clubs Common Core 	<ul style="list-style-type: none"> Collaborative time with ELA coach PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Champions Council Department Leader Mtg Counselor Mtg SI: Strategies that Promote PD & Student Achievement ACT/MME Test Administration MISD: Teacher Leader Cohort V-7 Habits MISD: FOCUS- Evaluating the Essentials to Radically Improve Student Learning MISD: Principal Series MISD: Assistant Principal Series

	ELA	Mathematics	Science/Social Studies	School Committees or All Staff
April	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with ELA coach PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with math coach MISD: PLA Video Clubs PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with ELA coach PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching Champions Council Department Leader Mtg Counselor Mtg SI: Strategies that Promote PD & Student Achievement QAR MISD: Teacher Leader Cohort Mtg MISD: Facilitators of School Improvement MISD: School Support Team MISD: Principal Series MISD: Assistant Principal Series
May	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with ELA coach PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with math coach MISD: PLA Video Clubs PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with ELA coach PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching Champions Council Department Leader Mtg Counselor Mtg SI: Strategies that Promote PD & Student Achievement MISD: Facilitators of School Improvement Department Leader Mtg Counselor Mtg SI: Strategies that Promote PD & Student Achievement MISD: Facilitators of School Improvement
June	<ul style="list-style-type: none"> Collaborative time with ELA coach PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Collaborative time with math coach PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Collaborative time with ELA coach PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Department Leader Mtg Counselor Mtg SI: Strategies that Promote PD & Student Achievement MISD: School Support Team

EDIS Professional Development Calendar 2012-2013

EDIS Professional Development Calendar 2012-2013			
Mathematics		Science/Social Studies	
ELA		School Committees or All Staff	
August	<ul style="list-style-type: none"> Talent Development Curriculum: Reading & Writing in Your Career Talent Development Curriculum: College Prep Reading & Writing 	<ul style="list-style-type: none"> Talent Development Curriculum: Geometry Foundations Talent Development Curriculum: Algebra II Foundations 	<ul style="list-style-type: none"> Talent Development: Teaching in the Extended Block Talent Development: Team Teaching Academy PLC Department Leader Mtg Counselor Mtg EDPS PD
September	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with ELA coach ACT/MME Strategies through the use of data PLC Department Collaboration Close & Critical Reading Reading Apprenticeship Literacy in Action Writing Scoring Clinic Common Core 	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with math coach ACT/MME Strategies through the use of data PLC Department Collaboration Close & Critical Reading Reading Apprenticeship Literacy in Action Common Core 	<ul style="list-style-type: none"> Collaborative time with ELA coach ACT/MME Strategies through the use of data PLC Department Collaboration Close & Critical Reading Reading Apprenticeship Literacy in Action Writing Tracker Common Core
October	<ul style="list-style-type: none"> Collaborative time with ELA coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with math coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching- Transformation Plan Academy PLC EWI Individual PD plans Individual Goals Champions Council Department Goals Department Leader Mtg Counselor Mtg PLATO MISD: Teacher Leader Cohort VI MISD: Data Dialogues that Get Results MISD: PBIS MISD: Student Assistance MISD: Principal Series MISD: Assistant Principal Series
	<ul style="list-style-type: none"> Collaborative time with ELA coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Collaborative time with ELA coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching- Transformation Plan Academy PLC EWI Champions Council Data Director Department Leader Mtg Counselor Mtg Reading & Writing Scores Staff Meeting SI: Strategies that Promote PD & Student Achievement Macomb Career Tech Ed CTE Advisory Mtg MISD: Facilitators of School Improvement MISD: PBIS MISD: Student Assistance MISD: Principal Series MISD: Assistant Principal Series

		School Committees or All Staff		
		ELA	Mathematics	Science/Social Studies
November	<ul style="list-style-type: none"> • Talent Development coaching • Collaborative time with ELA coach • ACT/MME Strategies through the use of data • PLC Department Collaboration • Common Core 	<ul style="list-style-type: none"> • Collaborative time with math coach • MISD- PLA Video Clubs • ACT/MME Strategies through the use of data • PLC Department Collaboration • Common Core 	<ul style="list-style-type: none"> • Collaborative time with ELA coach • ACT/MME Strategies through the use of data • PLC Department Collaboration • Common Core 	<ul style="list-style-type: none"> • Academy PLC • EWI • Champions Council • Department Goals • Pacing Guides • Department Leader Mtg • Counselor Mtg • SI: Strategies that Promote PD & Student Achievement • MISD: Teacher Leader Cohort VI- Adaptive Schools • MISD: Teacher Leader Cohorts Continued Journey • MISD: Literacy in Action- Beyond Reading Apprenticeship • MISD: Literacy in Action • MISD: Student Assistance • MISD: Principal Series • MISD: Assistant Principal Series • MDE: State Testing Training Session • MDE: Fall 2011 School Improvement Conference
December	<ul style="list-style-type: none"> • Talent Development coaching • Collaborative time with ELA coach • ACT/MME Strategies through the use of data • PLC Department Collaboration • Common Core 	<ul style="list-style-type: none"> • Talent Development coaching • Collaborative time with math coach • ACT/MME Strategies through the use of data • PLC Department Collaboration • Common Core 	<ul style="list-style-type: none"> • Collaborative time with ELA coach • ACT/MME Strategies through the use of data • PLC Department Collaboration • Common Core 	<ul style="list-style-type: none"> • Talent Development coaching- Transformation Plan, transition to 2nd semester • Academy PLC • EWI • Champions Council • Department Goals • Pacing Guides • Department Leader Mtg • Counselor Mtg • SI: Strategies that Promote PD & Student Achievement • MISD: Teacher Leader Cohort VI- 7 Habits • MISD: Teacher Leader Cohort Mtg • MISD: Literacy in Action- Beyond Reading Apprenticeship • MISD: Principal Series • MISD: Assistant Principal Series

ELA		Mathematics		Science/Social Studies		School Committees or All Staff	
January	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with ELA coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with math coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core MISD: PLA Video Clubs 	<ul style="list-style-type: none"> Collaborative time with ELA coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Collaborative time with ELA coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching Academy PLC EWI Champions Council Department Goals Pacing Guides Department Leader Mtg Counselor Mtg SI: Strategies that Promote PD & Student Achievement MISD: Teacher Leader Cohort Mtg MISD: Facilitators of School Improvement MISD: Literacy in Action- Beyond Reading Apprenticeship MISD: Principal Series MISD: Assistant Principal Series 		
February	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with ELA coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with math coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core MISD: PLA Video Clubs 	<ul style="list-style-type: none"> Collaborative time with ELA coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Collaborative time with ELA coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching Academy PLC EWI Champions Council Department Leader Mtg Counselor Mtg SI: Strategies that Promote PD & Student Achievement MISD: Teacher Leader Cohort Vi- 7 Habits MISD: Facilitators of School Improvement MISD: School Support Team Mtg. MISD: Principal Series MISD: Assistant Principal Series 		
March	<ul style="list-style-type: none"> Collaborative time with ELA coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Collaborative time with math coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core MISD: PLA Video Clubs 	<ul style="list-style-type: none"> Collaborative time with ELA coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Collaborative time with ELA coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Academy PLC EWI Champions Council Department Leader Mtg Counselor Mtg SI: Strategies that Promote PD & Student Achievement ACT/MME Test Administration MISD: Teacher Leader Cohort Vi-7 Habits MISD: Principal Series MISD: Assistant Principal Series 		

ELA		Mathematics		Science/Social Studies		School Committees or All Staff	
April	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with ELA coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with math coach MISD: PLA Video Clubs ACT/MME Strategies through the use of data PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with ELA coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching Academy PLC EWI Champions Council Department Leader Mtg Counselor Mtg SI: Strategies that Promote PD & Student Achievement MISD: Teacher Leader Cohort VI Mtg MISD: Facilitators of School Improvement MISD: School Support Team MISD: Principal Series MISD: Assistant Principal Series 			
May	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with ELA coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with math coach MISD: PLA Video Clubs ACT/MME Strategies through the use of data PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching Collaborative time with ELA coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Talent Development coaching Academy PLC EWI Champions Council Department Leader Mtg Counselor Mtg SI: Strategies that Promote PD & Student Achievement MISD: Facilitators of School Improvement 			
June	<ul style="list-style-type: none"> Collaborative time with ELA coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Collaborative time with math coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Collaborative time with ELA coach ACT/MME Strategies through the use of data PLC Department Collaboration Common Core 	<ul style="list-style-type: none"> Academy PLC EWI Department Leader Mtg Counselor Mtg SI: Strategies that Promote PD & Student Achievement MISD: School Support Team 			



**APPENDIX C
COPY AND PASTE YOUR:**

Daily School Schedule, Sample Student Schedule and Teacher Collaboration Schedule
Or
Executed Addendum to Support the Implementation of the Reform Model

(Maximum 6250 characters)

East Detroit
High School

	Current Bell Schedule 2011-12	Hour 1 7:30 8:29	Hour 2 8:34 9:33	Hour 3 09:38 10:39	Hour 4 10:44 12:12	Hour 5 12:17 01:17	Hour 6 1:22 2:22
1st Semester	Student A	Sr Math AdvTopic 1	English 12 S1	Adv Bus Comp	Spanish I S1 Room:	Media Pub Graphics	Chemistry S1
2nd Semester	Student A	English 12 S2	Sr Math AdvTopic 2	Spanish I S2	Adv Weight Trng	Psychology	Chemistry S2

Block Schedule	Tentative Schedule 2012-2013	Hour 1 7:30	Hour 2	Hour 3	Hour 4 2:52		
1st Semester	Student B	9th Gr PE/Health	Freshman Seminar S1	Strategic Reading S1	Transition to Adv Math S1		
2nd Semester	Student B	American History	Physical Science	English 9 S2	Algebra		

Academy Team Meetings - Tentative

September

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
						1
2	3	4 Team Mtg	5	6 Early Warning Indicators Mtg (EWI)	7	8
9	10	11 Team Mtg	12	13 Early Warning Indicators Mtg (EWI)	14	15
16	17	18 Team Mtg	19	20 Early Warning Indicators Mtg (EWI)	21	22
23	24	25 Team Mtg	26	27 Early Warning Indicators Mtg (EWI)	28	29
30						

2012

Please note: We expect this schedule to continue throughout the school year.