



RICK SNYDER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

December 16, 2011

Ms. Carol Klenow, Ed.D.
Superintendent of Schools
Madison District Public Schools
915 East 11 Mile Rd.
Madison Heights, MI 48071

Dear Ms. Klenow:

Thank you for submitting the required documents to implement the redesign plan for Madison High School. 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: Approved

Next Steps:

- Preparation for full implementation of redesign plan
- Implementation must begin at the start of the 2012-13 school year
- Submission of monitoring reports as requested on a quarterly basis

Please extend my thanks to your team for the hard work they did to develop the redesign plan. I look forward to seeing evidence of steady improvements in student learning and achievement in your school.

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	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 1</p> <p>Replace the principal.</p>	<p>Continuing with existing principal who does <u>not</u> meet the two year rule.</p> <p><input type="checkbox"/> YES</p>	<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>New principal in place or complete rationale given for keeping principal that falls 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><input checked="" type="checkbox"/> YES</p>
<p>REQUIREMENT 2</p> <p>Collaborative process used to create a teacher/leader evaluation plan that includes student growth as a significant factor.</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. Some details are provided. No mention is provided about how student growth will be included as a significant factor in the evaluation.</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 2.5% by 2013-2014.) 	<p><input checked="" type="checkbox"/> YES</p> <p>Leader and Teacher Evaluation tool is attached in Appendix A.</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 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 checked="" type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> YES</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
			<ul style="list-style-type: none"> ✓ Structure professional development to provide adequate time for collaboration and active learning. ✓ Create a school culture in which professional collaboration is valued, emphasized, and fosters a culture of continuous learning. <p>Professional Development calendar is attached in Appendix B.</p>	<input checked="" type="checkbox"/> YES
<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>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 type="checkbox"/> YES</p>	<p>The plan addresses strategies to recruit and retain staff to meet the needs of students.</p> <ul style="list-style-type: none"> ✓ Promotion/career growth and flexible working conditions and hours to retain staff. ✓ Recruitment and retention plan is in place that includes interview questions. ✓ An individual professional development plan for new teachers and experienced teachers with new teaching assignments. 	<input checked="" type="checkbox"/> YES
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>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 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>	<input checked="" type="checkbox"/> YES

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> <ul style="list-style-type: none"> ✓ Plan details PD on data use and describes how teachers have easy access to data on their students. ✓ 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. ✓ Teachers are trained on data usage and can access assigned student's data with ease. ✓ Teachers prepare standards-aligned lessons and differentiated activities. ✓ Student learning assessed frequently using standards-based classroom assessments. ✓ Parent communications are frequent and include useful information about homework practices. ✓ Plan includes varied modes of instruction (teacher-directed whole-class; teacher-directed small group; student-directed small group, etc.). ✓ Teachers employ effective classroom management. 	<p><input checked="" type="checkbox"/> YES</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> <ul style="list-style-type: none"> ✓ Use creative strategies to allocate funds or flex schedules to support extended learning time. 	<p><input checked="" type="checkbox"/> YES</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
			<p>All Core academic subjects included. <input checked="" type="checkbox"/> Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications. <input checked="" type="checkbox"/> Enrichment activities for all students. <input checked="" type="checkbox"/> Assess areas of need, select programs, and strategies to be used and identify community and partners. Create and sustain partnerships to support extended learning. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Collaboration time for all teachers. <input checked="" type="checkbox"/> Ensure that teachers use extra time effectively when extended learning is implemented within the school program by providing targeted PD. The following schedules are attached in Appendix C. <ol style="list-style-type: none"> a. Daily school schedule. b. Teacher collaboration schedule. c. Student schedule that demonstrates increased learning time. </p>	<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	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
REQUIREMENT 9 Provide ongoing mechanisms for family and community engagement.	<input type="checkbox"/> YES <input type="checkbox"/> YES Plan gives minimal information regarding how families and the community will be involved.	<input type="checkbox"/> YES <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 <input 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.	
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 <input type="checkbox"/> YES Plan gives minimal information about the flexibility the district will provide to the school.	<input type="checkbox"/> YES <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 <input 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 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 <input type="checkbox"/> YES Plan gives minimal details about how the district will support the school's efforts.	<input type="checkbox"/> YES <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 <input checked="" type="checkbox"/> YES Plan details how district will support the school's reform efforts. 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 	

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 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 checked="" 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>Well thought out, complete and comprehensive plan with a lot of support.</p>

SCHOOL INFORMATION

District: Madison District Public Schools
 School Name: Madison High School
 Address: 915 East 11 Mile, Madison Heights,
 School Code: 02317

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.

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THE TRANSFORMATION MODEL STARTS HERE:

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

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

I. TRANSFORMATION MODEL COMPONENTS

PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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)
 Over the past year Madison High has taken numerous steps to develop and increase the effectiveness of the teachers, the learning environment as a whole and individual student academic achievement. The initial steps included the replacement of the principal in 2010. The new principal, Mr. Christian Morales, was appointed to establish a safe and orderly environment and to improve student achievement and engagement. Since his appointment, he has worked with staff, students and community to ensure a high-quality educational program and provide leadership in an environment of high expectations for staff and students by staying focused on raising student achievement and keeping students on track for graduation. While many changes took place during his first year as principal, Mr. Morales started his second year at Madison High by leading the implementation of research based school reform model that was adopted in spring, 2011. The reform plan is being supported by the United Way of Southeastern Michigan and includes grant funding for sustained interventions by an external school turnaround partner, Institute for Research and Reform in Education (IRRE). Implementation of the reform began in August, 2011 with intensive training for Mr. Morales, a School Improvement Facilitator, and the teaching staff. Mr. Morales and his staff are committed to implementing effective instructional strategies and structures/systems that support quality instruction and increase student achievement. They are also committed to implementing new methods to assess student learning and monitoring critical achievement indicators so that they can make adjustments to improve the learning environment and school culture.
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)

Madison District's teacher evaluation system for 2011-12 was adopted and replicated from another school district with involvement and support from the Madison Education Association. It is based on Charlotte Danielson's Standards for Effective Teaching. Student growth will represent 8% of the teacher's year-end evaluation in 2011-12. The factor will increase to 16% in 2012-13 and then comply with changes in the state law at 25% for 2013-14.

The evaluation system for principals includes student growth and school improvement as substantial factors for rating a principal's annual effectiveness. Student growth will be a factor in the principal's evaluation according to the same annual percentages that will be used for teacher evaluation. Ineffective principals will be removed after being rated as ineffective for two years.

The district has filed a statement for exemption with the Governor's Council on Educator Effectiveness that would permit continued use of the current systems. If the district is not allowed to use its current systems beyond 2011-12, the district will implement the statewide evaluation system developed by the Governor's Council.

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)

The district will use multiple strategies, within its limited financial resources, to reward teachers and leaders who have raised student achievement and have been rated as effective or highly effective through the district's annual evaluation process.

Strategies for rewarding teachers and leaders will include but are not limited to:

- The district will establish a budget line item to provide mini-grants for effective teachers and leaders who wish to incorporate new research-based practices in their teaching or leadership activities to further the reform and redesign efforts at Madison High. The mini-grants will be available to cover the cost of specialized training or to purchase instructional materials and will be available to those who have raised student achievement. A site committee will be established to oversee the mini-grant program.
- Effective teachers who have raised student achievement will be allowed to work at home on teacher record days.
- Effective teachers will be recognized for achieving tenure by the Board of Education and by the superintendent at the annual district wide back-to-school meeting.
- Effective teachers will be recognized through the Oakland County Teacher of the Year program.

- School leaders will be recognized for raising student achievement by the Board of Education and by the superintendent at the annual district wide back-to-school meeting
- Teachers who raise student achievement will have the opportunity to participate in paid summer leadership assignments related to district wide improvement initiatives such as implementing the Common Core Curriculum in the district.
- Teachers who raise student achievement will have the opportunity to participate in leadership programs such as Madison Sparks, a district program for technology leaders, or the Aspiring Principals Academy sponsored by Oakland Schools.
- Teachers and school leaders will receive a recognition stipend when Madison High School makes progress that is sufficient to remove the school from the state list of Persistently Low Achieving Schools.

The district is committed to taking the steps needed to remove ineffective teachers or leaders from Madison High School. The district's current teacher and administrator evaluation systems provide for removal of leaders and staff members who are ineffective. Once a teacher is rated as ineffective, the teacher will be provided extra support to improve professional practice and student achievement outcomes as detailed in the teacher evaluation system. The district will dismiss ineffective probationary teachers and tenured teachers in accordance with the law if efforts to improve performance are not successful. Ineffective school leaders will be given one year of extra support through a structured plan of assistance to improve performance and student achievement outcomes in their schools. Ineffective leaders will be removed after being rated as ineffective for two years.

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)

Staff professional development is structured around our partnership with IRRE and the implementation of the five year-full scale school reform. The professional development (PD) outcomes are to improve student outcomes by providing teachers with a structured set of tools that are research based, proven effective from 15 years of IRRE work with schools in urban areas with high populations of low SES students. Our partnership with IRRE includes whole school reform that begins year 1 with an adoption of a 9th and 10th grade literacy class, revamping of our Math curriculum for Alg 1, Alg 2, and Geom, and a data collecting resource system called Measuring What Matters that involves building coaching teams, frequent 20 minute classroom visits, and analyzing collected data.

Madison PD for our staff includes teaching strategies meant to reach students of lower SES, a very high percentage of our student fit into this category. Through our partnership with IRRE our teachers will also be introduced to proven strategies for improving engagement and student outcomes by enhancing teacher delivery methods that include levels of interaction, 10 power strategies for increasing student engagement, and lesson design strategies. Madison teachers will be provided extensive professional development on formatively assessing students and other strategies that help all teachers recognize when students have mastered their learning objectives. Due to the changes being brought to our staff during the 2011-2012 school year because of our partnership with IRRE, there will be incremental extensive professional development to help our staff understand the full breadth of the reform over the course of the year. This will also be in preparation of our year 2 of PLA status and all implementation of the transformation model due to our PLA status. These professional development half day meetings will include understanding our data collecting metric on engagement, alignment, and rigor called Measuring What Matters (MWM) and exposing the entire staff to IRRE strategies that are focused in improving student achievement. The Madison administration will also be involved in professional development including classroom walkthrough strategies, collecting and analyzing data from walkthroughs, and mentoring and supporting teachers by creating an environment of reflective practice. There will be a three-day science PD institute over the summer of 2012 to help science design a curriculum based on "I Can" statements just like Mathematics has during the 2011 summer and school year. There will be 2 full days of whole school PD before the beginning of school year to focus our faculty and staff on the goals and objectives for the school year. This time will also be used to discuss full implementation of the PLA transformational model and IRRE year 2 reform. There will be 3 days of PD visits by IRRE each quarter of each year we are in the IRRE reform for a total of 12 full days of PD: 1 day with Literacy Team, 1 day with the Math Team, and 1 day of in class observation, reflection, and needs assessments. Each year our administrative staff and our school improvement facilitator will spend 2 days with the IRRE and the United Way in leadership training on Measuring What Matters, the 20 minute classroom evaluation system developed by IRRE that measures Engagement, Alignment, and Rigor. The professional development for the staff will continue each month Madison has a ½ day PD where internal professional development will be generated to bolster the IRRE professional development, model effective classroom strategies, analyze PLAN and EXPLORE test data to develop effective strategies for student improvement on the ACT, collaborate on effective strategies for ensuring efficacy of school reform. Madison will also provide teachers with embedded professional development through the employment of our building educational leaders and the Madison School Improvement Facilitator. The SIF will be the school liaison with IRRE to help develop embedded professional development with teachers on a day-to-day basis by providing teachers with in class instructional modeling, classroom observation, reflective practice, and teacher mentoring and support. Madison teacher will receive professional development that utilizes subject specific pedagogy through the Madison School Improvement Facilitator. The SIF will conduct prep time meetings with teachers across the curriculum to discuss subject specific

pedagogical strategies including scaffolding techniques, differentiated instruction, and graduated rigor using Bloom's Taxonomy. Teachers will also be provided workshops on how to properly formatively assess students, which will include how to write questions, how to best develop assessments, how to know when to assess, what to do after assessments, and how to utilize assessment data to drive the pacing of the course and curriculum. All Madison professional development will be aligned and designed to ensure staff can facilitate effective teaching by providing all teachers with professional development in IRRE strategies and techniques at the beginning of the year, and at each of the monthly ½ day PDs. All teachers will be participating in the Measuring What Matters visits to gather data on engagement alignment and rigor. The SIF, Principal and teacher leaders that are skilled in IRRE strategies, instructional delivery, formative assessments, and best practices will be providing all teachers with support in and out of the classroom, during preps, and during team meetings after school to ensure a common curriculum, common assessment, and reflective practice. The SIF and Principal that are skilled in IRRE strategies, instructional delivery, formative assessments, and best practices will be working with teachers in and out of the classroom to provide feedback through a series of informal observations by spending time in the classroom with teachers.

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)

Madison will foster an environment rich in teacher leadership opportunities by moving a teacher out of the classroom to focus on their role as the School Improvement Facilitator. The SIF role provides a great opportunity for professional growth and experience in leadership, data collecting and analysis, and other opportunities to participate in school wide and district wide initiatives.

Madison will provide opportunities to teachers seeking experience in leadership to become the Madison High School Building Director. This position offers teachers an opportunity to cover for the Principal in their absence and reflect on their experience. Madison High School continues to promote energetic teachers to sit as department chairs for our curriculum departments. This gives teachers an opportunity to help decide direction for school improvement, discuss important school-wide issues, and plan for important dates at the school including testing dates for required testing, and special days around the school including cultural celebrations.

Flexible Schedule:

Teachers will be provided with professional development time to increase our institutional knowledge of pedagogy. Teachers that participate in PD at Oakland Schools, Macomb ISD, or other area school associations or universities will report back to the SIF and discuss what they learned in their PD. Then programs may be developed to share the PD info with the rest of the staff.

Teachers in our literacy team, math team, social studies team, and our science team will have 4 pull out days each for PD during our IRRE quarterly site visits. This time

will provide our teams with important time to have quality structure PD on specific topics as mentioned in the Appendix of this plan.

Teachers will be provided with pull out time for professional development, to have time to prepare exams, to provide for common planning when called for by departments.

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)

Three overarching, research-based goals will shape Madison High School’s approach to instructional improvement: (1) Engagement: Students are actively involved — cognitively, emotionally, and behaviorally — in their academic work (NCREL, 2005; Tomlinson, 1999; Tomlinson & Allan, 2000). (2) Alignment: Students are doing work that reflects academic standards set by their district and state; have opportunities to master the methods used on their state’s high-stakes assessments; and are prepared for the next level of learning (Bhola, Impara, & Buchendahl, 2003). (3) Rigor: Teachers expect and support high levels of work from all students (Burriss, et al, 2008; Quint, Thompson, & Bald, 2008), ensuring mastery through frequent checks for understanding in which all students are held individually accountable and opportunities for re-teaching are provided. The instructional framework formed by these three goals has been developed and field-tested by Madison High School’s external partner, the Institute for Research and Reform in Education (IRRE), across more than 15 years of work with secondary schools. These goals will provide a common lens and language for instructional improvement work at every grade level in Madison High School. A key tool used to build staff’s understanding and knowledge of what engagement, alignment, and rigor look like in the classroom is IRRE’s Engagement, Alignment, and Rigor Classroom Visit Protocol. This protocol uses research-based indicators to collect and report data on the levels of engagement, alignment, and rigor in classroom practices. District and building administrators as well as teacher leaders will be trained to use this data collection tool. These data will then be used to inform and guide all professional development activities targeting instructional practice, and help to create a coherent, consistent, and well aligned instructional program in every classroom, at every grade level in Madison High School. This aligned and data-driven approach to instructional improvement will cut across the critical areas of instructional improvement work outlined in more detail below. Pedagogy: Professional development and coaching will be provided by IRRE around specific pedagogical strategies to increase teachers’ instructional repertoire in ways that promote mastery of rigorous academic content by diverse learners (including intensive work on differentiating instruction for ELL, advanced, and struggling students), and ensure that instructional practice remains clearly and strongly aligned to state and district standards. Madison High School leadership and IRRE have been very intentional in choosing strategies that; a) are effective in all content areas, b) engage and encourage students to move toward high levels of thinking; c) teachers can easily integrate into their practice, modifying them to best match their strengths; and d) are research based and achieve high

levels of effectiveness when used well. Literacy Curricula: Madison High School leadership and IRRE will work with teachers and instructional leaders to adopt First Things First Literacy, an engaging and rigorous literacy curricula for all 9th and 10th grade students to dramatically advance their literacy skills toward college-ready levels. Built into these curricula is a structured process for continuously reviewing, evaluating, and strengthening these curricula to meet the individual needs of Madison’s students. In their professional learning communities, teachers will be holding structured dialogues to identify new materials and strategies for implementing the curricula, and collaborating across content areas so that the literacy strategies included in these curricula are incorporated into all instruction. Math and Science Benchmarking: IRRE will work with the math and science teachers, coaches and instructional supervisors at Madison High School to restate the current math and science curriculum as specific, sequential accomplishments – “I can...” statements. Each “I Can” learning target is followed by a formative assessment or benchmark that informs both the teacher and student about the next step in the learning process (re-teaching for greater understanding, or moving on to new content (rapid time analysis, feedback and targeted instruction)). Students are provided multiple opportunities for learning the content in a variety of contexts to ensure mastery of the skills. These benchmarks then drive differentiated instruction, student accountability and recognition, and collective commitment to all students becoming college-ready in math and science. Curriculum Mapping and Common Formative Assessments: As described above, math and science teachers at Madison High School will be engaged in a process that inherently creates a common core curriculum based on state standards and ensures the systematic use of formative assessments. Madison High School and IRRE will also work with teachers across all course levels and content areas to identify the learning targets and standards that students must know and be able to do successfully to move on to the next level within the content area, demonstrate mastery on high stakes assessments and build the confidence and efficacy to take on greater challenges. Teachers will deconstruct the learning targets, identify levels of thinking and mastery needed for each and create pacing guides and common assessments ensuring a coherent, content-rich curriculum. Through this process, teachers will become deeply embedded in learning and discussing their content, providing opportunities for collegial conversations that lead to both stronger learning communities and more effective instruction. Professional learning communities: Madison High School will be working to form stronger, more effective professional learning communities. IRRE will provide trainings and job-embedded professional development to support the design and organization of teachers and staff into collaborative communities (i.e., content area teams and cross-content small learning communities) where they will share groups of students with their colleagues over extended periods of time.

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)

Teachers will experience professional development in order to become informed, collaborative data users. All of the job-embedded professional development for the new instructional programs being implemented at Madison High School will

incorporate data-driven dialogue to support implementation of effective instructional strategies to improve instruction. Madison High School's external partner, the Institute for Research and Reform in Education (IRRE), will work with the teachers and administrators of Madison High School to develop formative assessments to inform individual student and class-wide instructional needs. For example, in math and science, teachers participate in a process in which they collaboratively identify the skills, concepts and processes to be mastered as well as build the formative assessments that will allow them to monitor what students have mastered and where they still may need greater support. Multiple assessments are created for each learning target (aligned with all relevant state standards) with the knowledge that many students may need additional instructional time and support before reaching mastery while others are ready to advance more quickly. IRRE will also work with teachers from all course levels and content areas to identify the learning targets and standards that students must know and be able to do successfully to move on to the next level within the content area (i.e., curriculum mapping) as well as create common, formative assessments to regularly collect data on individual student mastery of state and district standards for those content areas. Through this process, teachers gain a greater depth of knowledge about the content as well as learn about how to use the information gathered from these formative assessments to inform their instruction. This system of formative assessment provides students with prompt, frequent, specific and descriptive feedback and opportunities to own, monitor and adjust their own learning. Teachers use this ongoing and frequent data to revise/refine their lesson plans as well as conduct team meetings to analyze the data and determine areas of need or support for their own practice, which might include peer to peer support. Teachers will receive training and ongoing coaching from IRRE in using data-driven dialogue as it pertains to the work of instructional improvement. For example, teachers of the "I Can" math benchmarking system engage in data-driven dialogue each quarter as they review (a) their mastery charts of benchmarks derived from the state standards, (b) student progress toward those benchmarks, and (c) create action plans for how to close the gap between what is expected of each student and the progress that has been achieved. IRRE will also work with Madison High School to use this instructional data alongside data on other student academic and behavioral indicators. Specifically, through IRRE's Measuring What Matters (MWM): Student Outcomes dashboard, individual "student academic and behavioral profiles" will be available to teachers, administrators, parents and students. This system provides timely data on student attendance, behavior, test scores, grades, progress to graduation, and college readiness. Additionally, access to critical early warning data about each individual student and groupings of students (e.g., grouped by grade, course, content area, academy) will be available for use in planning individual and systemic interventions and monitoring their effectiveness. IRRE will provide training and follow-up coaching to use the MWM: Student Outcomes dashboard to ensure staff responds more quickly and effectively to individual student needs and that the school's improvement plan is being well implemented. School leadership will receive training to use data collected with IRRE's Engagement, Alignment, and Rigor Classroom Visit Protocol. These data combined with student outcome data will help the school make decisions about

supports for students as well as professional development needs for teachers. Finally, to ensure that teachers have the time to review student data and plan instructional improvements for individual students and groups of students, teachers will have common planning time built into the schedule. The district has made identifying time for faculty to review data and implement instructional change a priority.

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)

Madison High School will extend the school day by 40 minutes beginning in the 2012-13 school year to increase learning time for all students in all classes. The extended learning time, when coupled with the First Things First reform strategies implemented with support from IRRE, will promote increased effectiveness for best practice instructional strategies. In addition to an extended school day, Madison High School will implement a block schedule beginning in 2012-13 to increase the quality and intensity of instruction on a daily basis. The increased learning time for all students as a result of the extended school day and implementation of a block schedule will be 124 hours.

As Madison implements a block schedule, it will establish small learning communities and a weekly advocacy period during which students will receive support for academic classes, ACT preparation, and college/career planning as part of the First Things First reform. Teacher preparation time within the daily block schedule includes new common planning and collaboration time for teachers in each of the established small learning communities. Teacher collaboration will also be incorporated into staff meetings and professional development days to develop the school culture needed to fully implement the First Things First reform, including use of data and effective instructional strategies.

Madison High School offers extended learning opportunities for all students as follows.

- Madison increased the instructional time dedicated to literacy in 2011-12. A daily Academic Literacy course is offered for 9th and 10th grade students to support all subject area content but with emphasis on skills for ELA and Social Studies due to the compression support around expository text, argument, and proposal writing regarding civic issues. The increased learning time for literacy will continue in 2012-13 with all 9th and 10th grade students enrolled in an Academic Literacy block.
- Madison has implemented Benchmark Café providing times before school starts each day, during lunch and after school for students to get additional tutoring and opportunities for revising and improving previously taken assessments in Math. Benchmark Café will be expanded to include Science for 2012-13.

- Madison will implement a summer Benchmark Café program for students who need extra time for credit completion.
- After school credit recovery using NovaNet is available to Madison students. NovaNet offers courses in all core academic areas including Math, ELA, Science and Social Studies.
- Summer school credit recovery using NovaNet is available to all students. Students can work at home or on site with a certified teacher to recover credits in core academic areas.
- Enrollment at Oakland Schools Technical Campus is available to Madison students who wish to focus their studies on a specific career pathway in preparation for college level study or entry into the workforce.
- Dual enrollment is available to students who meet the requirements.
- Online courses are available to students who wish to pursue high school credit in courses that are not currently available at Madison.

Attach a copy of the school schedule, sample student schedule, and teacher collaboration schedule or executed addendum to support the implementation of the extended learning time model 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)

With support from IRRE, Madison High School will implement a Family and Student Advocacy System which provides every student with an advocate dedicated to his or her academic success. Teachers, administrators, and possibly other school staff will serve as advocates, each one working with approximately 15 to 17 students for the entire time the young people are in MHS. Advocates meet with their full group of students once a week for 45 minutes and have weekly one-on-one check-ins with each student. Advocates use data and dialogue to track the progress of and continually follow up with the students in their advocacy group; meeting with teachers and counselors as needed to support their students. Advocates also bridge the gap between home and school, meeting with each student and his/her family at least once a semester and keeping families apprised of their student's progress. Schools implementing IRRE's advocacy system receive intensive support to:

- Create the time and space for advocates, students, and families to meet and do their work.
- Provide advocates with training and clarity about the boundaries and potential of their role.
- Equip advocates with techniques for working more effectively with students and parents/guardians and for carrying out their other responsibilities.
- Teach advocates to use professional learning communities of fellow advocates to build their repertoire of skills, monitor their own and other advocates' work, and use data to guide what they do.

On line Access to Student Outcomes

Through IRRE's Measuring What Matters student outcomes dashboard, advocates, students, and families will have access to timely, credible, and useful data on student progress toward graduation and college readiness. Advocates can

use this individual level data to help students and their families set and monitor progress toward goals for grades, attendance, discipline, test scores, etc.
Engaging Families and the Greater Community

The process of engaging parents and the greater community in the reform initiative begins with a Roundtable in Fall 2011 where the entire school community as well as students, parents, and community representatives are invited to a full day event to learn about the reform initiative and have an opportunity to engage in conversation, share opinions, and have questions answered about the reform strategies. The greater community continues to be involved in the school through the Champions Council which is supported by United Way of Southeastern Michigan. Through regular meetings, the Champions Council brings together key community members with school staff to identify and prioritize the school/student needs that can be supported by the greater community.

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)

A Site Steering Committee will be established in 2011-12 to provide a process for transparent and collaborative decision making as Madison implements its redesign plan and continues the work with its reform partner, IRRE. The Site Steering Committee will be comprised of the principal, school improvement facilitator and at least three faculty members. The Principal and Site Steering Committee will be engaged in all decisions for hiring new teachers at MHS. The district takes into consideration the needs of MHS and the reform effort that is underway with United Way/IRRE when placing or transferring staff and will consult with the principal and Site Steering Committee when transfers are necessary.

The district will provide the school with the flexibility to:

- Plan and implement professional development according to the needs of the staff and the reform model that is being implemented. Title II funds will be budgeted for professional development at Madison. The Site Steering Committee will determine how to allocate professional development funds to support the school reform effort.
- Develop a school schedule and calendar that meets the needs of students and supports the school's transformation. A letter of agreement with the Madison Education Association is in place to support an extended school day.
- Make staffing decisions and set work schedules to the needs of students and support the school's transformation.
- Determine spending priorities and develop the school budget based on available district allocations.
- Determine spending priorities for any grant funds provided through the GM Schools of Excellence program and the United Way of Southeastern Michigan.

- 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.)

In order to effectively implement the strategies in the redesign plan, the district has put technical assistance and supports in place that include local resources, external partners, and the Oakland Schools Intermediate School District. The role of each provider is described below.

- A School Improvement Facilitator (SIF) position has been established to support implementation of the redesign plan. The SIF will be responsible for coordinating professional development, analyzing and distributing student outcome data to drive decisions, modeling instructional strategies, working with the School Improvement Team and external partners to identify instructional needs and goals, planning and monitoring the Family Advocacy System, and serving as an internal support for system change.
- The district Technology Coordinator will assume added duties to the support data and analysis needed for effectively implementing the Madison redesign plan. The Technology Coordinator will support data collection and analysis for implementing Measuring What Matters as well as provide embedded professional development for effectively using technology in the classroom.
- In Spring, 2011 the United Way of Southeastern Michigan selected Madison High School as a participant in its GM Schools of Excellence Network funded by the General Motors Foundation. As a result, United Way of Southeastern Michigan has been established as an external reform partner for Madison High School. Judy Muhn, Regional Manager for UWSEM, is the school reform liaison for Madison and will work closely with the Principal and SIF to establish partnerships with the local business community and community agencies. These relationships will provide the school with additional resources and give student access to services that will help them overcome barriers to their success in school. Ms. Muhn will also work with the district administration to establish a Champion's Council, comprised of business and community leaders that will provide additional support and accountability to keep Madison's redesign effort on track.
- United Way of Southeastern Michigan provided schools in the GM Schools of Excellence Network the opportunity to select a school reform partner to engage in a five year, research based school reform initiative. Madison High selected Institute for Research and Reform in Education (IRRE) as its reform partner based on its framework for reform, First Things First. This framework uses five core strategies for transforming the school experience for secondary students in ways that dramatically improve their academic performance and commitment. The core strategies are: 1) strengthening instruction; 2) effective use of data; 3) personalized learning communities; 4) advocating for students and families; and 5) building system capacity to strengthen and sustain reform. Dr. Julie Broom, Director of Instructional

Supports, and Dr. Adena Klem, Director of Field Operations, are the IRRE liaisons to Madison High School and will oversee the five year effort to implement First Things First in collaboration with the Principal, SIF and district administration.

- Oakland Schools provides ongoing support and professional development in the areas of curriculum, assessment, instruction, and technology. Teachers and administrators will continue to participate in regional professional development programs that increase capacity for effective instruction and classroom assessment. The district is also participating in the countywide initiative to implement the new Common Core curriculum standards. In addition, Oakland Schools will continue to provide technical support for testing, data collection, and data analysis.

**TRANSFORMATION SCHOOLS WILL STOP HERE.
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, sample student schedule, and teacher collaboration schedule or executed addendum to support the implementation of the extended learning time model in Appendix C.

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

**TURNAROUND SCHOOLS WILL STOP HERE.
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.

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.

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)

Madison's teacher evaluation and principal evaluation documents are included with this submission as a separate PDF file.

APPENDIX B
COPY AND PASTE YOUR:

Professional Development Calendar or Timeline

(unlimited characters)

Madison's detailed professional development calendar is included as a separate Word file.

APPENDIX C
COPY AND PASTE YOUR:

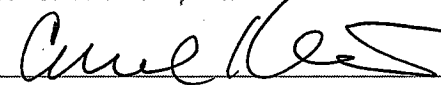
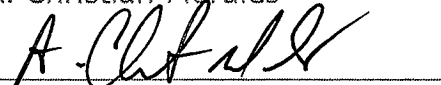

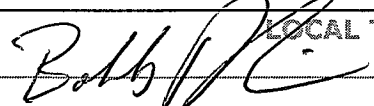
Daily School Schedule, Sample Student Schedule and Teacher Collaboration Schedule
Or
Executed Addendum to Support the Implementation of the Reform Model

(Maximum 6250 characters)

Madison has submitted separate PDF files with school schedule information and a letter of agreement between the district and Madison Education Association that indicates support for implementing the reform model.

Redesign Plan Signature Page



SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: 63140 School Name: Madison High School Address: 915 East 11 Mile Madison Heights, MI 48071 School Code: 02317	Name: A. Christian Morales Position and Office: Principal, Madison High Telephone: 248-548-1800 Fax: 248-548-9758 Email: amorales@madisonschools.k12.mi.us
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Carol Klenow, Ed. D. Signature: X <u></u> Date: 11/22/11	Telephone: 248-399-7800 x. 3400 Fax: 248-399-2229 Email: cklenow@madisonschools.k12.mi.us
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: A. Christian Morales Signature: X <u></u> Date: 11/22/11	Telephone: 248-548-1800 Fax: 248-548-9758 Email: amorales@madisonschools.k12.mi.us
LEA SCHOOL BOARD PRESIDENT Signature: X <u></u> Date: 11/22/11	
LOCAL TEACHER BARGAINING UNIT Signature: X <u></u> Date: 11/22/11	
<p>The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.</p>	

**Letter of Agreement
Between
Madison District Public Schools
and
Madison Education Association
for the
Madison High School Redesign Plan**

It is understood by both parties that for the period of time that Madison High School is designated by the Michigan Department of Education as a Persistently Low Achieving School and is subject to a redesign plan that is approved and monitored by the MDE, instructional time at Madison High School will be increased by forty (40) minutes per day beginning in the 2012-13 school year.

Teachers will use the increased instructional time to provide an additional forty minutes of direct instruction each day for every student enrolled at Madison High School. Teachers will be compensated per Article XXV of the Master Agreement only if state, federal, or other grant funds sufficient to cover these expenses and specifically received to improve student achievement are received by the district. These are the only funds that will be the source for this teacher compensation.

This agreement is in effect for only the period of time that Madison High School is designated as a Persistently Low Achieving School by the Michigan Department of Education. In the event that the school is no longer designated as a PLA school, the high school teachers will no longer be required to provide the additional instructional time nor will they be eligible for compensation for the additional instructional time. Following removal from the PLA list, the teacher work day at Madison High School will be consistent with the workday of the 2011-12 school year.

For the Board of Education




Carol Klenow, Ed. D.
Interim Superintendent

Date

11/22/11

For the Association



Bobby Robinson
President, Madison Education Association

Date

11/22/11

GM Schools of Excellence
IRRE Instructional Supports
Years 1 and 2 (2011-2013)

Year 1: 2011-2012

Activity	Area and Audience for Support	
Instructional Summer Institute- 3 days August 9-11, 2011 August 16-18, 2011	<i>Math</i>	<i>Literacy</i>
	<ul style="list-style-type: none"> • Introduction to the math I Can program • Deconstructing state and national standards; creation of I Can statements • Preparation for Math program elements • Beginning work on creating I Can benchmark assessments and capstones 	<ul style="list-style-type: none"> • Introduction to the Year 1 Literacy curriculum • Experience and discuss various lessons from the curriculum • Experience and discuss Power 10 strategies • Discuss grading procedures, pacing, and culture of literacy
<i>All SIFs and Principals</i>		
Principal/ SIF Training August 15, 2011	<ul style="list-style-type: none"> • Overview of SIF roles and responsibilities • Upcoming work and support from IRRE 	
<i>All Administrators and other Identified Instructional Leaders</i>		
Measuring What Matters Sept. 26-29, 2011 Oct. 24-27, 2011	<ul style="list-style-type: none"> • Introduction to Measuring What Matters and the Ear Protocol • Discussion and clarification of Engagement, Alignment, and Rigor definitions • Experience and practice using the EAR Protocol in live classroom visits • Experience and practice having calibration conversations 	
<i>All Faculty of each School</i>		
Measuring What Matters Teacher Orientations Sept- Oct., 2011	<ul style="list-style-type: none"> • Introduction to Measuring What Matter and the Ear Protocol • Discussion and clarification of Engagement, Alignment, and Rigor definitions 	

Site Visit #1 Oct. 10-12, 2011 Oct. 26-28, 2011	<p style="text-align: center;"><i>Math</i></p> <ul style="list-style-type: none"> • Data Driven Dialogue • Varied Levels of Student Interactions • Quality Questioning: Wait Time 1 and Wait Time 2 • Application of information into lesson planning 	<p style="text-align: center;"><i>Literacy</i></p> <ul style="list-style-type: none"> • Varied Levels of Student Interactions • Quality Questioning: Wait Time 1 and Wait Time 2 • Application of information into literacy lesson planning
Fall Kick-off Training Oct. 13, 2011	<p style="text-align: center;"><i>Designated Personnel and Community Members</i></p> <ul style="list-style-type: none"> • Preparation for Facilitating small group discussions during the FTF Roundtable 	
FTF Roundtable Oct.-Nov., 2011	<p style="text-align: center;"><i>All Faculty and Staff of each school (Hamtramck, Harper Woods, Madison)</i></p> <ul style="list-style-type: none"> • Introduction to First Things First • Discussion of the work ahead to create Small Learning Communities, Family Advocacy, and continued Instructional Supports 	
Site Visit #2 Nov. 16-18, 2011 Nov. 29-Dec. 1, 2011	<p style="text-align: center;"><i>Math</i></p> <ul style="list-style-type: none"> • Data Driven Dialogue • Quality Questioning: Crafting Effective Questions • Framing Questions Appropriately • Right is Right- Responding to Questions • Application of information into lesson planning 	<p style="text-align: center;"><i>Literacy</i></p> <ul style="list-style-type: none"> • Quality Questioning: Crafting Effective Questions • Framing Questions Appropriately • Right is Right- Responding to Questions • Application of information into literacy lesson planning
Site Visit #3 Feb. 7-9, 2012 Feb. 14-16, 2012	<p style="text-align: center;"><i>Math</i></p> <ul style="list-style-type: none"> • Data Driven Dialogue • Lesson Cycle Design: Maximizing each aspect of a daily lesson • Lesson Refining Protocol: Giving quality feedback to our peers • Application of information into lesson planning 	<p style="text-align: center;"><i>Literacy</i></p> <ul style="list-style-type: none"> • Scaffolding: Focused Chunking, giving supportive directions, and No Opt Out • Application of information into literacy lesson planning

<p>Site Visit #4 April 17-19, 2012 April 24-26, 2012</p>	<p style="text-align: center;"><i>Math</i></p> <ul style="list-style-type: none"> • Data Driven Dialogue • Reflection of Year 1 • Revision Work: begin revisions of I Can statements, plan for benchmark revisions 	<p style="text-align: center;"><i>Literacy</i></p> <ul style="list-style-type: none"> • 21st Century Skills: Continuing the push students beyond the classroom • Reflection of Year 1 • Bridge to Year 2 • Application of information into literacy lesson planning
<p>SLC/ Team Lead Training April 20, 2012</p>	<p style="text-align: center;"><i>Identified Teacher Leaders, SIFs, and identified administrators</i></p> <ul style="list-style-type: none"> • Discussion of roles and responsibilities for SLC/ Team Leads • Overview of upcoming SLC/ Team activities • Experience and discuss strategies for working with peers and facilitating effective meetings 	
<p>SLC/ Team Lead Training June 4, 2012</p>	<p style="text-align: center;"><i>Identified Teacher Leaders, SIFs, and identified administrators</i></p> <ul style="list-style-type: none"> • Overview of upcoming SLC/ Team activities • Continue to experience and discuss strategies for working with peers and facilitating effective meetings 	

Year 2: 2012-2013

Activity	Area and Audience for Support			
Instructional Summer Institutes- 3 days August, 2012	<p style="text-align: center;"><i>Math</i></p> <ul style="list-style-type: none"> • Data Driven Dialogue • Finalize revisions to I Can Statements • Revise Benchmark assessments and Capstones • Revise pacing guide • Scaffolding: Focused Chunking • Differentiation: An Introduction • Lesson Refining Protocol 	<p style="text-align: center;"><i>Literacy</i></p> <ul style="list-style-type: none"> • Review and revise pacing guide and grading for Year 1 (9th grade) • Introduce Year 2 (10th grade) curriculum features • Experience and discuss lessons from Year 2 (10th grade) curriculum • Plan lessons together, incorporating learning from last year • Create pacing guide and grading procedures for Year 2 (10th grade) 	<p style="text-align: center;"><i>Science</i></p> <ul style="list-style-type: none"> • Introduction to the science I Can program • Deconstructing state and national standards; creation of I Can statements • Preparation for program elements • Beginning work on creating I Can benchmark assessments and capstones 	<p style="text-align: center;"><i>Social Studies</i></p> <ul style="list-style-type: none"> • Deconstructing state and national standards • Crafting a curriculum map based on standards • Experience and discuss Power Strategies
Principal/ SIF Meeting 1 day August, 2012	<i>All SIFs and Principals</i> <ul style="list-style-type: none"> • Review of work in upcoming school year • Continued leadership development 			
FAS Summer Training 1 day August, 2012	<i>All Faculty and Staff of each School</i> <ul style="list-style-type: none"> • Introduction to Family and Student Advocacy Program • Discussion of Advocate role and responsibility • Planning for Advocacy Period • Setting Goals for Advocacy 			
Small Learning Community (SLC) Summer Training 1 day	<i>All Faculty and Staff of each School</i> <ul style="list-style-type: none"> • Introduction to Small Learning Communities and Common Planning Time 			

August, 2012	<ul style="list-style-type: none"> • Discussion of SLC member role and responsibility • Planning for Common Planning Time • Setting Goals for SLC and Common Planning Time
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Measuring What Matters Refresher 1 day Sept. 2012	<i>All Administrators and other MWM users</i>			
	<ul style="list-style-type: none"> • Review of Measuring What Matters, Ear Protocol indicators, and EAR definitions • Data Driven Dialogue • Experience and practice using the EAR Protocol in live classroom • Experience and practice having Calibration Conversations • Setting Goals and Next Steps for the year in collecting and using data 			

Site Visit #1 4 days October, 2012	<i>Math</i>	<i>Literacy</i>	<i>Science</i>	<i>Social Studies</i>
	<ul style="list-style-type: none"> • Data Driven Dialogue • Differentiation: How to present Material in Various Ways • Application of information into lesson planning • Lesson refining Protocol 	<ul style="list-style-type: none"> • Making lessons Engaging and Relevant: Cooperative Learning and Focus on Real-Life Connections • Application of information into literacy lesson planning 	<ul style="list-style-type: none"> • Data Driven Dialogue • Differentiation: How to present Material in Various Ways • Application of information into lesson planning • Lesson refining Protocol 	<ul style="list-style-type: none"> • Making lessons Engaging and Relevant: Cooperative Learning and Focus on Real-Life Connections • Application of information into lesson planning

FAS Site Visit #1 2 days Oct. 2012	<i>All Faculty (Advocacy Class Visits, Professional Development in SLC Meetings)</i>			
	<ul style="list-style-type: none"> • Review of Advocacy Goals Set • Having Effective Conversations with Students • Setting new Goals for Advocacy 			

Site Visit #2 4 days Nov./ Dec., 2012	<i>Math</i>	<i>Literacy</i>	<i>Science</i>	<i>Social Studies</i>
	<ul style="list-style-type: none"> • Data Driven Dialogue • Scaffolding: Direct Connections to Engagement and Assessment • Application of information into lesson planning • Lesson Refining Protocol 	<ul style="list-style-type: none"> • Scaffolding: Direct Connections to Engagement and Assessment • Application of information into literacy lesson planning 	<ul style="list-style-type: none"> • Data Driven Dialogue • Scaffolding: Direct Connections to Engagement and Assessment • Application of information into lesson planning • Lesson Refining Protocol 	<ul style="list-style-type: none"> • Scaffolding: Direct Connections to Engagement and Assessment • Application of information into lesson planning

<i>All Faculty Professional Development</i>				
FAS Mid-Year Training 1 day Jan./Feb., 2013	<ul style="list-style-type: none"> Engaging students & families in meaningful ways Providing clear expectations Establishing supportive and mutually accountable relationships 			
<i>All Faculty (Advocacy Class Visits, Professional Development in SLC Meetings)</i>				
FAS Site Visit #2 2 days Jan., 2013	<ul style="list-style-type: none"> Review of Advocacy Goals Set Working with Students of Poverty Setting new Goals for Advocacy 			
Site Visit #3 4 days February, 2013	<i>Math</i>	<i>Literacy</i>	<i>Science</i>	<i>Social Studies</i>
	<ul style="list-style-type: none"> Data Driven Dialogue Lesson Cycle Review: Using scaffolding during Guided Practice Application of information into lesson planning Lesson Refining Protocol 	<ul style="list-style-type: none"> Scaffolding: The Next Step Gradual Release of Responsibility Application of information into literacy lesson planning 	<ul style="list-style-type: none"> Data Driven Dialogue Lesson Cycle Review: Using scaffolding during Guided Practice Application of information into lesson planning Lesson Refining Protocol 	<ul style="list-style-type: none"> Scaffolding: The Next Step Gradual Release of Responsibility Application of information into lesson planning
<i>Identified Teachers and Administrators from each School</i>				
Senior Internship Work Jan.- May, 2013	<ul style="list-style-type: none"> Introduction of Internship Program Recruiting for Internship program Setting up and planning for internship program 			
<i>All Faculty (Advocacy Class Visits, Professional Development in SLC Meetings)</i>				
FAS Site Visit #3 2 days March-May, 2013	<ul style="list-style-type: none"> Review of Advocacy Goals Set Preparing teachers, students, and families for Student-led Conferences Setting new Goals for Advocacy 			

FAS Spring Retreat 1 day March/ April, 2013	<i>All Administrators and Leaders from each School</i>			
	<ul style="list-style-type: none"> • Reflection on the year for FAS elements • Preparations for next school year • Setting goals for next year Advocacy 			
Site Visit #4 4 days April, 2013	<i>Math</i>	<i>Literacy</i>	<i>Science</i>	<i>Social Studies</i>
	<ul style="list-style-type: none"> • Data Driven Dialogue • Reflect on current year • Planning ahead for next year • Revisions to I Can Statements, benchmark assessments, and capstones 	<ul style="list-style-type: none"> • Reflect on current year • Planning ahead for next year • Review of strategies learned 	<ul style="list-style-type: none"> • Data Driven Dialogue • Reflect on current year • Planning ahead for next year • Revisions to I Can Statements, benchmark assessments, and capstones 	<ul style="list-style-type: none"> • Reflect on current year • Planning ahead for next year • Review of strategies learned



**MADISON DISTRICT
PUBLIC SCHOOLS**

Teacher Evaluation

2011/2012

October 2011

Madison District Schools

**Teacher Evaluation
2011/2012**

**Plan I – Individual Development
for Probationary Teachers**

October 2011

Outline of Plan I – Individual Development

- Teachers previously tenured in the State of Michigan will complete years one and two of the Individual Development Plan.
- Teachers who have never previously earned tenure and hired before July 19, 2011, regardless of experience, will complete four years of the plan.
- Teachers who have never previously earned tenure and hired after July 19, 2011, regardless of experience will complete five years of the plan.

Individual Development Plan

The teacher and administrator will review and revise the Individual Development Plan in the areas of classroom environment, preparation and planning, instruction, assessment and communication and professional responsibilities.

Formal Observations

Three required each year by November, January, and March. Each formal observation must have a post-observation conference as specified on the Plan I Timeline.

Additional formal observations may be scheduled at the discretion of the administrator. Informal observations may be scheduled at the discretion of the administrator. Informal observations will be made throughout the year.

Mentor

The mentor/mentee relationship will continue through year three.

Plan I - Probationary Teacher Individual Development Plan & Evaluation Timeline

Due Date	Activity
September 30 (or within one month of employment)	Prepare the initial IDP or revise previous year's IDP
No later than two weeks following November 15	FIRST observation of PROBATIONARY teachers completed
Within twenty-four (24) hours PRIOR to the scheduled conference described below	The teacher shall receive a copy of the written report.
Within fifteen (15) calendar days from the FIRST formal classroom observation	The administrator shall prepare a written report, schedule and attend a conference with the teacher at a mutually agreed upon time.
No later than two weeks following January 15	SECOND observation of PROBATIONARY teachers completed
Within twenty-four (24) hours PRIOR to the scheduled conference described below	The teacher shall receive a copy of the written report.
Within fifteen (15) calendar days from the SECOND formal classroom observation	The administrator shall prepare a written report, schedule and attend a conference with the teacher at a mutually agreed upon time.
No later than two weeks following March 1	THIRD observation of PROBATIONARY teachers completed
Within twenty-four (24) hours PRIOR to the scheduled conference described below	The teacher shall receive a copy of the written report.
Within fifteen (15) calendar days from the THIRD formal classroom observation	The administrator shall prepare a written report, schedule and attend a conference with the teacher at a mutually agreed upon time.

* All observations shall be for a minimum of thirty (30) consecutive minutes

Plan I - Individual Development Plan

(Use a separate sheet for each individual goal.)

Individual Development Plan for: _____

Teacher Status: Probationary 1 2 3 4 5 (Check One)

Tenured in Michigan 1 2 (Check One)

Standard(s) Related to Goal (Check all that apply):

<input type="checkbox"/> I. Classroom Environment	<input type="checkbox"/> IV. Assessment
<input type="checkbox"/> II. Preparation and Planning	<input type="checkbox"/> V. Communication and Professional Responsibilities
<input type="checkbox"/> III. Instruction	

Goal:

Purpose of Goal:

Teacher's Plan:

Indicators of Progress:

Administrative Support:

Teacher Signature and Date: _____

Administrator Signature and Date: _____

Plan I - Individual Development Plan Student Growth Goal

(Use a separate sheet for each individual goal.)

Individual Development Plan for: _____

Teacher Status: Probationary 1 2 3 4 5 (Check One)

Tenured in Michigan 1 2 (Check One)

Standard(s) Related to Goal (Check all that apply):

<input type="checkbox"/> I. Classroom Environment	<input type="checkbox"/> IV. Assessment
<input type="checkbox"/> II. Preparation and Planning	<input type="checkbox"/> V. Communication and Professional Responsibilities
<input type="checkbox"/> III. Instruction	

Student Growth Goal:

Teacher's Plan:

Indicators of Progress:

Teacher Signature and Date: _____

Administrator Signature and Date: _____

Plan I - Pre-Observation Conference Form

(Completed by the teacher and discussed with the administrator at the Pre-Observation Conference)

Teacher:	Subject:
Grade Level:	Period/Time and Date of Lesson:
Administrator:	

* Attach any supporting documentation

1. Identify the general characteristics of the class. (Standard I: Classroom Environment)	
2. List the objectives for the lesson(s). (Standard II: Preparation and Planning)	
3. Briefly describe the content and methods of the lesson(s) progress toward achieving the objectives. (Standard III: Instruction)	
4. State how you will measure the students' progress toward achieving the objectives. (Standard IV: Assessment)	
5. Briefly describe your communication and record keeping for the class. (Standard V: Communication and Professional Responsibilities)	
6. Please check the areas below in which you would like specific feedback from the administrator:	
<input type="checkbox"/> I. Classroom Environment <input type="checkbox"/> II. Preparation and Planning <input type="checkbox"/> III. Instruction	<input type="checkbox"/> IV. Assessment <input type="checkbox"/> V. Communication and Professional Responsibilities <input type="checkbox"/> VI. Other

Plan I - Classroom Observation Form

(For administrator use during classroom observation)

Teacher		School		
Date(s)		Probation <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 (Check year)		
Duration of Visit(s)		Number of Students		
Lesson(s) Observed				

The Standards for Effective Teaching are the basis for the following comments:

I. Classroom Environment:
II. Preparation and Planning:
III. Instruction:
IV. Assessment:
V. Communication and Professional Responsibilities:

Plan I – Post Observation Conference Form

(Completed by the administrator and discussed with the teacher at the Post-Observation Conference)

Teacher: _____

Administrator: _____

Evaluation Date: _____

Standards of Effective Teaching:

(Areas from IDP plan must be included below)

I. Classroom Environment:

II. Preparation and Planning:

III. Instruction:

IV. Assessment:

V. Communication and Professional Responsibilities:

Plan I - Post-Observation Conference Form (continued)

Teacher Comments:

Administrator Comments:

See attachment(s)

Teacher Signature and Date: _____

Administrator Signature and Date: _____

Suggestions for Pre & Post Observation Conference

Teachers are not required but are encouraged to bring any instructional artifacts or work examples as described below to the pre or post observation conference with the administrator.

A representative sampling might include some of the following:

- products: evidence of student learning
- description of course materials: syllabi, assignments, and handouts
- lesson plans and designs
- photos, pictures, tapes, disks
- parent connections: newsletters, notes, communication
- journal for self-reflection
- teacher and student accomplishments
- sample of teacher-generated tests/assessments
- anecdotal observations or comments
- a self-designed unit and related materials
- a one week sample of all printed materials distributed to student and parents
- parent feedback

Plan I - Yearly Evaluation Form

Teacher _____

Administrator _____ Evaluation Date _____

Standards for Effective Teaching:

(Areas from IDP plan must be included below)

I. Classroom Environment:

II. Preparation and Planning:

III. Instruction:

IV. Assessment:

V. Communication and Professional Responsibilities:

Plan I - Yearly Evaluation Form (continued)

Student Growth:

Teacher Comments:

Administrator Comments:

See Attachment(s)

Administrator's Yearly Evaluation Determination:

- Ineffective
- Minimally Effective
- Effective
- Highly Effective

Recommended for Continued Employment?

Yes No

Teacher Signature and Date: _____

Administrator Signature and Date: _____

C: Superintendent

Madison District Schools

**Teacher Evaluation
2011/2012**

**Plan II A – Professional Growth &
Observation for Tenured Teachers**

October 2011

Outline of Plan II A

Professional Growth & Observation for Tenured Teachers

Purpose

1. ***Demonstration of Standards for Effective Teaching***

Demonstration of the Standards is an ongoing process and is assessed by the administrator through informal classroom observations and other school settings, i.e., faculty meetings, committee work, in-service training, parent conferences, parent communications, and/or co-curricular activities.

2. ***Continued Professional Growth Plan***

Planning for Professional Growth is the second component. It is both proactive and collaborative. The teacher and the administrator collaborate to identify goals and develop a plan to attain the identified goals. Goals should be developed using the Standards for Effective Teaching and must also work toward building school improvement goals and District goals. While achieving the identified goals is the objective, it is the process of working toward those goals that demonstrates the individual's professional growth. Goals may be renewed from one year to the next if appropriate.

3. ***Continued focus on student achievement data is a critical way to inform instructional practice.*** Current legislation now obligates schools to utilize achievement data as one component of teacher evaluation. As a result, our discussions will be data-informed and data-driven. Achievement data is a part of this evaluation.

This Teacher Evaluation program combines both Professional Growth components and the examination of achievement data, in addition to other considerations required of public schools as a result of recent legislative adjustments.

Teacher evaluation is a complex process and one that requires commitment from all parties. The district's evaluation model is one that promotes collegiality, collaboration, personal and professional growth. Determining a teacher's effectiveness requires an examination of a multitude of factors. Many of these are defined by the Standards for Effective Teaching, but there are variables, in addition to the Standards, that may be utilized to determine effectiveness, such as artifacts collected throughout the year.

Formal Observations – Two required each year by December & April.

Each formal observation must have a post-observation conference as specified on the Plan II A Timeline.

Plan II A - Tenured Teacher on Observation Cycle Self-Evaluation & Observation Timeline

Due Date	Activity
No later than September 30, 2011	Initial meeting with administrators to review individual/group teacher goals and self evaluation using Standards for Effective Teaching (Teacher Evaluation Goal Outline Forms and Self Evaluation Due)
No later than two weeks following December 1	FIRST observation of SCHEDULED TENURED teachers completed
Within twenty-four (24) hours PRIOR to the scheduled conference described below	The teacher shall receive a copy of the written report.
Within fifteen (15) calendar days from the FIRST formal classroom observation	The administrator shall prepare a written report, schedule and attend a conference with the teacher at a mutually agreed upon time.
No later than two weeks following March 15	SECOND observation of SCHEDULED TENURED teachers completed.
Within twenty-four (24) hours PRIOR to the scheduled conference described below	The teacher shall receive a copy of the written report.
Within fifteen (15) calendar days from the SECOND formal classroom observation	The administrator shall prepare a written report, schedule and attend a conference with the teacher at a mutually agreed upon time.

*** All observations shall be for a minimum of thirty (30) consecutive minutes**

Please note: A peer may sit in on the observation of a teacher in Plan II A of the evaluation cycle, if the teacher being evaluated chooses. This peer observation must be arranged by the peer coaching members on their own time and without compensation. Teachers in Plan I or Plan III will not have peers present for the observation unless approved by the administrator.

Plan II A - Teacher Evaluation

(Components of the evaluation process)

Yearly teacher evaluation will include the following:

- At least two meetings between an administrator and teacher, referred to in this document as the *Initial Meeting* and the *Evaluation Meeting*.
- A teacher self-evaluation using the Standards for Effective Teaching.
- An administrator's completion of a teacher evaluation using the Standards for Effective Teaching.
- Student Growth Goal(s) related to the School Improvement Plan, *(see examples below)*.
- Best Practice Professional Growth Goal(s), *(see examples below)*.

Goals

Student Growth – Goal(s) that reflect building initiatives which result in the continuous improvement of student learning as articulated in the School Improvement Plan.

Examples may include, but are not limited to:

1. Elementary
 - a. Dibels, Fountas & Pinnell
 - b. Summative Assessments
 - c. Writing Samples
 - d. NWEA Assessments
 - e. MEAP data
2. Middle School
 - a. NWEA Assessments
 - b. District Common Assessments
 - c. Pre and Post Assessment Data
 - d. EXPLORE Test Results
 - e. Class Grade Point Average
 - f. MEAP data
3. High School
 - a. District Common Assessments
 - b. Pre and Post Assessment Data
 - c. EXPLORE, PLAN, and ACT/MME Results
 - d. Student attendance
 - e. Class Grade Point Average
 - f. MEAP data

Best Practice Professional Growth – Goal(s) that articulate a willingness to enhance skills typically demonstrated by master teachers.

Examples may include, but are not limited to:

1. Implement research based strategies, i.e., IRRE, RTI
2. Learn and use Pearson Inform to improve instructional practice
3. Learn and use differentiated instruction in classroom instruction
4. Utilize technology to enhance instructional delivery
5. Integrate cross curricular initiatives
6. Utilize "I Can" math strategies
7. Utilize Reader's Workshop in classroom instruction

The goals must be directly linked to the Standards for Effective Teaching as published in this document, and agreed upon by both administrator and teacher.

Activities/Methods

Methods/Strategies to reach goals may include at least one of the following:

- Action research
- Teacher Labs
- Peer-coaching
- Video taping
- Self-assessment
- Mentoring
- College courses
- Simulations
- Workshops
- Visitation days
- Conferences
- Classroom observations
- Teacher academies
- Development of teaching materials/instructional units/discussion groups
- Other

Indicators of Progress:

Student work portfolios Professional portfolios Videotapes of classes Peer observation Administrator observation Parent responses Written curriculum Student responses	Performance assessment Reflective journal entries Case study analysis Benchmarks Anecdotal records Statistical measures Other
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The collected materials are the property of teachers.

Teacher Evaluation Components (continued)

Resources

- Resources will be formally approved as part of the teacher's Professional Growth Plan and may include:
 - Classroom materials
 - Student materials
 - Journals
 - Workshops
 - Resources
 - Books
 - Collegial time
 - Appropriate technology
 - Mentoring
 - Collegial support
 - Release time
 - Administrative support
 - Other

Revisions

In the event a Professional Growth Plan needs to be revised, all revisions must be reviewed with the administrator.

Plan II A - Teacher Evaluation Goal Outline Form

Teacher _____

Initial Meeting Date: _____

Please list the names of the teachers below that you intend to work with on your specified goal.

Teachers	School	Grade/Dept./Team

Standards for Effective Teaching addressed in this plan (Check all that apply)

Student Growth Goal(s):

- | | |
|---|--|
| <input type="checkbox"/> I. Classroom Environment
<input type="checkbox"/> II. Preparation and Planning
<input type="checkbox"/> III. Instruction | <input type="checkbox"/> IV. Assessment
<input type="checkbox"/> V. Communication and Professional Responsibilities |
|---|--|

Statement of Student Growth Goal:

Indicators of Progress:

Best Practice Professional Growth Goal(s):

- | | |
|---|--|
| <input type="checkbox"/> I. Classroom Environment
<input type="checkbox"/> II. Preparation and Planning
<input type="checkbox"/> III. Instruction | <input type="checkbox"/> IV. Assessment
<input type="checkbox"/> V. Communication and Professional Responsibilities |
|---|--|

Statement of Professional Growth Goal:

Indicators of Progress:

Plan II A - Teacher Evaluation Goal Outline Form (continued)

Indicators of progress to be collected:

Resources needed for plan activities:

See attachments:

Teacher(s) Signature and Date: _____

Administrator Signature and Date: _____

Plan II A - Pre-Observation Conference Form

(Completed by the teacher and discussed with the administrator at the Pre-Observation Conference)

Teacher:		Subject:	
Grade Level:	Period/Time and Date of Lesson:		
Administrator:			

* Attach any supporting documentation

1. Identify the general characteristics of the class. (Standard I: Classroom Environment)	
2. List the objectives for the lesson(s). (Standard II: Preparation and Planning)	
3. Briefly describe the content and methods of the lesson(s) progress toward achieving the objectives. (Standard III: Instruction)	
4. State how you will measure the students' progress toward achieving the objectives. (Standard IV: Assessment)	
5. Briefly describe your communication and record keeping for the class. (Standard V: Communication and Professional Responsibilities)	
6. Please check the areas below in which you would like specific feedback from the administrator:	
<input type="checkbox"/> I. Classroom Environment	<input type="checkbox"/> IV. Assessment
<input type="checkbox"/> II. Preparation and Planning	<input type="checkbox"/> V. Communication and Professional Responsibilities
<input type="checkbox"/> III. Instruction	<input type="checkbox"/> VI. Other

Plan II A - Classroom Observation Form

(For administrator use during classroom observation)

Teacher	Date
Duration of Visit(s)	Number of Students
Lesson(s) Observed	

The Standards for Effective Teaching are the basis for the following comments:

I. Classroom Environment:
II. Preparation and Planning:
III. Instruction:
IV. Assessment:
V. Communication and Professional Responsibilities:

Plan II A – Post Observation Conference Form

(Completed by the administrator and discussed with the teacher at the Post-Observation Conference)

Teacher: _____

Administrator: _____ Evaluation Date: _____

Standards of Effective Teaching:

I. Classroom Environment:

II. Preparation and Planning:

III. Instruction:

IV. Assessment:

V. Communication and Professional Responsibilities:

VI. Reflection on progress towards student growth and best practice professional growth goals:

Plan II A - Post-Observation Conference Form (continued)

Teacher Comments:

Administrator Comments:

See attachment(s)

Teacher Signature and Date: _____

Administrator Signature and Date: _____

Suggestions for Pre & Post Observation Conference

Teachers are not required but are encouraged to bring any instructional artifacts or work examples as described below to the pre or post observation conference with the administrator.

A representative sampling might include some of the following:

- products: evidence of student learning
- description of course materials: syllabi, assignments, and handouts
- lesson plans and designs
- photos, pictures, tapes, disks
- parent connections: newsletters, notes, communication
- journal for self-reflection
- teacher and student accomplishments
- sample of teacher-generated tests/assessments
- anecdotal observations or comments
- a self-designed unit and related materials
- a one week sample of all printed materials distributed to student and parents
- parent feedback

Plan II A - Yearly Evaluation Form

Teacher _____

Administrator _____ Evaluation Date _____

Standards for Effective Teaching:

I. Classroom Environment:

II. Preparation and Planning:

III. Instruction:

IV. Assessment:

V. Communication and Professional Responsibilities:

Plan II A – Yearly Evaluation Form (continued)

Please list the names of the teachers below that you worked with on your specified goal.

Teachers	School	Grade/Dept./Team

Student Growth Goal(s) Indicators of Progress) :

Best Practice Professional Growth Goal(s) Indicators of Progress:

Other Indicators of Progress:

Plan II A – Yearly Evaluation Form (continued)

Teacher's Comments:

Administrators Comments:

Administrator's Yearly Evaluation Determination:

- Ineffective
- Minimally Effective
- Effective
- Highly Effective

Teacher Signature and Date: _____

Administrator's Signature and Date: _____

C. Personnel File

Madison District Schools

**Teacher Evaluation
2011/2012**

**Plan II B – Professional Growth for
Tenured Teachers (No observations)**

October 2011

Outline of Plan II B Professional Growth Plan for Tenured Teachers (No observations)

Purpose:

Throughout a teacher's professional career, the teacher and administrator must work collaboratively each year to ensure the strengthening of the Standards for Effective Teaching. The purpose and benefit of yearly evaluation are threefold:

1. ***Demonstration of Standards for Effective Teaching***

Demonstration of the Standards is an ongoing process and is assessed by the administrator through informal classroom observations and other school settings, i.e., faculty meetings, committee work, in-service training, parent conferences, parent communications, and/or co-curricular activities.

2. ***Continued Professional Growth Plan***

Planning for Professional Growth is the second component. It is both proactive and collaborative. The teacher and the administrator collaborate to identify goals and develop a plan to attain the identified goals. Goals should be developed using the Standards for Effective Teaching and must also work toward building school improvement goals and District goals. While achieving the identified goals is the objective, it is the process of working toward those goals that demonstrates the individual's professional growth. Goals may be renewed from one year to the next if appropriate.

3. ***Continued focus on student achievement data is a critical way to inform instructional practice.*** Current legislation now obligates schools to utilize achievement data as one component of teacher evaluation. As a result, our discussions will be data-informed and data-driven. Achievement data is a part of this evaluation.

This Teacher Evaluation program combines both Professional Growth components and the examination of achievement data, in addition to other considerations required of public schools as a result of recent legislative adjustments.

Teacher evaluation is a complex process and one that requires commitment from all parties. The Madison District Schools' model is one that promotes collegiality, collaboration, personal and professional growth. Determining a teacher's effectiveness requires an examination of a multitude of factors. Many of these are defined by the Standards for Effective Teaching, but there are variables, in addition to the Standards, that may be utilized to determine effectiveness, such as artifacts collected throughout the year.

Plan II B - Teacher Evaluation

(Components of the evaluation process)

Yearly teacher evaluation will include the following:

- At least two meetings between an administrator and teacher, referred to in this document as the *Initial Meeting* and the *Evaluation Meeting*.
- A teacher self-evaluation using the Standards for Effective Teaching.
- An administrator's completion of a teacher evaluation using the Standards for Effective Teaching.
- Achievement Goal(s) related to the School Improvement Plan, *(see examples below)*.
- Best Practice Professional Growth Goal(s), *(see examples below)*.

Goals

Achievement – Goal(s) that reflect building initiatives which result in the continuous improvement of student learning as articulated in the School Improvement Plan.

Examples may include, but are not limited to:

1. Elementary
 - a. Dibels, Fountas & Pinnell
 - b. Summative Assessments
 - c. Writing Samples
 - d. NWEA Assessments
 - e. MEAP data
2. Middle School
 - a. SRI & STAR Reading Assessments
 - b. District Common Assessments
 - c. Pre and Post Assessment Data
 - d. EXPLORE Test Results
 - e. Class Grade Point Average
 - f. MEAP data
3. High School
 - a. District Common Assessments
 - b. Pre and Post Assessment Data
 - c. EXPLORE, PLAN, and ACT/MME Results
 - d. Student attendance
 - e. Class Grade Point Average
 - f. MEAP data

Best Practice Professional Growth – Goal(s) that articulate a willingness to enhance skills typically demonstrated by master teachers.

Examples may include, but are not limited to:

1. Implement research based strategies, i.e., IRRE, RTI
2. Learn and use Pearson Inform to improve instructional practice
3. Learn and use differentiated instruction in classroom instruction
4. Utilize technology to enhance instructional delivery
5. Integrate cross curricular initiatives
6. Utilize Math Workshop in classroom instruction
7. Utilize Reader's Workshop in classroom instruction

The goals must be directly linked to the Standards for Effective Teaching as published in this document, and agreed upon by both administrator and teacher.

Activities/Methods

Methods/Strategies to reach goals may include at least one of the following:

- Action research
- Teacher Labs
- Peer-coaching
- Video taping
- Self-assessment
- Mentoring
- College courses
- Simulations
- Workshops
- Visitation days
- Conferences
- Classroom observations
- Teacher academies
- Development of teaching materials/instructional units/discussion groups
- Other

Indicators of Progress:

Student work portfolios Professional portfolios Videotapes of classes Peer observation Administrator observation Parent responses Written curriculum Student responses	Performance assessment Reflective journal entries Case study analysis Benchmarks Anecdotal records Statistical measures Other
---	---

The collected materials are the property of teachers.

Teacher Evaluation Components (continued)

Resources

- Resources will be formally approved as part of the teacher's Professional Growth Plan and may include:
 - Classroom materials
 - Student materials
 - Journals
 - Workshops
 - Resources
 - Books
 - Collegial time
 - Appropriate technology
 - Mentoring
 - Collegial support
 - Release time
 - Administrative support
 - Other

Revisions

In the event a Professional Growth Plan needs to be revised, all revisions must be reviewed with the administrator.

**Plan II B - Tenured Teachers (Not on observation cycle)
Teacher Evaluation Timeline**

Due Date	Activity
September 30, 2011	Initial meeting with administrators to review individual/group teacher goals. (Teacher Evaluation Goal Outline Forms Due)
No later than five days following June 1, 2011	Evaluation meeting with administrators to review individual/group teacher goals. (Yearly Evaluation Forms Due)

Plan II B - Teacher Evaluation Goal Outline Form

Teacher _____

Initial Meeting Date: _____

Please list the names of the teachers below that you intend to work with on your specified goal.

Teachers	School	Grade/Dept./Team

Standards for Effective Teaching addressed in this plan (Check all that apply)

Achievement Goal(s):	
<input type="checkbox"/> I. Classroom Environment <input type="checkbox"/> II. Preparation and Planning <input type="checkbox"/> III. Instruction	<input type="checkbox"/> IV. Assessment <input type="checkbox"/> V. Communication and Professional Responsibilities

Best Practice Professional Growth Goal(s):	
<input type="checkbox"/> I. Classroom Environment <input type="checkbox"/> II. Preparation and Planning <input type="checkbox"/> III. Instruction	<input type="checkbox"/> IV. Assessment <input type="checkbox"/> V. Communication and Professional Responsibilities

Plan II B - Teacher Evaluation Goal Outline Form (continued)

Indicators of progress to be collected:

Resources needed for plan activities:

See attachments:

Teacher(s) Signature and Date: _____

Administrator Signature and Date: _____

Plan II B – Yearly Evaluation Form

Teacher _____ Evaluation Date: _____

Please list the names of the teachers below that you worked with on your specified goal.

Teachers	School	Grade/Dept./Team

Achievement Goal(s) Data :

Best Practice Professional Growth Goal(s) Indicators of Progress:

Other Indicators of Progress:

Plan II B – Yearly Evaluation Form (continued)

Teacher's Comments:

Administrators Comments:

Administrator's Yearly Evaluation Determination:

- Ineffective
- Minimally Effective
- Effective
- Highly Effective

Teacher Signature and Date: _____

Administrator's Signature and Date: _____

C. Personnel File

Madison District Schools

**Teacher Evaluation
2011/2012**

**Plan III – Specific Staff
Development**

October 2011

Outline of Plan III - Specific Staff Development

Plan III is intended to provide the best possible likelihood for professional improvement. The decision to implement Plan III should be collaborative, but may be directive. This process may begin at any time. Confidentiality is expected of all participants.

Purposes

1. To enable a tenured teacher the opportunity to seek assistance in any of the district's Standards for Effective Teaching
2. To provide a more structured process for a tenured teacher who by the determination of the administrative supervisor, may benefit from more support

Three Phases of Plan III

Awareness Phase

1. The concern is identified in writing
2. The administrator and teacher attempt to resolve the concern
3. The administrator reviews the progress and makes one of the following recommendations:
 - The teacher remains in Plan II
 - The teacher is placed into the Assistance Phase

Assistance Phase

1. The administrator reviews the recommendations from Awareness Phase
2. A specific plan is developed and implemented
3. One of the following recommendations is made:
 - The concern is resolved and the teacher is returned to Plan II
 - The teacher remains in the Assistance Phase with revised goals and timelines
 - The concern is not resolved and the teacher is moved into the Disciplinary Phase

Disciplinary Phase

1. The administrator, teacher, and Madison Education Association president or designated representative meet
2. The specific Standard(s), rule, or policy is identified in writing by the administrator, and the teacher is given an opportunity to respond. After discussion, the administrator indicates the next steps to be taken.

**Plan III --- Specific Staff Development
Awareness Phase --- Identification of Concern Form**

Teacher: _____ Date: _____

Check appropriate category(ies):

<input type="checkbox"/> I. Classroom Environment	<input type="checkbox"/> IV. Assessment
<input type="checkbox"/> II. Preparation and Planning	<input type="checkbox"/> V. Communication and Professional Responsibilities
<input type="checkbox"/> III. Instruction	<input type="checkbox"/> VI. Other

Specific Concerns: _____

Next Meeting Date: _____

Teacher Signature: _____

Administrator Signature: _____

**Plan III --- Specific Staff Development
Awareness Phase --- Final Summary Form**

Teacher: _____ Date: _____

Specific Concerns: _____

Administrative Recommendation(s):

- Plan II
- Assistance Phase

Next Meeting Date: _____

Teacher Signature: _____

Administrator Signature: _____

Plan III --- Specific Staff Development Assistance Phase --- Plan of Assistance Form

Teacher: _____ Date: _____

Check appropriate category(ies):

<input type="checkbox"/> I. Classroom Environment <input type="checkbox"/> II. Preparation and Planning <input type="checkbox"/> III. Instruction	<input type="checkbox"/> IV. Assessment <input type="checkbox"/> V. Communication and Professional Responsibilities <input type="checkbox"/> VI. Other
---	--

Specific Concerns:

Plan (Method/Strategies):

Proposed Timeline:

Indicators of Progress:

Resources/Support Needed:

Next Meeting Date: _____

Teacher Signature: _____

Administrator Signature: _____

Plan III - Plan of Assistance Progress Form

Teacher: _____ Date: _____

First Meeting

Second Meeting

Third Meeting

Plan:

Resources and Strategies Used to Date:

Indicators of Progress:

Resources/Support Utilized to Date:

Concerns:

Next Meeting Date: _____

Teacher Signature: _____

Administrator Signature: _____

Plan III - Plan of Assistance Final Summary Form

Teacher: _____ Date: _____

Plan:

Resources and Strategies Used to Date:

Indicators of Progress:

Resources/Support Utilized to Date:

Concerns:

Teacher Signature: _____

Administrator Signature: _____

Plan III – Specific Staff Development Disciplinary Phase

Teacher: _____ Date: _____

Comments

Teacher Signature: _____

Administrator Signature: _____

Standard I: Classroom Environment.

Revision - 8/23/11

The effective teacher maintains a classroom environment that enhances student learning. Sample indicators appear below. The highly effective designation assumes effective attributes have been met.

Element	Level of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Teaching enthusiasm	No communication of enjoyment and enthusiasm for teaching and students.	Teacher displays minimal enjoyment and enthusiasm for teaching and students.	Teacher maintains a welcoming and positive classroom environment.	Teacher contributes to creating a welcoming and positive building culture.
Teacher interaction with students	Teacher interaction with students is negative or inappropriate. Students exhibit disrespect for teacher and one another.	Teacher interaction with students is minimal and demonstrates an indifference towards genuine caring and respect. Students show little respect for teacher as an individual.	Teacher-student interactions demonstrate genuine caring and respect. Students show respect for teacher as an individual.	Teacher creates and/or coordinates opportunities for students to demonstrate caring and respect through classroom interactions, service projects, etc.
Instructional materials and resources	Instructional materials and resources are not used to enhance the classroom environment.	Instructional materials are not used adequately to create a positive learning environment and to engage students. Students rarely contribute to classroom displays.	Instructional materials and resources establish a positive environment and engage students mentally. Student contributions enhance displays.	Instructional materials and resources are created and shared. Student displays are coordinated with other classes/ departments/buildings.
Expectations for learning and behavior	Expectations for learning are not conveyed. Students do not demonstrate pride in their work. They are not expected to complete tasks, not motivated to do high quality work and have no expectations for appropriate behavior.	Modest expectations of student work are conveyed. Students demonstrate little pride in their work. They are expected to complete tasks and have minimal motivation to do high quality work and display marginal behavior.	Both teacher and students establish a learning environment that reflects high expectations. Students take pride in their work and respond appropriately in the classroom.	Teacher enables students to define high expectations and initiate improvement of their own work and behavior.
Commitment to diversity and equity	Teacher interaction with students reflects a disregard for diversity with inappropriate or insensitive comments. There is no allowance for individual viewpoints or perspectives.	Teacher interaction with students reflects minimal regard for diversity and students have few opportunities to share individual viewpoints and perspectives.	Teacher interactions with students are appropriate and sensitive to diversity. Individual viewpoints and perspectives are encouraged.	Teacher initiates building and /or district activities to raise sensitivity to diversity.
Trusting environment	Creativity and discovery are not considered in lesson planning. Students are not given opportunities to participate in learning groups. Students are not encouraged to explore or consider multiple solutions/methods/ activities.	Creativity and discovery are minimally used in lesson planning. Students have limited opportunities to participate in learning groups and are rarely encouraged to work cooperatively or consider divergent thinking.	Interactions and lessons promote exploration, creativity and discovery. Frequent regrouping of students encourages cooperation, respect and divergent thinking.	Teachers create, model and share interactive lessons that promote exploration, creativity and discovery.
Classroom rules and expectations	Classroom rules have not been communicated to students. Students are unaware of classroom procedures.	Classroom rules have been communicated to students but are not consistently followed.	Classroom rules have been communicated and standards of conduct are clear to all students.	Teacher guides student participation in the process of determining classroom rules and procedures and teacher acknowledges adherence to rules/procedures.
Safe accessible and orderly environment	Classroom physical environment impedes learning and/or is unsafe. Environment restricts access to resources.	Classroom physical environment is safe but is not conducive to learning.	Classroom physical environment is safe, provides equal access to resources, and promotes learning.	Classroom procedures allow students to adjust physical environment to advance their own purposes and learning.

Standard II: Preparation and Planning.

Revision - 8/23/11

The effective teacher plans for student learning. Sample indicators appear below. The highly effective designation assumes effective attributes have been met.

Element	Level of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Content knowledge	Teacher does not display knowledge of content, content related current research and best practices. No interdisciplinary connections.	Teacher seldom displays basic knowledge of content and best practices. Interdisciplinary connections, when made, are inconsistent.	Teacher displays knowledge of content, content related current research and best practices. Teacher makes interdisciplinary connections.	Teacher displays extensive knowledge in content area and current best practices (publication of articles, conference attendance, professional presentations, etc.) and incorporates expertise into interdisciplinary lesson planning and teaching.
Knowledge of students	Planning does not recognize important student variables such as characteristics of age group, skill level, or cultural heritage.	Teacher is inconsistent in addressing student variables and demonstrating understanding of group dynamics.	Teacher displays an understanding of important student variables and uses this understanding to inform planning (grouping, interventions, activities, etc.).	Teacher assists and/or collaborates with other teachers in planning instructional activities that address student variables.
Knowledge of Cognitive Learning Levels	Lesson planning does not allow for different levels of cognitive learning.	Lesson planning occasionally allows for multiple levels of learning. Activities do not have meaning or benefit to all students.	Lesson planning incorporates activities and instruction that addresses multiple levels of learning.	Lesson planning that incorporates activities and instruction that address multiple levels of learning are developed and shared with other staff members.
Knowledge of resources	Resources to assist student learning are not used.	Teacher is inconsistent in selecting appropriate resources. Technology is utilized only intermittently and not maximized.	Teacher is able to select and access appropriate resources to assist student learning. Technology is used to enhance learning.	Teacher uses a variety of effective resources to assist students learning including visual, auditory and hands on activities. Technology is integrated into instruction and enhances the learning experience.
Lesson development	Lessons are not developed and lack clear objectives. District curriculum is not followed. Assessments have not been determined.	Lessons plans are rarely developed and have few clear objectives. District curriculum is occasionally followed and assessments are not well planned to provide meaningful and timely feedback.	Lesson plans are based on district and state curriculum. Instruction relates new information to previous learning. Appropriate assessments are planned.	Lesson plans demonstrate knowledge of the unit design approach and incorporate clearly defined content objectives, meaningful activities that integrate lesson concepts, and multiple assessments that provide meaningful and timely feedback.

Standard III: Instruction

The effective teacher provides instruction that enhances student achievement. Sample indicators appear below. The highly effective designation assumes effective attributes have been met.

Element	Level of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Lesson clarity	Lesson presentation has no defined structure nor is based on district curriculum.	Lesson presentation has some elements of structure, but lacks clarity. District and state curriculum are represented marginally.	Lesson presentation is clear, logical and based on district and state curriculum. Multiple techniques relate new information to previous teaching and accommodate student needs.	Model lessons are designed and shared with other teachers to improve understanding and practice across the curriculum.
Engagement	Student learning is not monitored. Instruction does not engage students in meaningful learning.	Student learning is loosely monitored, but frequent lapses in student engagement occur due to inconsistent use of instructional strategies.	Teacher monitors learning using a variety of strategies and adapts instruction based on student response to engage students in meaningful learning.	All students are engaged in rigorous instructional activities that reflect individual needs and interests and that are connected to real world experiences.
Questioning strategies	Questioning strategies are not apparent. Students are not expected to participate.	Questioning strategies are underutilized; student participation is welcomed but not encouraged.	Questioning strategies are varied, equitable and allow for appropriate response time. All students are expected to participate and demonstrate learning.	Students are taught self-questioning techniques that allow for higher levels of comprehension.
Instructional methods	Instructional methods do not support cognitive levels of instruction.	Instruction tends to rely on a single method. Differentiation is not observable. Technology is not used effectively.	Teacher implements a variety of methods to differentiate instruction. Technology is consistently integrated.	Instruction supports self-directed learning. Student participation in goal setting and development of organizational systems is evident.
Student-directed	Self-directed learning is not encouraged or supported in the classroom.	Self-directed learning is occasionally encouraged or supported in the classroom.	Instruction supports student-initiated learning and goal setting.	Instruction supports self-directed learning. Student participation in goal setting and development of organizational systems is evident.

Standard IV: Assessment

The effective teacher uses assessment to provide feedback to students, design future instruction, and monitor progress toward curriculum goals. The highly effective designation assumes effective attributes have been met.

Element	Level of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Use and interpretation of assessment.	Assessment is not used to evaluate student progress. Assessment does not guide instruction.	Assessments are used with minimal effectiveness. Teacher collects some data but does not gather information from data to inform instruction.	Performance and product assessments are used to plan for groups and individuals and to evaluate student progress. Teacher uses assessment data to guide instruction.	Teacher uses a variety of formal and informal assessments to document student progress. Teacher actively contributes to building or district efforts to analyze results and uses information to improve student achievement.
Design of assessment	Assessment design is not congruent with district, state, or national standardized tests.	Assessment design is marginally congruent with district, state, or national standardized tests.	Assessment design is mostly congruent with district, state and/or national standardized tests.	Teachers design exemplary assessments that address specific needs identified by district, state or national standardized tests.
Communication of assessment	No assessment standards of performance are communicated to students.	Assessment standards of performance are communicated to students, but not in a manner which is timely or useful.	Assessment criteria and standards are clearly communicated to students in a timely manner and in a variety of ways (rubrics, exemplars, etc.).	Teacher involves students in the development of assessment criteria and students routinely engage in self-assessment activities and monitor personal progress.

Standard V: Communication and Professional Responsibilities

The effective teacher demonstrates positive communication skills and maintains professional and personal responsibilities. Sample indicators appear below. The highly effective designation assumes effective attributes have been met.

Element	Level of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Relationships	Positive relationships have not been developed or maintained with students, colleagues and/or parents.	Teacher rarely develops positive relationships with students, colleagues and/or parents.	Support and cooperation characterize relationships with students, colleagues and/or parents.	Teacher assumes a leadership role in developing positive professional relationships with students, colleagues, and/or parents.
Contributions	Little or no participation in school and district projects. Contractual obligations are not met.	Teacher occasionally participates in school and district projects and rarely works collaboratively with colleagues. Contractual obligations are rarely met.	Teacher participates in school and district projects, works collaboratively with colleagues, and meets contractual obligations.	Teacher takes a leadership role in school and district projects, or volunteers in school or district events above and beyond contractual obligations.
Record keeping	Records for maintaining student progress and procedural activities/duties are unorganized, incomplete and/or inaccurate and are not communicated effectively.	Records for maintaining student progress and procedural activities/duties are untimely, sometimes inaccurate and rarely communicated to parents.	Records for maintaining student progress and procedural activities/duties are accurate and timely, and routinely communicated to parents.	Records reflect student academic and social growth, and are reported to parents through a variety of venues. Teacher participates in district activities to monitor and evaluate record keeping effectiveness.
Professional growth	Teacher does not actively participate in professional development activities. There is no evidence of new learning in classroom instruction.	Teacher participation in professional development is limited to required district activities. Professional growth is either undocumented or unsubstantiated.	Teacher seeks professional development opportunities to enhance knowledge and skills, actively participates and implements new knowledge/skills into lessons.	Teacher develops, presents and/or conducts professional development activities.
Professionalism	Professional obligations are not met in a timely manner. Teacher does not participate in team/department/building/district decision making.	Professional obligations are rarely met in a timely manner. Teacher sometimes participates in team/department/building/district decision making.	Professional obligations are met in a timely manner. Teacher participates in team/departmental activities.	Teacher takes a leadership role in team/department/building/district decision making.

Using Student Growth as a Factor in Teacher Evaluation

Individual performance shall be the majority factor in making the decision about teacher effectiveness and shall consist of, but is not limited to evidence of student growth, which shall be used in assessing an employee's individual performance in a year-end evaluation as shown in the chart below.

School Year	% of Student Growth calculated in Year-End Evaluation
2011-2012	8%
2012-2013	16%
2013-2014	25%
2014-2015	40%
2015-2016	50%

Student Growth as a factor in evaluation is determined by an individual Student Growth Goal and is determined by the principal in collaboration with the teacher. The Student Growth Goal must be aligned with the School Improvement Plan and Common Core Standards. Student Growth Goals are identified during the initial evaluation meeting which is conducted with all probationary and non-probationary staff no later than October 15 of each school year. Student Growth Goals are recorded during the initial meeting on the IDP form for Plan I or the Teacher Evaluation Goal Outline Form for Plan II A.

Individual Student Growth Goal

To determine progress towards the Individual Student Growth Goal, teachers will identify multiple measures for student achievement that may include a district approved pre- and post- common assessment.

Secondary Level (6 – 12) Core teachers administer a pre and post common assessment. Core Teachers use their most recently revised common assessment as their pre and post assessment. Pre and post common assessments are used each semester for each course based on objectives aligned with the School Improvement Plan and Common Core Standards. Teachers split between buildings are linked to the building that contains the largest percentage of their teaching assignment.

Elective teachers administer a common pre and post assessment by grade level or identified by the SIP Team and reviewed with teachers during the initial evaluation meeting. Teachers split between buildings are linked to the building that contains the largest percentage of their teaching assignment.

Instructional Support/Services teachers Social workers, speech pathologists, psychologists and other district staff not associated with a specific building or classroom assignment will establish a Student Growth Goal appropriate to their area with their assigned evaluator.

Best-Practice Strategies to Support Student Growth

For student growth goals, best-practice strategies are identified during the initial evaluation meeting and recorded on the appropriate Plan I or Plan II A planning worksheet. Best-practice strategies to support the individual student growth goal may be developed by the teacher in collaboration with other department members or grade level teachers and are approved by the principal.

To support the implementation of Student Growth Goals such strategies may include but are not limited to the following:

Action research	Visitation days
Peer-coaching	Conferences
Video taping	Classroom observations
Mentoring	Development of teaching materials/instructional units
Workshops and/or conference attendance	Discussion groups

Indicators of Progress

Indicators of progress for achieving Student Growth Goals are identified and approved during the initial evaluation meeting and are recorded on the appropriate Plan I or Plan II A planning worksheet. Indicators of progress may include such items as the following:

Assessment results	Student responses
Student work portfolios	Performance assessment
Professional portfolios	Reflective journal entries
Videotapes of classes	Case study analysis
Peer observation	Benchmarks
Administrator observation	Anecdotal records
Parent responses	Statistical measures
Written curriculum	

Determining Effectiveness

The effective teacher demonstrates the continuous improvement of student learning. Student growth is determined by Individual Student Growth Goals and is aligned with School Improvement Goals. The highly effective designation assumes effective attributes have been met. Sample indicators of effectiveness are below.

Ineffective	None of the targeted growth goals were met.
Minimally Effective	Positive student growth is evident in one or more areas.
Effective	Positive student growth meets expectations in all targeted areas.
Highly Effective	All targeted goals were met, and exceeded in some targeted areas.

Year-End Evaluation Meetings

A year-end evaluation meeting will be held for teachers according to the timelines provided in the Madison District Schools Teacher Evaluation system. In advance of the year-end evaluation meeting, teachers shall provide their evaluator with student performance results as identified in the initial meeting and evidence of any indicators of progress

**Madison District Schools
Performance Development Tool
Principals
2011-12**

Employee's Name:

School:

Superintendent:

**Madison District Schools
Performance Development System
Administrative Staff**

The Performance Development System is designed to focus on job responsibilities, leadership qualities and individual performance objectives. It is intended to provide a mechanism for feedback and communication between individual employees and their supervisors to encourage personal growth and skill development. The Performance Development System will also be used to determine annual principal effectiveness ratings.

PART ONE: Job Responsibilities

The employee will satisfactorily meet the responsibilities listed in his/her job summary and will be assessed by the evaluator at the end of the evaluation period.

PART TWO: Objectives

Using information from a variety of sources, the employee and the evaluator will mutually develop objectives for the employee at the initial evaluation meeting. These objectives will be aligned with the district and building school improvement plans. An objective is required in each of these areas for all principals:

- Student Growth
- School Improvement
- Professional Growth

PART THREE: Year-End Evaluation

Individual performance shall be the majority factor in making the decision about principal effectiveness and shall consist of, but is not limited to evidence of student growth, which shall be used in assessing a principal's individual performance in a year-end evaluation as shown in the chart below.

School Year	% of Student Growth calculated in Year-End Evaluation
2011-2012	8%
2012-2013	16%
2013-2014	25%
2014-2015	40%
2015-2016	50%

Job responsibilities, leadership qualities, and performance on school improvement and professional growth objectives are additional factors that will be used to determine principal effectiveness.

PART ONE: Job Responsibilities

Employee Name:

The employee’s performance of the following job responsibilities will be rated by the evaluator on a scale of 0-3 as follows:

0 – Ineffective 1 – Minimally Effective 2 - Effective 3 – Highly Effective

		0	1	2	3
1.	Supervises the instructional programs of the school, evaluating lesson plans and observing classes on a regular basis to assure instructional strategies and materials are consistent with student learning needs.				
2.	Leads development and implementation of the building’s School Improvement Plan. Uses student achievement data to establish SIP goals and monitor progress.				
3.	Manages, evaluates and supervises effective and clear procedures for the safe and orderly operation of the school.				
4.	Ensures compliance with all laws, board policies, and state/federal agency regulations.				
5.	Administers school budget and maintains system to account for all student activity funds and money collected from students.				
6.	Maintains positive, collaborative and mutually supportive relationships with parents and staff.				
7.	Communicates effectively and regularly with parents, staff and district administration.				
8.	Maintains current, complete student records. Has established procedures for maintaining confidentiality of student information as required by law.				
9.	Supervises and evaluates teachers and staff in accordance with collective bargaining agreements and legal requirements.				
10.	Maintains high standards for student behavior and applies consistent disciplinary measures in accordance with Board policy and administrative guidelines.				

Assessment of Employee’s Performance of Job Responsibilities

<input type="checkbox"/> Ineffective <input type="checkbox"/> Minimally Ineffective <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Comments:
---	----------------------------------

PART TWO: Objectives

Employee Name:

An annual objective will be developed in each of three areas: Student Growth, School Improvement, and Professional Growth. Principals will provide multiple measures from relevant data sources to demonstrate progress or completion of an annual objective.

Performance Areas	Performance Objectives (Includes Statement of Measurable Outcome)	Evidence you will provide to demonstrate successful completion of objective
<i>Student Growth</i>		
<i>School Improvement</i>		
<i>Professional Growth</i>		

This section to be completed by the evaluator

Assessment of Objectives	
<input type="checkbox"/> Ineffective <input type="checkbox"/> Minimally Ineffective <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Comments:

Is there additional documentation attached to this tool to demonstrate successful completion of objectives?

Yes No

Employee Name: _____

PART THREE: Overall Performance Rating and Evaluator's Summary/Recommendations

This section to be completed by the evaluator

Overall Assessment of Employee's Performance (job responsibilities, student growth, and objectives)

- Ineffective
- Minimally Ineffective
- Effective
- Highly Effective

Comments:

Evaluator's Summary and Recommendations:

EVALUATOR'S SIGNATURE: _____ **DATE:** _____

This section to be completed by the employee

Employee's Comments:

- I have reviewed this Performance Development Tool with my immediate supervisor and I agree with the performance ratings.
- I have reviewed this Performance Development Tool with my immediate supervisor and I disagree with the performance ratings. (A summary including the reason(s) for your differing viewpoint must be submitted to your immediate supervisor **within two weeks of your review meeting**. This summary should be attached to the Performance Development Tool and submitted to Human Resources for inclusion in your personnel file.)

EMPLOYEE'S SIGNATURE: _____ **DATE:** _____

Note: Employees and the evaluator will meet at least once annually, more often if necessary, to review the employee's performance.

SAMPLE BELL SCHEDULES

2011-2012 schedule = 29.5 hours per week

2012-2014 schedule with Block scheduling = 33 hours per week

SAMPLE BELL SCHEDULE WITHOUT FAMILY ADVOCACY PERIOD (e.g., Monday, Tuesday, Thursday, and Friday)

Mon Thurs			
from	to	minutes	
7:30	9:10	100	Block 1
9:10	9:15	5	Announcements
		5	Passing
9:20	11:00	100	Block 2
		5	Passing
11:05	11:30	25	Lunch A
11:05	12:45	100	Block 3a
12:50	1:15	25	Lunch B
11:35	1:15	100	Block 3B
		5	Passing
1:20	3:00	100	Block 4

Tues/Fri			
from	to	minutes	
7:30	9:10	100	Block 5
9:10	9:15	5	Announcements
		5	Passing
9:20	11:00	100	Block 6
		5	Passing
11:05	11:30	25	Lunch A
11:05	12:45	100	Block 7a
12:50	1:15	25	Lunch B
11:35	1:15	100	Block 7b
		5	Passing
1:20	3:00	100	Block 8

SAMPLE BELL SCHEDULE WITH FAMILY ADVOCACY PERIOD (e.g., Wednesday)

Wed			
from	to	minutes	
7:30	8:10	40	Block 1
8:15	8:55	40	Block 2
9:00	9:40	40	Block 3
9:45	10:25	40	Block 4
10:30	10:55	25	Lunch A
10:30	11:25	55	FAS A
11:30	11:55	25	Lunch b
11:00	11:55	55	FAS b
12:00	12:40	40	Block 5
12:45	1:25	40	Block 6
1:30	2:10	40	Block 7
2:15	3:00	40	Block 8

Sample Student Schedules

This is a typical 8 period block schedule for students (length of blocks, start and end time, specific courses taken depend on district requirements).

9th Grade

	A day	B day
94	Math support	Algebra 1
94	Eng 9	Academic Lic
30	Lunch	Lunch
94	Biology	Civics/Econ
94	Computers	Health

10th Grade

	A day	B day
94	Geometry	Math Support
94	Eng 10	Academic Lit
30	Lunch	Lunch
94	Phys science	U.S. History
94	For. Lang	PE

11th Grade

	A day	B day
94	Alg 2	Math support
94	Eng 11	Elective
30	Lunch	Lunch
94	Chem/Phys	World Hist
94	For. Lang	Fine Arts

12th Grade

	A day	B day
94	Math	Math support
94	Eng 12	Elective
30	Lunch	Lunch
94	For. Lang	Fine Art
94	Elective	Elective

*Note: Law is used as an example of a thematic elective. Course titles would change for each SLC.