



Redesign Plan

Cascades School

Jackson Public Schools

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Executive Summary

Introduction

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

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

Description of the School

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

Cascades School is located in a neighborhood setting on South Wisner Street, next to beautiful Cascades Park. A safe and easy student drop off circle drive, along with parent parking was constructed in front of the school in 2012. Cascades is a School of Choice that currently has a diverse population of approximately 260 students in twelve classrooms, serving Kindergarten through Fifth grade. Cascades is a magnet school of Fine Arts, high lightening an enhanced Music and Fine Arts curriculum which is also blended throughout all four core content areas.

In 2012, Cascades was updated with new, lights, ventilations systems, and ceilings in each classroom. The auditorium also received updated lights and a new tile floor, with an addition of air condition in the computer lab. Cascades is one of the schools in Jackson Public Schools that is able to offer breakfast and lunch to the community throughout the summer months.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Cascades focuses on providing students with a wonderful beginning education high lightening an enhanced Music and Fine Arts curriculum which is also blended throughout all four core content areas. We continue to excel in our education for students with our variety of programs such as Accelerated Reader program, which was pioneered for the district, SuccessMaker, Waterford, along with our technology, which includes IPADS, Macintosh computers, computer lab , document cameras, and an IPOD listening program.

Vision Statement: Parents, students and staff work together to prepare students to become considerate, self-sufficient, contributing citizens in our global society.

Mission Statement: We, the Cascades School community, are dedicated to the educational development of each child. We hold that all students will learn essential academic and social skills with the enhancement of the fine arts for global success.

Beliefs Statement: *All people have value. *All learners need a safe and nurturing environment. *Each child must believe in himself or herself. *Everyone learns best according to his or her individual learning style. *All learners, through self-assessment, are able to set personal goals. *Everyone respects and works cooperatively together in our diverse community of learners. *Becoming a life-long learner enables children to become self-sufficient, contributing citizens.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Cascades is continually working towards the goal of being a successful Fine Arts magnet School. We have had new leadership at Cascades within the last three years that focus on data and follow through for the staff. Our parent satisfaction scores on the Studer school survey are continually to significantly increase over the years. We have improved our safety at the school by constructing a very inviting circle drop off for students and parent parking. Technology at Cascades such as IPADS, Macintosh computers, computer labs, an IPOD listening program, and document cameras, have given our students great tools to increase student achievement. Cascades works with the League program to provide students with great experiences that we can give back to our community. Some of the activities we do are raise money for relay for life, canned food and toy drive, neighborhood may basket distributions, coins for a cure, and overall raising money for current relief efforts in the United States. Cascades has been recognized in the community newspapers for many achievements and activities which provide an amazing learning atmosphere of goal setting and purpose. An area which Cascades strives to improve is parent participation in areas of concern such as student assist meetings, student behavior plan follow-up, consistent updates of contact information. We would like to see an improvement of attendance from 92% to 100% for fall conferences. An increase of the paperless office and staff communication is vital to our environment. An increase of teacher communication with parents, such as more positive phone calls home on student achievement and citizenship.

Additional Information

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

Cascades continues to provide a safe and enhanced learning environment for our diverse community population. We look forward to our continued community partnerships and fostering new ones.

Priority School Assurances

Introduction

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

Priority School Assurances

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

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

Operational Flexibility Assurance

Introduction

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

Assurance of Operational Flexibility

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

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes	The District ensures that Cascades Elementary (Principal, School Improvement Team and staff) has autonomy and authority to implement all redesign plan requirements as written. This includes establishing schedules for the school, staff and the building's Title I budget in accordance with federal regulations.	

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes	The District ensures that any contractual seniority shall not apply to Cascades Elementary. A Letter of Understanding between the Board of Education and the Jackson Education Association (teachers' union) has been signed by the Superintendent and the President of the teachers' union. The letter includes elements required by Section 8 of the MCL 380.1280c. A copy of the Letter of Understanding is attached.	Priority School Letter of Understanding

Label	Assurance	Response	Comment	Attachment
	<p>Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c</p>	<p>Yes</p>	<p>A Letter of Understanding (01/17/2014) between the Jackson Public Schools' Board of Education and the Jackson Education Association (teachers' union) has been signed by the Superintendent and the President of the teachers' union. The letter addresses the requirements of Section 8a of MCL 380.12080c. A copy of the letter is attached.</p>	<p>Priority School Letter of Understanding</p>

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

Transformation Redesign Diagnostic

Introduction

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

PART A: REFORM TEAM PERSONNEL

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

Vickie Bynum , 4th Grade Teacher, vbynum@jpsmail.org

Cassi Currie, Special Education Teacher, ccurrie@jpsmail.org

Dan Evans, Superintendent, devans@jpsmail.org

Carolyn Kuehn, 3rd Grade Teacher, ckuehn@jpsmail.org

Martha Kuhn, Principal, mkuhn@jpsmail.org

Amanda Miller, MSU Intervention Specialist, mill2386@msu.edu

William Patterson, Secondary Student Achievement, wpatters@jpsmail.org

Laurie Pemble, 1st Grade Teacher, lpemble@jpsmail.org

Willye Pigott, Director of Federal Programs, wpigott@jpsmail.org

Susan Townsend, Intermediate School District School Improvement Facilitator, Susan.Townsend@jcisd.org

PART B: TEACHING AND LEARNING PRIORITIES

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

Instructional Goal: Based on our data dialogue, Cascades students will increase comprehension of informational text across the curriculum.

Organizational Goal: We will use our collected data to drive instruction which will allow us to utilize the multi-tiered system of supports.

(MTSS)

Culture/Climate Goal: Cascades staff will improve students' academic and behavior outcomes by ensuring that all students have access to best practices that are supported and evaluated by data using a Positive Behavior Intervention Support and Marcia McEvoy.

State what data were used to identify these ideas

Instructional/MTSS

Cascades Elementary has analyzed our 2012-2013 Reading MEAP data and found the following subgroups in which students were not proficient:

- a. 81% of the bottom 30% were not proficient
- b. 22% of the Caucasian students are not proficient
- c. 30% of our African American population is not proficient
- d. 75% of students with disabilities were not proficient

Cascades Elementary has analyzed our 2012-2013 Math MEAP data and found the following subgroups in which students were not proficient:

- a. 70% of African American students were not proficient
- b. 44% of Caucasian students were not proficient
- c. 100% of the bottom 30% were not proficient
- d. 83% of students with disabilities were not proficient

According to the spring 2012-2013 MAP testing, 69% of students in grades k-5 scored below grade level in the area of reading.

According to the spring 2012-2013 MAP testing, 72% of students in grades k-5 scored below grade level in the area of math.

According to the end of year 2012-2013 SuccessMaker program, cumulative performance results 79% of students in grades 2-5 scored below grade level in the area of reading.

According to the end of year 2012-2013 SuccessMaker program, cumulative performance results 75% of students in grades 2-5 scored below grade level in the area of math.

Peer to Peer collaboration during the 2012-2013 school year occurred during staff meetings once a month for 45 minutes before school.

Lesson plans for instruction were monitored bi-weekly during the 2012-2013 school year.

At Cascades School of Fine Arts 12% of the number of students were involved in the ASSIST process.

Culture/Climate Goal

Eleven parents belonged to the PTA during the 2012-2013 school year. This represented 4% of the student-bodies' parents.

67% of parents attended the initial ASSIST meeting for their child during the 2012-2013 school year.

During the 2012-2013 school year, there were 453 lunch detentions given to students. Of the 453 lunch detentions given 39 were repeat offenders. (four or more detentions)

During the 2012 - 2013 school year, there were 120 incidences of students suspended for negative behavior. Of these 120 incidences, 18% of our total population was suspended.

During the 2012-2013 school year, 52 students had 11 or more unexcused absences.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

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

The building principal at Cascades Elementary fits all of the turnaround competencies that are needed for a quick turnaround in the transformation plan. This is the fourth year that this outstanding instructional leader has been the principal at Cascades. Therefore, we would like for her to remain the principal at Cascades. Some of the evidence that supports our position comes from an evidence-based leadership program called Studer Education. We have been doing this Leadership Development Institute since winter of 2010. One constant that Studer Education has provided for us is parent surveys, and employee engagement surveys. The surveys are on a 1 - 5 scale, with 5 being the highest.

#1. Identify and focus on early wins and big payoffs; The building principal at Cascades has taken her discipline concept and is focusing on relationships and lessons, rather than strictly consequences. The data has shown a significant improvement from September 2012 having 26 lunch detentions to September 2013 having 14 lunch detentions. The building principal has also led the staff with collecting data, moving them quickly into opportunities to collaborate and analyze their data to help focus on student achievement. The parent survey over the last three years has shown a steady increase in scores. The spring 2013 survey parents scored the principal a 4.62 on both of the following items, the principal at this school is approachable, reachable and is an effective leader.

#2. Break organizational norms; The principal is currently leading the staff into the focus of not just collecting the data, but analyzing it to help drive the instruction. The staff is responding in a positive manner to step back and to realize that we cannot put all the emphasis on teaching, but rather adapt our thinking and focus more on how are the students learning. The process moving the staff from the norm of Discipline and consequences to Relationships and lessons is very positive for the culture and climate of the school.

#3. Act quickly in a fast cycle; The principal at Cascades has evolved her staff meetings into data meetings. The whole staff takes this time to collaborate and discuss holes in the learning targets of the students. The staff is having the dialogue about data and how do we use it to reach the needs of all the students. Effective communication is vital to the success at Cascades, the principal has shown on the employee engagement survey that the staff feels the principal provides the support needed to accomplish their work objectives. (4.63)

#4. Collect and analyze data; There are many programs and assessments that collect data at Cascades to monitor and track students' progress. The principal and staff are working diligently on how to analyze the data and use it efficiently to drive instruction. They are truly moving in the right direction. The principal has the staff collect data from state assessment (MEAP--annually), district assessment (NWEA--quarterly), and SuccessMaker--weekly/monthly and running records. The data is stored in our data warehouse called Data Director. This way the staff can see the progress of the students as they go through the year.

#5. Galvanize staff around big ideas; The principal at Cascades has the support of her staff around the big ideas. On four separate employee engagement surveys, the perception was always above a 4. The employee engagement survey scored the principal with a 4.69 on the idea that the principal provides good processes and resources for me to do my job. The principal at Cascades in collaboration with the staff has created a one page improvement plan and the staff feels they have ownership and a shared investment in the plan.

1B: Build Leadership Capacity

Leadership in the district occurs at multiple levels. It is distributed among the Superintendent, Central Office Administrators and the

Principals. The district will build and increase leadership capacity for aspiring leaders by providing opportunities for highly effective teachers to accept the roles as curriculum chairperson (per content area) at the elementary level, department chairpersons at the secondary level and site coordinators at for the before/after school programs at the elementary and middle school levels. A highly effective teacher at each building will also be encouraged by the Administration to accept the role as "Teacher in Charge" during the absence of the building Principal. Teacher leaders are active participants on extra-curricular committees including the School Improvement Teams.

The Assistant Superintendent of Elementary Curriculum and the Director of Secondary Curriculum will provide on-going support to the aspiring teacher leaders through the structure of bi-monthly professional dialogues. The focus of the dialogues will include data reviews, data analysis, best practices, curriculum alignment and the assistance with curriculum writing. The dialogues will also focus on other topics generated from multiple sources of data including MEAP, MME and NWEA. Data results will help guide the dialogues regarding differentiated instruction and the implementation of the Multi-tier Systems of Support to help meet the needs of all students.

District activities to support the building leadership will include the implementation of the Superintendent's Dropout Challenge in each building, monthly meetings to meet the individual needs of the Principals, Principals' Academy (six weeks) and participation in the Evidence Based Leadership model (Studer). The Superintendent will require the principals to continue utilizing the rounding process from the Studer model. This process allows Principals to engage in meaningful conversations with the building staff to proactively improve processes and recognize performance.

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

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

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

Indicator 2A: Educator Evaluation - The district has an educator evaluation process that:

1) Includes student growth as a significant factor - by 2014-2015, at least 40% of teachers' evaluations needs to be based on student growth.

During the 2011-2012 school year, Jackson Public Schools (JPS) implemented a new teacher evaluation process. The evaluation includes a significant portion focused on student growth. Data is collected in all areas using a combination of nationally normed, state assessments and local assessments. The rubric that will be used to break down each component is attached in the Priority School Assurances.

The evaluation is based on the Charlotte Danielson's Effective Teaching Evaluation model. Student growth is an important component of the evaluation and teachers are responsible for presenting their own student data to show improved student achievement. This section of the evaluation will be scored at 40% of the teacher's final score for the 2013-14 school year and increases to 50% of the teacher's final score for the 2014-15 school year.

The district evaluation model addresses the following domains based upon this breakdown for the 2013-14 school year:

- 1.) Student Achievement (40%)
- 2.) Classroom Environment (15%)
- 3.) Instruction (20%)
- 4.) Professional Responsibilities (15%)

5.) Parent/Student Communication (10%)

The evaluation documents for both teachers and administrators have been uploaded in the Priority School Assurances.

2) Uses a tool that was designed or adopted collaboratively.

Jackson Public Schools' began to design the new teacher evaluation process during the 2011-2012 school year. The draft evaluation plan was presented to teaching staff and principals by the Superintendent to seek input and to answer questions regarding the plan specifics. Modifications were included into the final draft according to the feedback received from teachers and principals. This new teacher evaluation process was approved by the Jackson Education Association (JEA) and the Board of Education. Additionally, the evaluation tool was reviewed again at the beginning of the 2013-14 school year and this process will be conducted annually in collaboration with the District Administrators and the JEA.

Indicator 2B: Administrator Evaluation - The district has a leader evaluation process that:

1) Includes student growth as a significant factor - by 2014-2015, at least 40% of teachers' evaluations needs to be based on student growth.

The evaluation is based on the Studer Evaluation model. Student growth is an important component of the evaluation. Student growth is based on clear targets which are identified by the superintendent in collaboration with the Board of Ed and the building administrators to show improved student achievement. This section of the evaluation will be scored at 40% of the administrator's final score for the 2013-14 school year and increases to 50% of the administrator's final score for the 2014-15 school year.

The district evaluation model addresses the following domains based upon this breakdown for the 2013-14 school year:

- 1.) Quality - Student Achievement (40%)
- 2.) People - Employee Engagement (10%)
- 3.) Service - Parent Satisfaction (20%)
- 4.) Finance (10%)
- 5.) Growth - Enrollment (5%)
- 6.) Health and Safety - School Culture (20%)

The district includes student growth as a high priority in the administrator's evaluation. The administrative evaluation was updated to include student achievement requirements for the 2012-13 school year. The evaluation documents for both teachers and administrators have been uploaded in the Priority School Assurances.

2) Uses a tool that was designed or adopted collaboratively.

The creation and adoption of the administrator's evaluation tool was done through a collaborative process, starting in the summer of 2011. The Studer group has facilitated these meeting with Central Office Personnel, Elementary Principal's, and Secondary Principal's. This collaboration included reviewing district data, establishing goals, setting evaluation metrics, and creating a plan of action. Additionally, the

collaboration around the administrator's evaluation tool included the development of shared understanding regarding why each component was included and how each component was weighted within the overall evaluation. The Evidence-Based Leadership Framework, as referred to by Studer, requires that the goals of district/superintendent be aligned and those goals are cascaded down to district and school leaders. This ensures that the goals of all leaders are aligned with the district. The evaluation tool has been approved by the Jackson Board of Education.

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

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

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

Indicator 3A: Reward Process - The district has a process that rewards educators for:

1) Positively contributing to increase student achievement.

Priority Schools will use test scores from MEAP and NWEA (pre, mid and post) in math, reading and Science beginning in 2013-14 school year. These data will be used to identify school leaders, teachers and other staff members who have significantly increased student achievement. This will be determined by the building principal and/or school data teams.

Rewards

Administrators:

The district rewards school administrators for positively contributing to increase student achievement. The criterion for administrators receiving a reward is based on attaining a highly effective rating in each subcategory of the student achievement rubric in the evaluation process. The process for determining administrators who are "highly effective" in student achievement will be the responsibility of the Superintendent and/or Human Resource Director. The process of distributing the rewards will include establishing a list of administrators to be recognized by June 30th and developing a reward calendar, which will be in place by July 30th for the following school year. Possible rewards will include the following:

- a. Administrators may receive one "summer/snow day" off.
- b. Choose to attend an additional state or national conference relevant to school improvement.

Teachers:

The district rewards educators for positively contributing to increase student achievement. The criterion for educators receiving a reward is

based on attaining a highly effective rating in each subcategory of the student achievement rubric in the evaluation process. The process for determining teachers who are "highly effective" in student achievement will be the responsibility of the building principals, in collaboration with the Superintendent and/or Human Resource Director. The process of distributing the rewards will include establishing a list of teachers to be recognized by June 30th and developing a reward calendar, which will be in place by July 30th for the following school year. Possible rewards will include the following:

- a. Internal and external recognition to the community (electronic sign board, webpage, school newsletter, district newsletter, Board Commendations, etc.)
- b. Leadership opportunities (teacher in charge, curriculum/department chairpersons, PD leadership, etc.)
- c. Recognized on JTV
- d. Opportunity to provide building level professional development on classroom instruction.

2) Implementing the instructional program. (i.e. Pearson, Springboard, IB, etc - see requirement #6)

The district rewards educators for effectively implementing district approved instructional programs (i.e. Pearson, Springboard, IB, etc.). The criterion for educators receiving a reward is based on attaining a "highly effective" rating in each subcategory of the Lesson Plans/Differentiated Instruction rubric in the evaluation process.

Additionally, the implementation of instructional programs will be frequently monitored through formal classroom observations, classroom walk-through's, the district Studer process, and through supports give to various instructional programs (i.e. IB Coordinators, Literacy Coach).

The process for determining teachers who are "highly effective" in lesson plans/differentiated instruction will be the responsibility of the building principals, in collaboration with the Superintendent and/or Human Resource Director. The process of distributing the rewards will include establishing a list of teachers to be recognized by June 30th and developing a reward calendar, which will be in place by July 30th for the following school year. Possible rewards will include the following:

- a. Internal and external recognition to the community (electronic sign board, webpage, school newsletter, district newsletter, Board Commendations, etc.)
- b. Opportunity to provide building level professional development on classroom instruction.

Input into appropriate rewards will be done through the completion of an annual survey (survey monkey) from the teaching staff.

Indicator 3B: Removal Process - The district has processes:

- 1) To identify educators who have not positively contributed to increased student achievement.

Administrators -

Administrative staff will be removed after three consecutive unsatisfactory performance evaluations. The removal of the administrator will be the duty of the superintendent, with support from the Board of Education.

Teachers -

As of 2011/2012, removal of ineffective administrators and teachers will occur after three consecutive ineffective ratings on the summative evaluation. A leader or staff member who is rated ineffective for two consecutive years will result in the district notifying parents of the ineffective rating. A lack of effort or participation will result in an ineffective rating. Also, proven disciplinary actions may be attached to a yearly evaluation and considered in the scoring of a given domain.

The district identifies educators who have not positively contributed to increased student achievement. The criterion for educators being identified is based on attaining an "ineffective" rating in each subcategory of the student achievement rubric in the evaluation process. The process for determining teachers who are "ineffective" in student achievement will be the responsibility of the building principals, in collaboration with the Superintendent and/or Human Resource Director. The process of identifying such teachers will include establishing a list of teachers by June 30th and developing an Individualized Development Plan (IDP) by the start of the following school year. The IDP will be reviewed with each teacher and strategies for improvement will be discussed in detail.

2) To offer multiple opportunities to those identified to improve professional practice as outlined in the instructional program. (see requirement #6)

The district will offer multiple opportunities to those identified educators who need to improve their professional practice as outlined in the instructional program - see requirement #6. Opportunities to improve include the following:

- a. Professional development opportunities - district provided professional development (DPPD) - Jackson Public Schools' provide five professional development days to their teachers. These professional development opportunities are aligned with the district's instructional programs and/or goals.
- b. Mentor teacher - Jackson Public Schools structures a three-year mentoring program for all new staff and assists in the training of Master Teachers at each school. (see 5B)
- c. New Teacher Academy - The New Teacher Academy (NTA) is offered by the Jackson County Intermediate School District (JCISD) and is designed to meet the needs of new teachers and assist in topics such as classroom management, learning styles, data and assessment, how to handle stress, mentor/mentee relationships, curriculum expectations, quality instruction, and network support. NTA will focus closely on the books "Role Reversal: Achieving Uncommonly Excellent Results in the Student Centered Classroom" and "Essential Questions: Opening Doors to Student Understanding." This workshop is offered to all new teachers in Jackson Public Schools.

Additionally, per the Professional Negotiated Agreement (PNA), teachers identified for improvement will be given a Professional Competency Notification and placed on a Plan of Assistance. The Professional Competency Notification will outline the areas for improvement and the Plan of Assistance will provide a plan of action and supports needed to achieve teacher growth and success. An assistance committee will be developed to oversee the requirements of the plan and to aid in the growth of the identified teacher.

3) To remove ineffective educators based on criteria aligned with teacher evaluation system (see requirement #2)

<See section 3B, #1>

Redesign Plan

Cascades School

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

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

Goal 1:

All K-5 students at Cascades School of Fine Arts will demonstrate an increase of their RIT score in the Literature domain on the 2014 MAP (Measure of Academic Progress) Spring Assessment.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency by meeting or exceeding the "typical growth" indicator on the NWEA individualized student progress report. in English Language Arts by 05/23/2014 as measured by the spring MAP student assessment. .

Strategy1:

Accelerated Reader - The students check out AR library books on a regular basis. Upon completion of reading their leveled AR book, students are assessed by completing an online comprehension quiz. After passing 3 quizzes with a score of 80% or higher, students move up to the next book level. Example: 1.1 book level to 1.2 book level.

Research Cited: Renaissance learning. <http://www.renlearn.com/research>

Activity - Renaissance Learning Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students read literature at their individualized reading level. The students comprehension is assessed by completing an online quiz which provides immediate feedback for improved instruction and learning.	Academic Support Program	09/09/2013	05/23/2014	\$930 - Title I Schoolwide	Classroom staff, paraprofessionals, Principal, resource staff

Strategy2:

Technology - Teachers in grades 2-5 will take the students to the computer lab at least 4 times a week to complete skill building Reading programs using SuccessMaker. Kindergarten and first grade students will utilize MAC books to complete Waterford Reading programs at least 4 times a week. Grades 2 - 5 will utilize IPADS for supplemental Language Arts skills.

Research Cited: SuccessMaker -- <http://www.pearsonschool.com/index.cfm?locator=PS24Tj>

Waterford -- <http://www.waterfordresearch.org/>

IPADS -- <http://www.ipadinschools.com/>

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Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 2-5 will take the students to the computer lab at least 4 times a week to complete skill building reading programs using SuccessMaker. Kindergarten and first grade students will utilize MAC books to complete Waterford Reading programs at least 4 times a week. Grades 2 - 5 will utilize IPADS for supplemental Language Arts skills.	Technology	09/09/2013	05/23/2014	\$5000 - Title I Schoolwide	All instructional staff is responsible for the completion of this activity. The principal is responsible for implementing this activity by scheduling classrooms in the computer lab.

Measurable Objective 2:

A 11% increase of All Students will demonstrate a proficiency in the literature domain in English Language Arts by 05/23/2014 as measured by the students' progress in the Literature domain on the MAP assessment..

Strategy1:

Support Staff Tutoring - Support Staff will use Literature domain strategies to assist students with small group and individualized instruction under the direct supervision of a highly qualified teacher.

Research Cited: Effective Tutoring -- <http://aer.sagepub.com/content/19/2/237.short>

Activity - Support Staff Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support Staff will use the Literature domain skills to assist students with small group and individualized instruction under the direct supervision of a highly qualified teacher.	Academic Support Program	09/16/2013	05/23/2014	\$83000 - Title I Schoolwide	The principal will be responsible for the scheduling and assigning of the support staff.

Strategy2:

Accelerated Reader - The students check out AR library books on a regular basis. Upon completion of reading their leveled AR book, students are assessed by completing an online comprehension quiz. After passing 3 quizzes with a score of 80% or higher, students move up to the next book level. Example: 1.1 book level to 1.2 book level.

Research Cited: Renaissance learning. <http://www.renlearn.com/research>

Activity - Renaissance Learning Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students read literature at their individualized reading level. The students comprehension is assessed by completing an online quiz which provides immediate feedback for improved instruction and learning.	Academic Support Program	09/09/2013	05/23/2014	\$930 - Title I Schoolwide	Classroom staff, paraprofessionals, Principal, resource staff

Narrative:

#4 Qualities of Professional Learning Program

We have identified Cascades Elementary as being in need of a defined culture /climate program which utilizes the strategies of MTSS and PBIS, which are designed to increase the proficiency in math, reading, writing and behavior. The professional learning program provided to staff will be ongoing, high quality and job-embedded. This program will be aligned with the school's comprehensive instructional program.

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Professional development in the Marcia McEvoy model (PBIS), Multi-Tiered Systems of Support (MTSS) and Fountas and Pinnell will be provided for appropriate school personnel. Cascades staff will improve students' academic and behavior outcomes by ensuring that all students have access to best practices that are supported and evaluated by data.

The Marcia McEvoy professional learning program is on-going and offers repeated opportunities with a common focus which is of high quality. The professional learning expectations in the classroom will include modeling and teaching daily expected behaviors, procedures and routines to the students.

Opportunities will be provided for teachers to receive individualized feedback through the following forms: student survey, parent survey and collaborative team discussions on cultural/climate changes within the building.

The process that will be used to provide support based on teacher needs will be on-going professional development in the Marcia McEvoy model. Visual matrixes displayed throughout the building will provide support and quick reference for staff and students. The schools professional learning programs include a process for assessing impact of and adjusting professional learning on instructional practices by analyzing student surveys, parent surveys, and live staff online surveys such as Poll Everywhere. This data will allow us to monitor the culture/climate and to refine the professional learning opportunities within this learning cycle as needed.

Multi-Tiered Systems of Support professional learning program of high quality and is on-going with repeated opportunities having a common focus. The professional learning expectations in the classroom will include a focus on Tier 1, Tier 2 and Tier 3 interventions. This professional development will help teachers develop expertise and confidence in delivering differentiated instruction to struggling readers and writers in a small group setting within the classroom using evidenced-based best practices according to Mike Mattos, Simplifying Response to Intervention.

The process that will be used to provide support based on teacher needs will be research-based Response to Intervention professional development (MTSS) grades K-5, through the Jackson County Intermediate School District (JCISD). This professional development will focus on Tier 1, Tier 2, and Tier 3 interventions. This professional development will help teachers develop expertise and confidence in delivering differentiated instruction to struggling readers and writers in a small group setting within the classroom using evidenced-based best practices. Opportunities will be provided for teachers to receive individualized feedback through common summative assessments, formative assessments and progress monitoring for student mastery. This information will be used to identify the tiers of intervention and lesson extensions required for each student.

Professional development on Fountas and Pinnell for guided reading, intervention and resource tools will offer repeated and on-going opportunities with a common focus which is of high quality. The professional learning expectations in the classroom will shape and determine guided reading groups and flexible groups; in addition, it will assist the teacher in intentional progress monitoring. Opportunities will be provided for teachers to receive individualized feedback through the following forms: running records, integrated curricular reading comprehension and fluency, MAP (Measures of Academic Progress) scores. The process that will be used to provide support based on teacher needs will be through ongoing professional development in Fountas and Pinnell reading resources.

This professional development will help teachers develop expertise and confidence in delivering differentiated instruction to struggling readers and writers in a small group setting within the classroom using evidenced-based best practices. On-going instructional coaching and support will be available to guide the collaborative teams consisting of teachers, para-educators and other support staff. The professional learning program will allow for meetings of collaborative teams in which dialogue will occur, using common language. Forums such as staff meetings, Achieving Success Student Intervention Study Team meetings, and informal dialogue will allow for continued collaboration of student data. Grade level teachers will meet bi-monthly, and additionally convene cross grade level at least once a month, during common planning time, before school or after school in order to disaggregate and review data from multiple data sources. These sources will include:

MAP test scores, Power School log entries, parent contact logs, Accelerated Reader(AR) reports, Pearson Pre and Post tests, Go Math Pre and Post tests, rubrics as a tool to review writing , Waterford and SuccessMaker reports. These on-going collaborative meetings will allow for the assessment of data to ensure the instructional practices are impacting student learning and the school's culture/climate are building positive relationships. In order to promote rapid turn-around, the instructional program will be based on a 3-6 week learning cycle. Through the instructional program process and the data collected, educators will improve individual teaching practices, build team's capacity, and intervene and/or enrich on behalf of the students.

Professional learning will provide the staff with the elements necessary to utilize the given skills to write meaningful and purposeful lesson plans that will ensure student success. These plans will be turned in to the administrator on a set calendar dates established by the principal. They will create a source for informal and formal observations by the principal and other stakeholders. Lesson plans should clearly reflect and define student learning objectives, and the process and delivery of the objective(s), will guarantee the viable curriculum which is aligned with Common Core State Standards (CCSS). A variety of styles should be observed, such as small group instruction, whole group instruction, kinesthetic learning and cross-curricular teaching and learning. In addition, the use of a variety of materials and resources, such as the Fountas and Pinnell assessment and intervention source, Go Math, Reading Street and Lucy Caulkins should be observed. An administrator walk-through will be completed on a bi-weekly basis, to alternating teachers, to provide feedback to the teachers. Cascades administration uses a process from the Studer group, called "rounding," that allows the administrator to support teachers with questions such as:

1. What is working well?
2. What do you need to help you do your job better?
3. Is there anyone that you would like to recognize?

Pre and post conferences for teacher evaluations will be in place to provide individual teacher support to meet these observable expectations.

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

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

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

Indicator 5A: Recruitment & Assignment - The district has a process for:

- 1) Recruiting teachers to this school based on student needs.

The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes conserved in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.

Additionally, the district aim is committed to a recruitment process which promotes diversity in its staff as reflected by the student population and its needs. In order to achieve these goals, the district will actively recruit qualified candidates to meet the needs of all our student population. The recruitment process will include, but will not be limited to: college visitations, follow-up, media advertisements, database searches, and networking (personal contact).

2) Assigning teachers to this school based on student needs.

Board Policy 5870 - Jackson Public Schools considers the appropriate placement of effective teachers as an essential ingredient in promoting student growth, in attaining successful educational outcomes for students and in providing quality education services. Teacher placement decisions shall be guided by the following standards:

1. These decisions will be premised on staffing the established curriculum with the most effective teachers who are certified and qualified to instruct the courses within the established curriculum, grades and departments.
2. All teachers must be properly certified for all aspects of their assignments.
3. Teacher placement decisions shall also be made on the basis of a teacher's qualifications. (i.e. professional training, academic preparation, prior teaching experience, etc.)
4. In addition to certification and qualifications, teacher placement decisions shall be made on the basis of teacher effectiveness, as determined through the teacher effectiveness criteria established in Section 1248 of the Revised School Code and as articulated in District Policy 5860 Reduction and Recall of Teachers.

Additionally, when an open teaching position is identified, the building principal (in collaboration with staff) is now responsible for hiring. This gives school buildings more flexibility and influence over their staffing needs. Previously, the hiring was done by the district and teachers would be placed at individual buildings by seniority.

Indicator 5B: Retention - The district has a process for:

1) Retaining teachers at this school that includes incentives.

Jackson Public Schools' has a process for retaining at its individual buildings that includes incentives. The process for retaining their teachers includes a mentor program for all new staff. Jackson Public Schools structures a three-year mentoring program for all new staff and assists in the training of Master Teachers at each school. New teachers are provided with an induction program at the district level that incorporates the district vision, instructional goals and policies and procedures. Additionally, a Teacher-Mentor program for our Non-Tenured teachers and "New" JPS teachers is a requirement for our staff. Specific contact log sheets and checklists are provided. The evaluation documents for both teachers and administrators have been uploaded in the Priority School Assurances.

Also, the district process for retaining teachers includes incentives, such as:

- a. Internal and external recognition to the community (electronic sign board, webpage, school newsletter, district newsletter, Board Commendations, etc.)
- b. Leadership opportunities (teacher in charge, curriculum/department chairpersons, PD leadership, etc.)
- c. Recognized on JTV

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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

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

Goal 1:

All K-5 students at Cascades School of Fine Arts will demonstrate an increase of their RIT score in the Literature domain on the 2014 MAP (Measure of Academic Progress) Spring Assessment.

Measurable Objective 1:

A 11% increase of All Students will demonstrate a proficiency in the literature domain in English Language Arts by 05/23/2014 as measured by the students' progress in the Literature domain on the MAP assessment..

Strategy1:

Support Staff Tutoring - Support Staff will use Literature domain strategies to assist students with small group and individualized instruction under the direct supervision of a highly qualified teacher.

Research Cited: Effective Tutoring -- <http://aer.sagepub.com/content/19/2/237.short>

Activity - Support Staff Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support Staff will use the Literature domain skills to assist students with small group and individualized instruction under the direct supervision of a highly qualified teacher.	Academic Support Program	09/16/2013	05/23/2014	\$83000 - Title I Schoolwide	The principal will be responsible for the scheduling and assigning of the support staff.

Strategy2:

Accelerated Reader - The students check out AR library books on a regular basis. Upon completion of reading their leveled AR book, students are assessed by completing an online comprehension quiz. After passing 3 quizzes with a score of 80% or higher, students move up to the next book level. Example: 1.1 book level to 1.2 book level.

Research Cited: Renaissance learning. <http://www.renlearn.com/research>

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Activity - Renaissance Learning Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students read literature at their individualized reading level. The students comprehension is assessed by completing an online quiz which provides immediate feedback for improved instruction and learning.	Academic Support Program	09/09/2013	05/23/2014	\$930 - Title I Schoolwide	Classroom staff, paraprofessionals, Principal, resource staff

Measurable Objective 2:

90% of All Students will demonstrate a proficiency by meeting or exceeding the "typical growth" indicator on the NWEA individualized student progress report. in English Language Arts by 05/23/2014 as measured by the spring MAP student assessment. .

Strategy1:

Technology - Teachers in grades 2-5 will take the students to the computer lab at least 4 times a week to complete skill building Reading programs using SuccessMaker. Kindergarten and first grade students will utilize MAC books to complete Waterford Reading programs at lease 4 times a week. Grades 2 - 5 will utilize IPADS for supplemental Language Arts skills.

Research Cited: SuccessMaker -- <http://www.pearsonschool.com/index.cfm?locator=PS24Tj>

Waterford -- <http://www.waterfordresearch.org/>

IPADS -- <http://www.ipadinschools.com/>

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 2-5 will take the students to the computer lab at least 4 times a week to complete skill building reading programs using SuccessMaker. Kindergarten and first grade students will utilize MAC books to complete Waterford Reading programs at least 4 times a week. Grades 2 - 5 will utilize IPADS for supplemental Language Arts skills.	Technology	09/09/2013	05/23/2014	\$5000 - Title I Schoolwide	All instructional staff is responsible for the completion of this activity. The principal is responsible for implementing this activity by scheduling classrooms in the computer lab.

Strategy2:

Reading/Writing Specialist - Reading/Writing Specialist teachers will provide one-to-one training for at risk students.

Research Cited: Reading/Writing Research --- <http://www.bartonreading.com/research2.html#orton>

Activity - Reading/Writing Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading/Writing Specialist teachers will provide one-to-one training for at risk students.	Tutoring	09/09/2013	05/23/2014	\$21000 - Title I Schoolwide	Mrs. Robyn Kellogg, Reading Writing connection staff.

Goal 2:

Cascades School of The Fine Arts students will show growth through an increased rubric score on a personal narrative writing prompt.

Measurable Objective 1:

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80% of All Students will demonstrate a proficiency of a personal narrative writing piece in English Language Arts by 05/30/2014 as measured by using a level 4 rubric scale (with a range of 1-12, having 9-10 being proficient).

Strategy1:

Personal Narrative Writing - Cascades staff will utilize their Pearson writing rubric materials.

Research Cited: <http://www.dataworks-ed.com/resources/horizontal>

Activity - Personal Narrative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cascades staff will use Pearson writing/rubric materials to increase the writing rubric scores of their students.	Academic Support Program	09/03/2013	05/30/2014	\$0 - General Fund	All k-5 instructional staff at Cascades School of Fine Arts.

Goal 3:

All K-5 students at Cascades School of Fine Arts will demonstrate an increase of their RIT score in the Measurement and Data domain on the 2014 MAP (Measure of Academic Progress) spring Assessment.

Measurable Objective 1:

A 11% increase of All Students will demonstrate a proficiency in the Measurement and Data domain of the MAP Assessment in Mathematics by 05/23/2014 as measured by the Spring 2014 MAP Assessment.

Strategy1:

Technology - Teachers in grades 2-5 will take the students to the computer lab at least 4 times a week to complete skill building Math programs using SuccessMaker. Kindergarten and first grade students will utilize MAC books to complete Waterford Math programs at least 4 times a week. Grades 2 - 5 will utilize IPADS for supplemental Mathematical skills.

Research Cited: SuccessMaker -- <http://www.pearsonschool.com/index.cfm?locator=PS24Tj>

Waterford -- <http://www.waterfordresearch.org/>

IPADS -- <http://www.ipadinschools.com/>

Activity - SuccessMaker/Waterford/IPADS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 2-5 will take the students to the computer lab at least 4 times a week to complete skill building math programs using SuccessMaker. Kindergarten and first grade students will utilize MAC books to complete Waterford math programs at least 4 times a week. Grades 2 - 5 will utilize IPADS for supplemental math skills.	Technology	09/09/2013	05/30/2014	\$20000 - Title I Schoolwide	All instructional staff is responsible for the completion of this activity. The principal is responsible for implementing this activity by scheduling classrooms in the computer lab.

Narrative:

Part D: Comprehensive Instructional Reform Strategies

#6 Process for Selecting Instructional Program

Cascades Elementary staff have identified the following four underlying causes of low student performance.

1. Relevant to classroom instruction we had targeted "bubble" students (ten above and ten below the MEAP grade-level raw score) by working with them in small groups. Non-bubble students were given general classroom instruction.
2. Student attendance also played a factor in low student achievement.
- 3 Lack of parental involvement (low attendance at Achieving Success Student Intervention Study Team meetings, parent-teacher conferences and family after school events) which also attributed to low student performance.
4. In the past, teachers worked in isolation and determined the enacted curriculum individually based on the reading and math series.

We have identified comprehension of informational text across the curriculum as one of our big ideas. We have determined that our school is in need of a Multi Tiered System of Supports (MTSS) across the curriculum. This was based on multiple data sources including: MEAP, Measure of Academic Progress (MAP), SuccessMaker, Accelerated Reader, Power School log entries, attendance data and parent involvement participation data.

Cascades Elementary has analyzed our 2012-2013 Reading MEAP data and found the following subgroups in which students were not proficient:

- a. 81% of the bottom 30% were not proficient
- b. 22% of the Caucasian students are not proficient
- c. 30% of our African American population is not proficient
- d. 75% of students with disabilities were not proficient

Cascades Elementary has analyzed our spring 2012-2013 Reading Measure of Academic Progress (MAP), a school-wide test given in grades K-5, data and found the following subgroups in which students were not proficient:

- a. 69% of students in grades K-5 scored below grade level in the area of reading.
- b. Of the 69% of students, 80% of the African American students were not proficient
- c. Of the 69% below grade level, 64% of Caucasian students were not proficient.

According to the end of the year 2012-2013 SuccessMaker program, cumulative performance results 79% of students in grades 2-5 scored below grade level in the area of reading. Our spring 2012-2013 Accelerated Reader data shows 70% of our students in grades 1 - 5 did not meet their grade level goal.

Cascades Elementary has analyzed our 2012-2013 Math MEAP data and found the following subgroups in which students were not proficient:

- a. 70% of African American students were not proficient
- b. 44% of Caucasian students were not proficient
- c. 100% of the bottom 30% were not proficient
- d. 83% of students with disabilities were not proficient

Cascades Elementary has analyzed our spring 2012-2013 Math MAP and found the following subgroups in which students were not proficient:

- a. 72% of students in grades K-5 scored below grade level
- b. Of the 72% of students, 84% of the African American students were not proficient
- c. Of the 72% of students below grade level, 64% of Caucasian students were not proficient

According to the end of year 2012-2013 SuccessMaker program, cumulative performance results 75% of students in grades 2-5 scored below grade level in the area of math.

Cascades Elementary has analyzed our 2012-2013 Writing MEAP data and found the following subgroups in which students were not proficient:

- a. 100% of the bottom 30% of students were not proficient
- b. 46% of Caucasian students were not proficient
- c. 60% of the African American population were not proficient

Through collaborative vertical teams, curriculum, instruction and assessment will be implemented and aligned across grade levels based on career and college ready standards in Michigan's Common Core State Standards. Teaching and learning strategies that will be implemented will include: utilizing a 90-minute reading block and 60-minute math block, para-educator and Title I classroom support, teacher led small-group guided reading and math (Fountas and Pinnell), parent and community volunteers, common core aligned, hands-on enrichment activities, peer to peer and cross-grade level interaction. Another strategy will include at the minimum of once a week, an MTSS coach from Jackson Intermediate School District.

Focusing on comprehension of informational text in Language Arts, common formative and summative assessments in grades K -5 from the Pearson Reading Street series will be used as one source to monitor ongoing student progress. Running records from Fountas and Pinnell (Fountas and Pinnell Benchmark Assessment System 1 and System 2) will be utilized in grades K -5 to monitor student progress, along with a multi-tiered system of supports which will be used to provide additional time and support for intervention and enrichment.

Each grade level will participate in bi-weekly data dialogues regarding data collected from student performance using multiple resources such as core subject assessments, SuccessMaker, Waterford, Accelerated Reader, STAR, NWEA MAP, Fountas and Pinnell . These assessments will enable us to guide instruction and provide support across the curriculum. NWEA/MAP test results will be administered three times a year and the assessment results will be used to determine the appropriate Tiered Interventions. Fountas and Pinnell will be utilized at least 3 times per year, in September, February and May to allow staff to level students at an instructional level for reading. Go Math pretest will be used before each chapter to assess our student's level of knowledge and to drive instruction. Reading Street language arts pretests will be used before each unit to assess our student's level of knowledge and to drive instruction. Go Math chapter posttests and Reading Street unit posttests will be utilized to assess if instructional goals were mastered. SuccessMaker information will be used bi-weekly to check for ongoing growth in student achievement in both math and reading at individual learning levels. The staff will develop and institute an assessment calendar to provide horizontal and vertical cohesiveness.

During the 2012-2013 school year, there were 453 lunch detentions given to students. Of the 453 lunch detentions given, 39 students were repeat offenders. During the 2012-2013 school year, there were 120 incidences of students suspended for negative behavior. Of these 120 incidences, 18% of our total population was suspended. Parent involvement data reflects 33% of parents invited to initial meetings for Achieving Success Student Intervention Study Team did not attend.

Our Big Idea for culture and climate will focus on the development of a school-wide plan to build a positive culture which will result in a

decrease in bullying and negative behavior. Our plan is supported by the book *Have the Guts to Do it Right*, Moskowitz Noga, Sheri. This book will be distributed to incoming new students and a copy will be available in the school library for lending. Expected behaviors will be taught to instill respect, responsibility and safety for all locations on the school campus. A Positive Behavior Intervention Support (PBIS) school-wide behavior matrix will be developed to support this plan. Monthly data conversations, discussed at collaborative staff meetings will be held to identify Tier Levels of intervention.

The PBIS process will include Marcia McEvoy's bullying prevention model to help determine tiered levels of support. Our school expectations will be taught to the students and re-taught as needed. The end result will be higher academic achievement; fewer discipline problems along with higher self-confidence and increased engagement among students, teachers and parents.

Our instructional program integrates MTSS, PBIS Strategies and Marcia McEvoy's professional learning program. Within literacy Cascades teachers will make use of small guided reading instruction which will meet the identified needs of students to increase achievement at all levels and grades. Learning a concept often requires direct student/teacher interaction in order to maintain and grow in acquired knowledge. Go Math tiered interventions and Fountas and Pinnell both support guided groups as evidenced in Tier 2/3 RTI Kits from the Go Math series and Pearson RTI leveled books from our reading series, Fountas, I.C and G. S. Pinnell. *Matching Books to Readers: Using Leveled books in Guided Reading, K-3*. Heinemann, 1999 and Fountas, I.C. and G. S. Pinnell., *Guided Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy*. Heinemann, 2001.

We have identified successful students at Cascades Elementary as students that have a high level of connectedness to the school. They have positive reciprocated communication with the teaching staff, strong parental support and an intrinsic work ethic that meets the PBIS expectations. These students have few discipline problems and their positive behavior is recognized often. In addition successful students have a high attendance rate that is honored by the school staff. These students tend to have a higher level of self-confidence and have a positive attitude toward school and learning.

As part of our three-year sequence for improving instruction in all content areas we have developed an organizational goal: Cascades staff will use our collected data to drive instruction which will allow us to utilize the MTSS. The goal will be implemented by instituting the following procedures:

Academic focus for the first year of implementation of our plan will include our kindergarten classrooms being self-contained. Based on the data from our current Kindergarten A/B program, Cascades Elementary school will move to self-contained Kindergarten classrooms. Self-contained Kindergarten classroom spend 5.5 hours on task with core curriculum activities, as opposed to 2.5 hours on task with core curriculum activities with the current A/B Kindergarten program. Currently, a minimum of 30 minutes per day is lost in core curriculum instruction because of several necessary transitions that students need to make due to the A/B schedule.

The behavior/ culture climate focus for the first year of implementation will be focused on the development of a school-wide Positive Behavior Intervention Support plan to build positive culture which will result in a decrease in bullying and negative behavior. Expected behaviors will be taught to instill respect, responsibility and safety for all locations on the school campus. Marcia McEvoy's behavior matrix will be developed to support this plan. Monthly data conversations, discussed at collaborative staff meetings will be held to identify Tier Levels of intervention.

Academic focus for the second year of implementation of our plan will include working in collaborative teams to further develop, refine and implement a guaranteed and viable curriculum for all students based on Michigan's Common Core State Standards. Focus will be placed on comprehension and informational text found in mathematics including story problems, graphs, geometry, and other mathematical practices. Grade level common formative and summative assessments in grades K -5 from the Go Math series will be used as one source to monitor

ongoing student progress. SuccessMaker/Waterford will also be utilized in grades K -5 to monitor student progress, along with a multi-tiered system of supports which will be used to provide additional time and support for intervention and enrichment. Grades 2-5 will be scheduled to use reading and math strategies on SuccessMaker four to five times per week. Area of Difficulty reports, generated from SuccessMaker, will drive instruction for the MTSS. Grades K-1 will be scheduled to use Reading and Math Waterford on a daily basis. Area of Difficulty report generated from Waterford will drive instruction.

The behavior/ culture climate focus for the second year of implementation will continue to focus on the expansion of the school-wide PBIS plan. The anticipated outcome of this intervention will be a positive culture, increased student engagement, and a resultant decrease in bullying and negative behaviors. Expected student behaviors will be taught to instill respect, responsibility and safety for all locations on the school campus. Additionally we will further refine and strengthen Cascades' tier one and tier two behavioral supports. Monthly data conversations, discussed at collaborative staff meetings will be held to identify Tier Levels of intervention.

Academic focus for the final year of implementation of our plan will include working in collaborative teams to develop, refine and implement a guaranteed and viable curriculum for all students, focusing on comprehension, writing and informational text in Social Studies and Science content. The district wide adopted grade level common formative and summative assessments in Social Studies and Science in grades K -5 will be used as sources to monitor ongoing student progress, along with MTSS which will be used to provide additional time and support for intervention and enrichment.

The behavior/ culture climate focus for the third year of implementation will continue to focus on the development of a school-wide PBIS plan to build positive culture which will result in a decrease in bullying and negative behavior. Expected behaviors will be taught to instill respect, responsibility and safety for all locations on the school campus. Additionally we will further refine and strengthen our tier two and tier three behavioral supports. Monthly data conversations, discussed at collaborative staff meetings will be held to identify Tier Levels of intervention.

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

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

Goal 1:

All K-5 students at Cascades School of Fine Arts will demonstrate an increase of their RIT score in the Literature domain on the 2014 MAP (Measure of Academic Progress) Spring Assessment.

Measurable Objective 1:

A 11% increase of All Students will demonstrate a proficiency in the literature domain in English Language Arts by 05/23/2014 as measured by the students' progress in the Literature domain on the MAP assessment..

Strategy1:

Redesign Plan

Cascades School

Accelerated Reader - The students check out AR library books on a regular basis. Upon completion of reading their leveled AR book, students are assessed by completing an online comprehension quiz. After passing 3 quizzes with a score of 80% or higher, students move up to the next book level. Example: 1.1 book level to 1.2 book level.

Research Cited: Renaissance learning. <http://www.renlearn.com/research>

Activity - Renaissance Learning Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students read literature at their individualized reading level. The students comprehension is assessed by completing an online quiz which provides immediate feedback for improved instruction and learning.	Academic Support Program	09/09/2013	05/23/2014	\$930 - Title I Schoolwide	Classroom staff, paraprofessionals, Principal, resource staff

Narrative:

7 Use of Individual Student Data

Cascades has shown a need to improve student achievement by differentiating student instruction through a school-wide Multi Tiered System of Supports (MTSS) program. Cascades School will collect and analyze data from the following multiple sources: MEAP, Measures of Achievement Progress (MAP) test scores, Power School log entries, parent contact logs, Accelerated Reader reports, Pearson Pre and Post tests, Go Math Pre and Post tests, rubrics as a tool to review writing, Waterford and SuccessMaker reports. The following teams will develop, refine and implement a guaranteed and viable curriculum for all students based on Michigan's Common Core State Standards: leadership team, grade level teacher teams, cross grade level teacher teams and an intervention team. Common formative assessments will be developed to monitor ongoing student progress, focusing on comprehension of informational text across the curriculum. MTSS will be used to provide additional time and support for intervention and enrichment.

The fore-mentioned teams will outline regular and on-going building-wide data which will provide our staff with the knowledge needed to differentiate student instruction that will ensure mastery of essential standards. According to Doug Reeves (2010), "Data Teams are the single best way to help educators and administrators move from "drowning in data" to using the information to make better instructional decisions. Teams are forced to look at the combination of student results, teaching strategies, and leadership support instead of just student scores."

Both grade level and cross grade level teacher teams will collect data and be responsible for establishing necessary targets of students' learning and behavior. The grade level teacher teams will meet weekly during common planning time in order to disaggregate and review data from multiple data sources; it is important for these teams to define essential targets in both learning and behavior. The teams will analyze the data to assess student learning and instructional effectiveness. This data will further identify students who need modifications that will allow for student movement into and out of different tiers of support. Student progress will be monitored every three weeks. Cross grade level teams will meet once each trimester during staff meetings. These teams will identify and discuss which student skills were met and determine teaching interventions.

The Leadership team will consist of the building principal, along with a group of teachers, which will meet monthly. This team will collaborate with teacher teams in order to establish a school-wide system and structures that will improve academic achievement and positive behavior. Teaching strategies and best practices will be discussed for a school-wide implementation to close the achievement gap.

An Intervention team (Achieving Success Student Intervention Study Team) will consist of principal, teachers, RTI staff, parents and specialists as needed. This team, which meets monthly, will be able to diagnose and prescribe interventions/tier 3 interventions.

Progress monitoring will enhance the teacher's ability to place a student in the appropriate tier level as demonstrated below: Tier 1 students will participate in on-line reading and math MAP assessments. Teachers will disaggregate the data to find specific learning gaps. Students with specific skill deficits will be moved to Tier 2 status. Small group instruction, addressing missed skills, will be provided by the classroom teacher, para-professionals or Title 1 teachers. Students who are unable to demonstrate progress within a 3 week window, they will be moved to Tier 3 for one-on-one instruction with an RTI staff member.

Tier 1 students will engage in individualized, on-line reading and math programs (SuccessMaker and Waterford.). Teachers will access the Areas of Difficulty report to identify specific strands of student deficits. Students that are lacking specific skills will be moved to Tier 2 status. Computerized reteaching tutorials will be utilized with teacher support. If students do not demonstrate progress after 3 weeks, they will be moved to Tier 3 for one-on-one instruction with an RTI staff member.

All students at Cascades will follow the school behavior rubric according to the Marcia McEvoy PBIS model. Teachers will use 15 second interventions to address aggressive behavior. Students that exhaust the rubric will be moved to Tier 2 status to complete Time to Think Forms in a Time to Think Room during their recess and lunch time. If students do not demonstrate improvement in behavior, they will be move to Tier 3 status for RTI support from the school social worker.

All students at Cascades will take pre and post writing, math and language arts tests. Students who demonstrate a specific skill shortfall are moved to Tier 2 status with small group instruction. Students who remain in need of intervention after post-testing will be moved to Tier 3 status for one-on-one instruction with an RTI staff member.

In accordance with the State of Michigan, Cascades has identified 11 students to participate in the 2013 - 2014 Superintendent's Drop Out Challenge; These students who are on Tier 3 status have demonstrated a lack of progress in academics, behavior and daily attendance. This challenge allows Cascades students to have meaningful and purposeful one-on-one interaction with adult mentors from Cascades staff. These positive relationships will interconnect into daily peer interactions and help to close academic and behavioral achievement gaps.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

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

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

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

8A

The district realizes that due to the lack of student achievement, we need to add 30 minutes of time which will be used to create a Multi-Tiered System of Support (MTSS) intervention/enrichment block within the daily schedule which will in turn increase the amount of time spent on core academics. The increased instructional time of 30 minutes will consist of adding 20 minutes to our current day and restructuring our current daily schedule to increase by 10 minutes from unstructured time. This will total an additional 2 ½ hours per week of intervention/enrichment time. Various developmental assessments will be analyzed on an ongoing continuum basis to help drive our enrichment instruction. Assessment examples may include, but not limited to Fountas and Pinnell, running records, Developmental Reading Assessment, Rigby, SuccessMaker and Measures of Academic Progress Assessment. This targeted and intentional instructional time will engage students' productivity and meaningful experiences which will lead to increased student achievement.

Indicator 8B: Time for Enrichment

The district's plan for increasing time for enrichment activities is through the Multi-Tiered Systems of Support (MTSS) instructional blocks will utilize supplemental/intensive instruction for the enrichment of students in all tiers. The additional 30 minutes is dedicated to the MTSS block. Various developmental assessments will be analyzed on an ongoing continuum basis to help drive our enrichment instruction. Intentional and target instructional strategies will focus on study skills, writing workshops, best practices in reading, and character building. This targeted and intentional instructional time will engage students' productivity and meaningful experiences which will lead to increased student achievement.

Indicator 8C: Time for Professional Learning

The district's leaders recognize the lack of teachers' collaboration time. Professional learning time will total a minimum of 1 hour and 30

minutes per week which could consist of two equivalent 45-50 minute sessions per week of allocated planning time or personal time before or after school. The confirmation of this collaboration time will be agendas, minutes and sign-in sheets which will be provided to the Administrator after each session. This professional learning time will provide staff with effective research based strategies and knowledge to increase their ability to work together, analyze student achievement data and improve best practices in their classroom. Student achievement will increase when the staff is able to engage in a meaningful ongoing cycle of questions that promote deep team learning. Professional learning times provides the staff with the opportunity and ability to gain each other's support, as well as gain access to strategies that are working for all staff members.

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

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

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

Family Engagement

Family and community member involvement is critical to the success of Cascades students. As part of our reform plan, Cascades will continue to provide on-going mechanisms for engagement of families and their community through the following two overarching venues: 1) Fostering open communication with parents and families; and 2) Fostering open communication with community members in addition to parents.

Cascades School has clearly described and outlined multiple engagement strategies to bring families in reform efforts. Families will develop a connectedness to these reform effort that are reflected in the big ideas. The strategies that are in place to foster open communication with parents and engage families in reform efforts are:

- 1) Primary-Grade Reading Initiative, created by the District Parent Liaison, involves supplying each kindergarten and first grade student with weekly motivational reading/game packets to engage students and their family in improving the reading process and increase achievement. The kindergarteners have the ABC Challenge, which targets increased ability in letter identification, while the first grade is involved in a 100 Word Challenge, which targets sight word identification and meanings. School staff distributes the packets, support the families, and conduct progress monitoring through pre- and post tests.
- 2) Invitation and attendance to student progress events including Cascades Annual Open House, Parent-Teacher Conferences, Cascades Annual Family Carnival, Winter and Spring Music programs, and Achieving Success Student Intervention Study Team meetings.
- 3) Oral and written communication between teachers and families, including daily positive phone calls, student agendas, weekly classroom newsletters, paper copies of Power School student progress reports, emails, and /or text messages, iMessages.
- 4) Website information, including progress reports through Power School, on-line curriculum information such as Pearson Reading and Go Math, District and Cascades School website and Teacher Weebly.com websites.
- 5) Volunteering in the school and/or classroom for daily activities with students such as Accelerated Reader, special events such as field trips, Tri-Read-a-Thons, classroom parties, and special celebrations such as the Relay for Life Balloon Send-Off Gala.
- 6) School-sponsored family events such as grade-level music performances, Little Reads, Annual Consumer's Energy/Cascades Science

Fair, Art Fair, Cascades Ice Cream Social, Cascades Annual Family School-end Picnic, March Book Fair, Field and Health Day and Mileage Club.

7) School newsletters and school-events calendars are sent home at the start of each calendar month. All important information is organized in a clear and concise format, including notable dates on the monthly calendar. Additionally, the Jackson Public Schools District Food Service Department sends a monthly calendar of breakfast and lunch menus so that parents and students are informed of choices of nutritional food, which is provided free of charge at Cascades.

8) Cascades School has a Global Connect calling system that is used to keep parents informed of school events, activities, announcements, and miscellaneous important information. The principal is responsible for planning and recording bi-weekly and additional as-needed messages that are sent to parents and staff members. This calling system provides an effective means for communicating with families and staff when information needs to be disseminated to large numbers of people quickly.

9) A Cascades outdoor-lighted sign, located in the front student drop-off circle with high-visibility, is updated to remind students, parents, and community members of important upcoming dates and activities. The sign is updated 2-3 times, monthly, or as needed, to improve communication of important school dates, including vacation days, special events, and evening activities. The principal is responsible for updating the information.

Community Engagement

Cascades School has outlined strategies to engage community partners in reform efforts which are reflected in our big ideas. In support of Cascade's PBIS, the following community partners are: Baker College's Winners Walk Tall, CP Credit Union (Consumer's Power Federal Credit Union), United Way, KIDS HOPE, Jackson Symphony Orchestra, Rural Bible Ministries, Boy/Girl Scouts, The League, and Mobile Dentist.

Baker College's Winners Walk Tall volunteers adopt classrooms for a school year and then model and teach character-building skills to the students. The CP Credit Union volunteers visit on a weekly basis to give our students the incentive to be life-long savers. The fifth grade students have an added dimension of hands-on learning by utilizing Common Core math standards as they serve as bank tellers. United Way allocates on-going financial support to Cascades for the purpose of purchasing non-perishable foods that are then sent home weekly in backpacks with designated students for their families.

Support partners from the KIDS HOPE mentoring program for kids, Jackson Symphony Orchestra, Rural Bible Ministries, Boy/Girl Scouts, The League, and Mobile Dentist scaffold our instructional programs by engaging families in opportunities to access holistic wellness via their unique services for family reinforcement, social resources and networking, personal and family leisure, and health.

The strategies that are in place to connect community members, as well as families, to Cascades' reform efforts are:

1) Volunteering in the school and/or classroom for daily activities with students such as Accelerated Reader helpers, special events i.e. field trips, Tri-Read-a-Thons, classroom parties, and special celebrations such as the Relay for Life Balloon Send-Off Gala, Picture Day, Popcorn Day, Spirit Week activities

2) Participation in school-sponsored family events such as grade-level music performances, Little Reads, Annual Consumer's

Energy/Cascades Science Fair, Art Fair, Cascades Ice Cream Social, Cascades Annual Family School-end Picnic, March Book Fair, and Field and Health Day, Cascades School fall and winter carnivals and Mileage Club.

3) The Success Standard, a monthly published district-wide newsletter, keeps district families and employees updated as to district-wide events, activities, and successes within such areas as, but not limited to: academics, community partnerships, sports, fine arts, and individual schools. This on-going communication is printed and distributed quarterly. All schools, including Cascades, send in monthly photographs and accompanying articles of activities to be included in the newsletter for circulation into the community. Copies of this publication are sent home through the USPS to Jackson Public School families.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

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

The district will provide the school (Principal, School Improvement Team and staff) the autonomy over the school's schedule, staffing and the building's Title I budget in accordance with the federal regulations. Currently, the district and teachers' union are actively engaged in collective bargaining and the Memorandum of Understanding will be uploaded when a tentative agreement has been signed by both parties.

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

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

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

The district and schools are committed to receiving on-going external technical assistance from the Jackson County Intermediate School District, School Improvement Facilitator (Michigan State University) and the Michigan Department of Education. Intense support will include weekly meetings with various research based topics of discussion including the Multi-tier Systems of Support, barriers to student achievement and effective strategies that will transition a school from low performance to high performance. These data-based brainstorming sessions will provide leadership teams with the depth of knowledge to write and implement an approvable Reform Plan that will help accelerate learning and impact student achievement. In addition, the district will support the schools through attendance at workshops/conferences offered by the JCISD and the Michigan Department of Education. The Director of Federal Programs will act as the liaison for Priority Schools and the Central Office's contact person who will attend the weekly meetings, engage in dialogue with the leadership teams regarding student achievement data, writing of the Reform Plans, monitor and support the implementation of the Reform Plan in each building.

Elementary Principal 2012-13 Evaluation - Example

		Goal	Measure	Weight of Total Score	2010	2011	2012	Points Awarded	Multiplier	Total
Quality	Student Achievement	Raise 3rd grade reading score	MEAP	5%	38%	42%	49%	5 = 51% 4 = 50% 3 = 49% 2 = 48% 1 = 47%	x1	
		Raise 3rd grade math score	MEAP	5%	22%	30%	24%	5 = 26% 4 = 25% 3 = 24% 2 = 23% 1 = 22%	x1	
		Raise 4th grade reading score	MEAP	5%	52%	52%	59%	5 = 61% 4 = 60% 3 = 59% 2 = 58% 1 = 57%	x1	
		Raise 4th grade math score	MEAP	5%	39%	34%	17%	5 = 20% 4 = 19% 3 = 18% 2 = 17% 1 = 16%	x1	
		Raise 4th grade writing score	MEAP	2.5%			24%	5 = 27% 4 = 26% 3 = 25% 2 = 24% 1 = 23%	x.5	
		Raise 5th grade reading score	MEAP	5%	n/a	50%	37%	5 = 39% 4 = 38% 3 = 37% 2 = 36% 1 = 35%	x1	
		Raise 5th grade math score	MEAP	5%	n/a	14%	11%	5 = 14% 4 = 13% 3 = 12% 2 = 11% 1 = 10%	x1	
		Raise 5th grade science score	MEAP	2.5%			7%	5 = 10% 4 = 9% 3 = 8% 2 = 7% 1 = 6%	x.5	

	Goal		Measure	Weight of Total Score	2011	2012	2013	Points Awarded	Multiplier	Total
People	Employee Engagement in the Work Environment	Establish District mean on Studer instrument	Employee Engagement Survey	10%	4.07	4.39		5 = above 4.00 4 = 3.90 3 = 3.80 2 = 3.70 1 = below 3.60	x2	

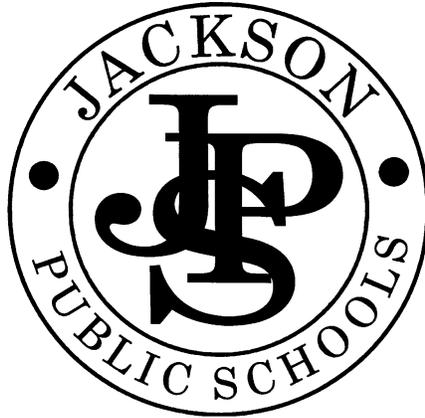
	Goal		Measure	Weight of Total Score	2011	2012	2013	Points Awarded	Multiplier	Total
Service	Parent Satisfaction with Schools	Establish District mean on Studer instrument	Parent Satisfaction Survey	20%	3.61	4.38		5 = above 4.00 4 = 3.90 3 = 3.80 2 = 3.70 1 = 3.60	x4	

	Goal		Measure	Weight of Total Score	2010/11	2011/12	2012/13	Points Awarded	Multiplier	Total
Finance	Increase Fund Balance	Reduce overtime by 50% (includes general education substitutes for conferences and secretaries)	Budget/ Audit	5%				5 = 50% 4 = 40% 3 = 30% 2 = 20% 1 = 10%	x1	
		Maintain/reduce building budget	Budget/ Audit	5%				5 = \$1,000 under 4 = \$500 under 3 = on budget 2 = \$500 over 1 = \$1,000 over	x1	

	Goal		Measure	Weight of Total Score	2010/11	2011/12	2012/13	Points Awarded	Multiplier	Total
Growth	General education enrollment	Maintain or increase enrollment	FTE Report (Fall Count)	5%	236	245	232	5 = 242 4 = 237 3 = 232 2 = 227 1 = 222	x1	

	Goal		Measure	Weight of Total Score	2010/11	2011/12	2012/13	Points Awarded	Multiplier	Total
Health & Safety	Student altercations	Maintain or reduce the number of student altercations by 5%	District Report	20%	30	14		5 = 12 4 = 13 3 = 14 2 = 15 1 = 16	x4	

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Jackson Public Schools Teacher Evaluation Process

Revised October 21, 2013

Jackson Public Schools Teacher Evaluation Process

Evaluator's Name:	Teacher's Name:
Building	Subject/Grade:
Pre-Conference Date:	Formal Observation Date:

Introduction

Effective 2011-12, PA 102, the District will implement a Board approved teacher evaluation system that focuses on teacher effectiveness. At the end of each school year and prior to June 15 of each following year, teachers will be given rating of “highly effective”, “effective”, “minimally effective” or “ineffective”.

Ratings will be based on an objective score in five domains (**Attachment 1**). Each domain will be weighted to allow for individualization after the base year (2011-12).

Based on the five domains, the District will be able to evaluate teachers on common set of rubrics and measures (**Attachment 2-Elementary and Attachment 3-Secondary**). The following scale has been adopted:

Highly Effective 94-100 / Effective 80-93 / Minimally Effective 70-79 / Ineffective 0-69

- A teacher who is ineffective for two consecutive years will require the district to send a parent notification of your teacher rating to parents.
- A teacher who is ineffective for three consecutive years will be terminated.
- Lack of effort or participation will result in an ineffective rating.
- Proven disciplinary actions may be attached to a yearly evaluation and considered in the scoring of a given area.

Process

Measurable Metrics

The administrator will assign metrics and weights based on previous performance. It is the responsibility of the teacher to monitor and report to their administrator evidence of growth.

Failure to report or measure progress will result in an “ineffective” rating for that domain.

Pre Conference – Assignment of Metrics

The administrator and teacher will meet during the beginning of the year to discuss the weights and measure for each domain (**Attachment 4**).

A timeline and protocol for evaluation will also be laid out during the meeting.

Expectation for classroom visitation by the administration will be discussed. State law requires multiple visits prior to a written evaluation.

Teachers are encouraged to invite principals to classroom lessons that demonstrate mastery of Components of Professional Practice (**Attachment 5**).

Post Conference

Presentation by teacher on metric measures. Teachers should come prepared to discuss their final results in all areas. A summary of evidence should be presented.

Mentors

Teacher mentors will be a voluntary practice in Jackson Public Schools. Mentors may provide professional support, instruction and guidance for the development of professional expertise as requested by teacher. Mentors will maintain absolute confidentiality, except in cases of illegal or unethical conduct. Mentors will assist teachers in becoming familiar with district curriculum, policies of the school, and assist them in becoming a highly effective teacher in their new school and community. The mentor is a resource person and will not be held responsible for the performance of the teacher they are mentoring. Mentors and teachers will establish plans for interacting on their conference hours, before or after school. These plans may include conferences, visitations, observations, training and demonstrations at the request of the teacher being mentored, with the approval of administration if occurring during school hours and requiring a substitute teacher.

Individualized Development Plan (IDP; Replaces Plan of Assistance)

Each teacher that is probationary, minimally effective or ineffective will be given an IDP (see Attachment 3). Each IDP will be developed and implemented under the direction of the building administrator. The plan may include suggestions for growth, articles, training, mentors, observations, data reviews, etc. It will be the responsibility of the teacher to execute the IDP. Evaluation of the IDP remains the yearly evaluation instrument (**Attachment 6**).

Probationary Appeal

New teachers are on a five-year probation schedule.

In the event that a probationary teacher receives an ineffective evaluation, they may appeal it in writing to the Superintendent. Upon receiving the appeal letter the Superintendent will hear and review evidence from both teacher and administrator before rendering a decision.

A written statement will be forwarded to both parties at the conclusion of the appeal.

Tenure Teacher Review

In the event that a tenured teacher receives an ineffective or minimally effective evaluation, they may ask the Superintendent for an independent review. Upon reviewing a request for review, the Superintendent/designee will hear testimony from the teacher, evaluator and review the evidence presented. Requests must be received within 10 working days of the post conference. A response in writing will be given prior to July 1.

Tenured Teacher Protection

Tenured teachers, under the law, must rely on a tenure proceeding which relies on a Board vote to move forward. Teachers would be afforded an opportunity at both the Board level and tenure hearing to make their defense.

Severity Exclusion

Students may be excluded for circumstances that are of a severe nature as determined by the Principal, Superintendent or his/her designee. Examples of students who may qualify would be students who are hospitalized, illness, accidents or special circumstances beyond the teacher's control.



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Jackson Public Schools Annual Evaluation Memorandum

TO: Human Resources
 Teacher Being Evaluated: _____
 Building: _____

FROM: Administrator Who Completed Evaluation: _____

RE: 2013-14 Teacher Evaluation

Rating: Highly Effective Effective Minimally Effective * Ineffective *
(circle one)

IDP Status: Probationary * Ineffective Minimally Effective
(circle one)

Pre-Conference Date:	
Formal Observation Date:	
Post-Conference Date:	

Subscores by Domain:

Current Year					
Domain	Weight		Score (0-100)		Total
1. Student Achievement	.40	x		=	
2. Lesson Plans	.20	x		=	
3. Classroom Environment	.15	x		=	
4. Professional Responsibilities	.15	x		=	
5. Parent Communication	.10	x		=	
Total	1.00%				

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

* Hard copies of documentation will be kept in personnel file if designation is Probationary, Minimally Effective or Ineffective.

ELEMENTARY 1. Student Achievement – Use of data to improve student growth 40%

	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4	Comments/ Evidence	Points
Achieve MAP Reading target	0 – 59% Achieve target score	60% – 69% Achieve target score	70% – 89% Achieve target score	90% – and above Achieve target score		/4
Achieve MAP Math target	0 – 59% Achieve target score	60% – 69% Achieve target score	70% – 89% Achieve target score	90% – and above Achieve target score		/4
Interventions/Data used to drive instruction: I.E. Flexible grouping, ASSIST, success maker, progress monitoring, pre/post test, running records, etc.	There is no evidence that data was collected, utilized or interpreted by the teacher. None of the goals were met and some regression is noted.	Data was collected but there is no evidence that it was used to drive instruction. None of the targeted growth goals were met. Regression was not noted.	Data was collected and used to drive instruction by modifying instructional decisions. Evidence from assessments show positive student growth in the targeted areas.	Data was collected and used to drive instruction and evaluate student progress on a continuous basis. Evidence from assessments show student growth and data can be used to improve instruction in the department or grade level.		/4
School wide MEAP: Growth in all subject areas	0 – 59% Achieve target score (Elem 6/11)	60% – 69% Achieve target score (Elem 7/11)	70% – 89% Achieve target score (Elem 8/11)	90% – and above Achieve target score (Elem 10/11)		/4

Total Points: ____/16

	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4	Comments/ Evidence	Points
Lessons clearly aligned with state standards	Teacher makes content errors or does not correct errors students make.	Teacher displays basic content knowledge, but cannot articulate connections.	Teacher displays content knowledge and makes connections between content and other areas of the discipline and other disciplines.	Teacher displays extensive knowledge with evidence of continuous pursuit of such knowledge.		/4
Daily lesson plans are evident, clear and logical	No lesson plan is evident. Including, no plans for Para's, TA's, volunteers or tutors. The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic. No page numbers.	There is some evidence that daily lessons and long term goals are inconsistent. The lesson or unit has a recognizable structure, although not uniformly maintained. Most time allocations are reasonable. Page numbers are inconsistent.	There is evidence that daily lessons and long term goals are generally aligned with the district curriculum. Instruction activities are generally related to learning objectives. Para's, TA's, volunteer and tutor plans are evident. The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable. Page numbers are included.	There is evidence that daily lessons are relevant to students and instructional goals. Lessons progress coherently, producing a quantified whole. This includes complete lessons for Para's, TA's, volunteers and tutors. The lesson or unit structure is clear and allows for different pathways according to student needs. Time frame and page numbers reflect best practices.		/4
Plans include differentiated instruction	The teacher displays little knowledge of student skills and knowledge, and does not indicate that such knowledge is valuable.	Teacher recognizes the values of understanding student's abilities and skills, but displays this knowledge of the class only as a whole.	Teacher displays knowledge of students' skills and abilities for groups of students and recognizes the value of this knowledge. Teacher only differentiated with one group – high or low.	Teacher displays knowledge of most students and their skills including those with special needs. Teacher used differentiated instruction with the high achievers.		/4
Demonstrates knowledge of current resources	Teacher unaware of technology/resources available through the district. Teacher does not use MAP, success maker, etc., to drive instruction. Teacher does not utilize Assist process.	Teacher displays limited awareness of technology/resources available through the district. Teacher rarely uses MAP, success maker, etc., to drive instruction.	Teacher uses technology/resources to support instructional goals while engaging students in meaningful learning that enhances understanding in the content area. Teacher uses Assist, success maker and MAP to identify students and drive instruction.	Teacher uses technology/resources to plan varied approaches to learning to support instructional goals and engage students in meaningful learning of the content are as part of a coherent structure. Instruction is driven by MAP, success maker, etc.		/4

Total Points: ____/16

	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4	Comments/ Evidence	Points
Establish a positive learning culture with respect and rapport via a student survey (see attached) By end of first trimester and April 30th	0 – 59% Student survey dissatisfied	60% - 69% Student survey satisfaction	70% - 89% Student survey satisfaction	90% or above Student survey satisfaction		/4
Posted rules with expectations and consequences (developed as a class or school-wide)	Clear standards are absent or student behavior is not monitored or teacher does not respond appropriately to the misbehavior.	Occasionally, clear standards are absent. Teacher does not respond appropriately to the misbehavior.	Standards of conduct are clear to all students. Teacher is alert to student behavior at all times and teacher response to misbehavior is appropriate and respects the students' dignity.	Clear standards of conduct developed with student participation. Teacher response to misbehavior is highly effective and sensitive to students' individual needs.		/4
Ensures classroom/building procedures, routines and transitions are followed by students	Students not working with the teacher are not productively engaging in learning, much time is lost during transitions.	Tasks for student work are partially organized, resulting in some off-task behavior when teachers are involved with one group. Effective transitions are inconsistent.	Tasks for student work are organized, and are managed so most students are engaged at all times. Transitions occur smoothly.	Students monitor their own behavior, work productively, engaged at all times, with students assuming responsibility for their work and behavior. Transitions are seamless.		/4
Number of referrals, monitor referrals to increase positive behavior, Building procedures have been followed prior to referral i.e. Leader in me, Nurtured heart, self-monitoring, PBIS, ASSIST	Referrals are not monitored to improve student behavior. Building procedures are not followed prior to referral.	Referrals are monitored but not used to improve student behavior. Building procedures were used minimally.	Referrals were monitored and student behavior was slightly improved and most building procedures were followed.	Referrals were monitored and student behavior was significantly improved and all building procedures were followed.		/4

Total Points: ____/16

	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4	Comments/ Evidence	Points
System of maintaining records: I.E. Classes, P.D. logs conferences, professional reads, online learning	Records are not maintained	Records are incomplete and the system needs improving	Records are complete, and the system is effective	Records are complete and the system is organized and is shared as a best practice throughout the building		/4
Teacher engagement	Not punctual, frequent absences, not at posted position, misses many meetings, does not participate on a committee	Multiple reminders to be punctual, attendance affects classroom/building environment, reminded to be at posted position, attendance at meetings is minimal, on a committee with minimal participation	Punctual, attendance does not need to be monitored, at posted position, attends meetings, participates on a committee	Punctual, outstanding attendance, at posted position daily, attends meetings and participates, on several committees and attends night activities		/4
Timely record keeping: PowerSchool, student attendance, parent logs, log entries, 31A forms, required documents, sub folders	Records are not completed and/or not turned in	Records are partially completed and/or needs monitoring	Records are completed accurately and little administrative monitoring is needed	Records are always completed accurately and turned in on time		/4
Communication with families: articulated appropriately and positively via emails, newsletters and phone calls	No communication is provided to families or communication is insincere and/or insensitive	Little communication is provided to families with little sensitivity. Response to parent concerns is minimally effective, parent concern is not resolved.	Communication with families happens on a frequent and regular basis. Parent concerns are responded to appropriately and in a timely manner with sensitivity	Communication to families is frequent and on a scheduled basis. It contains both positive and when necessary sharing negative information. Parent concerns are dealt with using compassion and sensitivity		/4

Total Points: ____ /16

	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4	Comments/Evidence	Points
Studer survey questions 1-13	70% or more parents responding to a parent survey are dissatisfied with the atmosphere of the building	80% or more parents responding to a parent survey are dissatisfied with the atmosphere of the building	90% or more parent responding to a parent survey are satisfied or very satisfied with the atmosphere of the building	95% or more parents responding to a parent survey are satisfied or very satisfied with the atmosphere of the building		/4
Teacher generated parent survey	The teacher did not administer a parent survey Or 0-59% of responding parents are satisfied	60-74% of responding parents are satisfied	75-89% of responding parents are satisfied	90-100% of responding parents are satisfied		/4
100% Parent/teacher conferences (in person) by Nov. 30th	0-59% of parents participated in parent-teacher conferences	60-74% of parents participated in parent-teacher conferences	75- 99% of parents participate in parent-teacher conferences	100% of parents participate in parent-teacher conferences		/4
Documentation of parent communication	No documentation was kept	Documentation of two-way communication was kept, but the communication was not consistent	Documentation of two-way communication was documented on a monthly basis	Documentation of two-way communication was documented on a weekly basis		/4

Total Points: ____ /16

SECONDARY

1. Student Achievement – Use of data to improve student growth

40%

	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4	Comments/Evidence	Points
Achieve MAP Reading target	0 – 59% Achieve target score	60 – 69 % Achieve target score	70 – 89% Achieve target score	90% and above Achieve target score		/4
Achieve MAP Math target	0 – 59% Achieve target score	60 – 69% Achieve target score	70 – 89% Achieve target score	90% and above Achieve target score		/4
Interventions/Data used to drive instruction: i.e. Flexible Grouping, ASSIST, Progress Monitoring, IEP Goals/ Accommodations	There is no evidence that data was collected, utilized or interpreted by the teacher. None of the goals were met and some regression is noted.	Data was collected but there is no evidence that it was used to drive instruction. None of the targeted growth goals were met. Regression was not noted.	Data was collected and used to drive instruction by modifying instructional decisions. Evidence from assessments show positive student growth in the targeted areas.	Data was collected and used to drive instruction and evaluate student progress on a continuous basis. Evidence from assessments show student growth and data can be used to improve instruction in the department or grade level.		/4
Pre/Post Testing	0 – 59% Achieve target score	60 – 69% Achieve target score	70 – 89% Achieve target score	90% and above Achieve target score		/4

Total Points: ____ / 16

	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4	Comments/Evidence	Points
<p>Communicating Clearly & Accurately Directions & procedures, Oral & written language</p>	No lesson plan is evident. Including, no plans for Para's, TA's, volunteers or tutors. The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic. No page numbers.	There is some evidence that daily lessons and long term goals are inconsistent. The lesson or unit has a recognizable structure, although not uniformly maintained. Most time allocations are reasonable. Page numbers are inconsistent.	There is evidence that daily lessons & long term goals are generally aligned with the district curriculum. Instruction activities are generally related to learning objectives. Para's, TA's, volunteer and tutor plans are evident. The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable. Page numbers are included.	There is evidence that daily lessons are relevant to students & instructional goals. Lessons progress coherently, producing a quantified whole. This includes complete lessons for Para's, TA's, volunteers and tutors. The lesson or unit structure is clear and allows for different pathways according to student needs. Time frame & page numbers reflect best practices.		/4
<p>Using Questioning & Discussion Techniques Quality of questions, Discussion techniques, Student participation</p>	Teacher makes content errors or does not correct errors students make.	Teacher displays basic content knowledge, but cannot articulate connections.	Teacher displays content knowledge and makes connections between content and other areas of the discipline and other disciplines.	Teacher displays extensive knowledge with evidence of continuous pursuit of such knowledge.		/4
<p>Engaging Students In Learning Representation of content, Activities & assignments, Grouping of students, Instructional materials & resources, Structure & pacing</p>	Teacher unaware of technology/resources available through the district. Teacher does not use MAP, Successmaker, etc., to drive instruction. Teacher does not utilize Assist process.	Teacher displays limited awareness of technology/resources available through the district. Teacher rarely uses MAP, Successmaker, etc., to drive instruction.	Teacher uses technology/resources to support instructional goals while engaging students in meaningful learning that enhances understanding in the content area. Teacher uses Assist, Successmaker, and MAP to identify students & drive instruction.	Teacher uses technology/resources to plan varied approaches to learning to support instructional goals & engage students in meaningful learning of the content area as part of a coherent structure. Instruction is driven by MAP, Successmaker, etc.		/4
<p>Providing Feedback to Students, Demonstrating Flexibility & Responsiveness Quality: accurate, substantive, constructive, & specific Timeliness Lesson adjustment, Response to students, Persistence</p>	The teacher displays little knowledge of student skills and knowledge, and does not indicate that such knowledge is valuable.	Teacher recognizes the values of understanding students' abilities and skills, but displays this knowledge of the class only as a whole.	Teacher displays knowledge of students' skills and abilities for groups of students and recognizes the value of this knowledge. Teacher only differentiated with one group – high or low.	Teacher displays knowledge of most students and their skills including those with special needs. Teacher used differentiated instruction with the high achievers.		/4

Total Points: ____ / 16

	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4	Comments/Evidence	Points
<p>Creating an Environment of Respect & Rapport Teacher Interaction with students, Student Interaction</p>	<p>Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. Student interactions are characterized by conflict, sarcasm, or put-downs.</p>	<p>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. Students do not demonstrate disrespect for one another.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. Student interactions are generally polite and respectful.</p>	<p>Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.</p>		/4
<p>Establishing a Culture for Learning Importance of content, Student pride of work, Expectations for learning and environment</p>	<p>Clear standards are absent or student behavior is not monitored or teacher does not respond appropriately to the misbehavior.</p>	<p>Occasionally, clear standards are absent. Teacher does not respond appropriately to the misbehavior.</p>	<p>Standards of conduct are clear to all students. Teacher is alert to student behavior at all times and teacher response to misbehavior is appropriate and respects the students' dignity.</p>	<p>Clear standards of conduct developed with student participation. Teacher response to misbehavior is highly effective and sensitive to students' individual needs.</p>		/4
<p>Managing Classroom Procedures & Student Behavior Management of instructional groups, transitions, materials and supplies, Performance of non-instructional duties, Supervision of volunteers and paraprofessionals, Expectations, Monitoring of student behavior, Response to student misbehavior</p>	<p>Students not working with the teacher are not productively engaging in learning, much time is lost during transitions. Referrals are not monitored to improve student behavior. Building procedures are not followed prior to referral.</p>	<p>Tasks for student work are partially organized, resulting in some off-task behavior when teachers are involved with one group. Effective transitions are inconsistent. Referrals are monitored but not used to improve student behavior. Building procedures were used minimally.</p>	<p>Tasks for student work are organized, and are managed so most students are engaged at all times. Transitions occur smoothly. Referrals were monitored and student behavior was slightly improved and most building procedures were followed.</p>	<p>Students monitor their own behavior, work productively, engaged at all times, with students assuming responsibility for their work and behavior. Transitions are seamless. Referrals were monitored and student behavior was significantly improved and all building procedures were followed.</p>		/4
<p>Organizing Physical Space Safety and arrangement of furniture, Accessibility to learning and use of physical resources</p>	<p>The classroom is unsafe, or learning is not accessible to some students. The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.</p>	<p>The classroom is safe, and at least essential learning is accessible to most students. Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.</p>	<p>The classroom is safe, and learning is equally accessible to all students. Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.</p>	<p>The classroom is safe, and students themselves ensure that all learning is equally accessible to all students. Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.</p>		/4

Total Points: _____ / 16

	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4	Comments/Evidence	Points
<p>Reflecting on Teaching, Growing & Developing Professionally Accuracy, Use in future teaching, Enhancement of content knowledge & pedagogical skill, Service to the profession</p>	Records are not maintained	Records are incomplete and the system needs improving	Records are complete, and the system is effective	Records are complete and the system is organized and is shared as a best practice throughout the building		/4
<p>Maintaining Accurate Records Student completion of assignments, Student progress in learning, Non-instructional records</p>	Records are not completed and/or not turned in	Records are partially completed and/or needs monitoring	Records are completed accurately and little administrative monitoring is needed	Records are always completed accurately and turned in on time		/4
<p>Communicating with Families Information about the instructional program, Information about individual students, Engagement of families in the instructional program</p>	No communication is provided to families or communication is insincere and/or insensitive	Little communication is provided to families with little sensitivity. Response to parent concerns is minimally effective, parent concern is not resolved.	Communication with families happens on a frequent and regular basis. Parent concerns are responded to appropriately and in a timely manner with sensitivity.	Communication to families is frequent and on a scheduled basis. It contains both positive and when necessary sharing negative information. Parent concerns are dealt with using compassion and sensitivity.		/4
<p>Contributing to the School & District, Showing Professionalism Relationships with colleagues, Service to the school, Participation in school & district projects, Service to students, Advocacy, Decision making</p>	Not punctual, frequent absences, not at posted position, misses many meetings, does not participate on a committee	Multiple reminders to be punctual, attendance effects classroom/building environment, reminded to be at posted position, attendance at meetings is minimal, on a committee with minimal participation	Punctual, attendance does not need to be monitored, at posted position, attends meetings, participates on a committee	Punctual, outstanding attendance, at posted position daily, attends meetings and participates, on several committees and attends night meetings		/4

Total Points: ____ / 16

	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4	Comments/Evidence	Points
Studer survey questions 1-13	70% of more parents responding to a parent survey are satisfied with the Building's atmosphere	80% or more parents responding to a parent survey are satisfied with the Building's atmosphere	90% or more parents responding to a parent survey are satisfied or very satisfied with the Building's atmosphere	95% or more parents responding to a parent survey are satisfied or very satisfied with the Building's atmosphere	From original evaluation	/4
Teacher generated student survey (copy attached) End of each trimester or term	< 1.5 Students are satisfied	1.5 – 2.49 Students are satisfied	2.5 – 3 Students are satisfied	3.5 – 4 Students are satisfied		/4
100% Parent/teacher contact by November 30th	0 – 59% of parents participated in parent/teacher conferences	60 – 74% of parents participated in parent/teacher conferences	75 – 99% of parents participate in parent/teacher conferences	100% of parents contacted via e-mail, phone, conferences or mail.		/4
Documentation of parent communication	No documentation was kept	Documentation of two-way communication was kept, but the communication was not consistent	Documentation of two-way communication was documented on a monthly basis	Documentation of two-way communication was documented on a weekly basis		/4

Total Points: _____ / 16

Jackson Public Schools 2013-2014 Secondary Student Survey

	Always (4)	Most of the time (3)	Some of the time (2)	Never (1)
1. I enjoy attending this class.	0	0	0	0
2. In this class, we learn almost every day.	0	0	0	0
3. My teacher uses many different ways to explain things.	0	0	0	0
4. My teacher helps me when I don't understand	0	0	0	0
5. My teacher tells us what we are learning and why.	0	0	0	0
6. Students feel comfortable sharing their ideas in this class.	0	0	0	0
7. My teacher talks to me about my work to help me understand my mistakes.	0	0	0	0
8. My teacher writes notes on my work to help me improve.	0	0	0	0
9. My teacher cares about me.	0	0	0	0
10. Students in my class are respectful to our teacher.	0	0	0	0
11. All of the kids in my class know what they are supposed to be doing and learning.	0	0	0	0
12. The people we learn and read about in this class are like me.	0	0	0	0
13. My teacher knows what my life is like outside of school.	0	0	0	0
14. I ask for help when I need it.	0	0	0	0
15. My teacher responds to student misbehaviors in a fair and respectful manner.	0	0	0	0

Pre-Conference Evaluation

Key Items to Discuss:

- Evaluation Process
 - Probationary/tenure
 - Participation
 - Scoring

- Student Achievement
 - Pre/post test
 - IEPs; reading and math pre/post scores
 - Expectation for summative evaluation conference

- Domains
 - Items
 - Weights
 - Charlotte Danielson information
 - Online help

- Parent Satisfaction
 - Attitude –was it a nice experience
 - Timeliness – response/solution delivered
 - Accessibility – can we receive live people
 - Accuracy – correct product or service
 - Operations – day to day systems run efficiently

- Professional Development
 - Focus on reading/writing tools purchased by district
 - Focus on new math progress
 - Other

Summative evaluation will be in May or June.

Jackson Public Schools – Components of Professional Practice

<p style="text-align: center;">DOMAIN 1: PLANNING AND PREPARATION</p> <p>1a: Demonstrating Knowledge of Content and Pedagogy Knowledge of content and structure of the discipline Knowledge of prerequisite relationships Knowledge of content-related pedagogy</p> <p>1b: Demonstrating Knowledge of Students Knowledge of child and adolescent development Knowledge of the learning process Knowledge of students' skills, knowledge and language proficiency Knowledge of students' interests and cultural heritage Knowledge of students' special needs</p> <p>1c: Selecting Instructional Goals Value, sequence and alignment Clarity Balance Suitability for diverse students</p> <p>1d: Demonstrating Knowledge of Resources Resources for classroom use Resources to extend content knowledge and pedagogy Resources for students</p> <p>1e: Designing Coherent Instruction Learning activities Instructional materials and resources Instructional groups Lesson and unit structure</p> <p>1f: Designing Student Assessment Congruence with instructional outcomes Criteria and standards Design of formative assessment Use for planning</p>	<p style="text-align: center;">DOMAIN 2: CLASSROOM ENVIRONMENT</p> <p>2a: Creating an Environment of Respect and Rapport Teacher interaction with students Student interactions with other students</p> <p>2b: Establishing a Culture for Learning Importance of the content Expectations for learning and achievement Student pride in work</p> <p>2c: Managing Classroom Procedures Management of instructional groups Management of transitions Management of materials and supplies Performance of non-instructional duties Supervision of volunteers and paraprofessionals</p> <p>2d: Managing Student Behavior Expectations Monitoring of student behavior Response to student misbehavior</p> <p>2e: Organizing Physical Space Safety and accessibility Arrangement of furniture and use of physical resources</p>
<p style="text-align: center;">DOMAIN 3: INSTRUCTION</p> <p>3a: Communicating Clearly and Accurately Expectations for learning Directions and procedures Explanations of content Use of oral and written language</p> <p>3b: Using Questioning and Discussion Techniques Quality of questions Discussion techniques Student participation</p> <p>3c: Engaging Students in Learning Activities and assignments Instructional materials and resources Grouping of students Structure and pacing</p> <p>3d: Using Assessment in Instruction Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress</p> <p>3e: Demonstrating Flexibility and Responsiveness Lesson adjustment Response to students Persistence</p>	<p style="text-align: center;">DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</p> <p>4a: Reflecting on Teaching Accuracy Use in future teaching</p> <p>4b: Maintaining Accurate Records Student completion of assignments Student progress in learning Non-instructional records</p> <p>4c: Communicating with Families Information about the instructional program Information about individual students Engagement of families in the instructional program</p> <p>4d: Participating in a Professional Community Relationships with colleagues Involvement in a culture of professional inquiry Service to the school Participation in school and district projects</p> <p>4e: Growing and Developing Professionally Enhancement of content knowledge and pedagogical skills Receptivity to feedback from colleagues Service to the profession</p> <p>4f: Showing Professionalism Integrity and ethical conduct Service to students Advocacy Decision making Compliance with school and district regulations</p>

**Jackson Public Schools
Individual Development Plan**

Teacher's Name: _____

Circle appropriate category: Ineffective Minimally Effective Probationary

Date(s) of observation: _____

1. Student Achievement – Use of data to improve student growth.

Teacher Plan:

Administrative Support:

2. Key Domain –Administration will assign metrics and weights.

Teacher Plan:

Administrative Support:

3. Domain –Administration will assign metrics and weights.

Teacher Plan:

Administrative Support:

4. Domain —Administration will assign metrics and weights.

Teacher Plan:

Administrative Support:

5. Special Training – Maintaining accurate and timely records.

Teacher Plan:

Administrative Support:

6. Parent Domain – Parent satisfaction survey.

Teacher Plan:

Administrative Support:

Progress Report

Previous Rating/Evaluation

**Mid-Year Evaluation
(optional – teacher may request)**

Current Year Rating

Subscores by Domain

- 1. Student Achievement _____
- 2. Lesson Plans _____
- 3. Classroom Environment _____
- 4. Professional Responsibilities _____
- 5. Parent Communication _____

Subscores by Domain

- 1. Student Achievement _____ x = _____
- 2. Lesson Plans _____ x = _____
- 3. Classroom Environment _____ x = _____
- 4. Professional Responsibilities _____ x = _____
- 5. Parent Communication _____ x = _____

It is the responsibility of the teacher to improve. Administrator will offer support and ideas to improve scores. You are not graded on your IDP, only your evaluation outcome.