



Redesign Plan

Detroit Academy of Arts and Sciences

Detroit Academy of Arts and Sciences

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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?

District History

The Detroit Academy of Arts and Sciences (DAAS) district was founded in 1997 by Rev. Jim Holley, Ph.D. who held a desire and vision to create an innovative educational environment that met the needs of the children in Detroit and its surrounding communities. He first succeeded in implementing this vision with the establishment of the elementary site on East Jefferson in downtown Detroit. Later, in 2003/2004, the Medbury site for grades 7-12 was opened. Initially, all three levels were begun under the charter umbrella of the Edison Schools Project. The school district however, converted to independent management in 2004/2005 and is currently authorized by Oakland University.

District Curriculum and Theme

The curriculum design is inquiry and discovery based, focuses on the basic core content of instruction and is aligned with the State standards set in the Michigan Curriculum Framework.

The district's theme of the "arts and sciences" continues as a supplemental focus providing opportunities for students to identify or expand upon other interests and to excel beyond academia. Elective course options are available through all grades in the performing and visual arts - which include the school band and choirs, dance, drama and the visual arts, which embrace technique and style instruction. In the sciences, students are encouraged to explore, examine, evaluate and predict -- activities which culminate at the end of the year in the presentation of individual and team science projects. Our physical education and athletic program includes soccer, girls' and boys' basketball and cheerleading. Other electives include the study of world languages, and enrichment (after-school) experiences such as karate, Chess Club, Debate and Academic Games. Clearly, a plethora of activities are being made available to students as part of our 'wholistic' approach to educational practice.

District Organization

Currently the district operates as a kindergarten through 8th grade educational community serving a diverse population of students from across the city of Detroit.

Our students are accommodated in three distinct buildings that are separate facilities, but in close proximity to each other. The south building hosts the early learning academy which is designed for kindergarten and 1st grade; the west building serves the upper grades 2 through 5; and, the middle school students, grades 6 through 8 are assigned to the east building. For organizational and curriculum delivery purposes, grades are clustered in the following academy levels:

Lower School - kindergarten through 2nd grade

Upper School - 3rd through 5th grades

Middle School - 6th through 8th grades

Our current total student membership for this 2013/14 school year is 1,040, of which 750 students are in kindergarten through grade 5. There are approximately five teachers at each grade level and each averages a class size of about 25 students.

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Student Population

The diverse demographics of downtown Detroit are reflected in our student population and include students from the central city as well as the far Northwest and Northeast sectors of the city. Our student population boasts of the enrollment of the gifted and talented and embraces the challenges presented by the low performing learner who requires interventional support as well as the student who requires specialized instructional services in our special education resource rooms or other ancillary support services. Ninety- five percent (95%) of our students are of African American descent.

Since we serve the broader Detroit Community, transportation services are a significant part of our program and provide a convenience to our district families. Currently, over 80% of our students receive this free transportation with the remaining students being brought to school by their parents.

An overwhelming number of our students have consistently qualified for the free and reduced lunch program and this year is no different. It is anticipated that this percentage will reach approximately 82% of our student population with many families requiring state supported assistance. While the incomes may be low, it has traditionally been true that our parents' school expectations often extend beyond the basic responsibility of academic instruction to other services that will sustain the family.

Administrative and Instructional Staffing

Our staff is also reflective of the greater community in that they reside in various sectors of the City and outside of the Detroit perimeters. Over the past three years we have seen changes in our staffing both at the administrative and instructional levels. Different Principals have been at the helm of the district since 2009 each of whom has held a different perspective on the teaching and learning process. This fluctuation in leadership has minimized the district's progress and tremendously affected the continuity of both planning and program implementation. Our choice for leadership stability will support this continuity.

Instructional staff turnover has also been dramatic in that since year 2010, about 50% of the staff left the District of their own accord or by contractual disengagement. Our teaching community currently represents a diversity of experience as we have staff with as much as 20 years of experience as well as teachers that are brand new to the profession. All of our teachers are state certified in their area(s) of instruction.

The DAAS District Challenges

The Community Challenges

The Detroit Academy of Arts and Sciences is nestled in the heart of downtown Detroit and is in close proximity to major corporate operations, governmental entities, cultural institutions and small, independent businesses. Detroit's population is however, declining and governmental corruption; violent crime; broad scale poverty; and, political posturing for leadership and control are challenging its community viability.

Families employed by the city and/or its tangential agents are consumed with anxiety as they express concern for the continued potential for their employment or receipt of retirement benefits. Detroit's unemployment rate is one of the highest in the nation as is its income tax, which is only paid by 10% of the Detroit residents; two thirds of its population has left town; real estate values are low and crime is high as is the illiteracy rate amongst adults; the majority of children are being raised in single parent homes or in multiple family constellations receiving assistance in food or housing; and finally, domestic violence is becoming so frequent it is seen as the new "normal" and the community has become desensitized to it.

We recognize that the Detroit community is not unique, as many other urban communities across the nation are facing a myriad of economic challenges that are significantly affecting the stability of family life. Economies are changing and the job market is shrinking. Parents are concerned with the immediate facts of their lives -- whether or not they will be able to maintain their homes, or will be forced to foreclose. With City services being reduced, homes have been left vacant and one time vibrant neighborhoods are now distressed and desolate. These are the concerns that muddle the mind and cause the household tension that we see the effects of in the classroom setting. These facts accompanied by family dysfunction and dissolution ultimately fractures and seriously influences the schools ability to focus singularly upon educational programs and services.

Detroit's problems of being bankrupt and broken have received national media attention --- yet, the discussions seeking to resolve these problems are ongoing with great hope for future productivity.

This is the backdrop of life that many of our students live every day. This is an economic picture we cannot fix as a school district but, we can, with a clear focus on achievement and the partnership of all stakeholders, provide hope and help to ameliorate the effects of these life circumstances and create a learning environment that will reduce the stresses faced by the children we serve. This becomes an internal opportunity to marginalize the external barriers to learning.

Once children come to the "school house," the environment must change. This at least should be a haven of peace where joy can be experienced in the classroom and worries can be forgotten, at least for a little while. Where one can be caught up in a good book, a good meal, caring teachers, a structured classroom and focused teaching and learning. Where the excitement of technology can inspire and motivate just as much as success and accomplishment and where real sustained learning takes place, in spite of tangible obstacles. This is the climate and culture we as educators must create for all students.

The Financial Challenges

Unlike most other districts, approximately 20% of DAAS' State Aid currently is legally required to service its bond indebtedness for the next 30 years which drains a significant amount of resources that, a significant portion thereof, could otherwise be used for instructional purposes. This indebtedness and its annual pay out significantly impacts the capacity of the general fund and its potential expanded use for additional school improvement initiatives.

As with all districts, the DAAS investment in human resources consumes a major portion of the budget. Currently, we are staffed with 40 teachers, 15 instructional support staff, two school administrators and three central office administrators. We are supported by Title I and At-Risk supplemental funds as well as an IDEA grant, targeted for our special education population.

The Educational Challenges

Based upon the most recent analysis of educational data, our student body has not demonstrated the skill achievement levels that were anticipated. An unacceptable percentage of our students are not ready for the next level of learning, not having met the previous grade's exit competencies.

Other factors that have negatively impacted educational progress have been mid-year student transfers into our learning community; poor and erratic student attendance; lack of parental follow-through, guidance and reinforcement support in the home setting; frequent family moves within the city and a myriad of other challenges.

The achievement analysis will be explored in greater and more specific detail, later in this document.

Internal Challenges to change

A significant element which must be considered in this planning process is that of change and the natural resistance to change that automatically surfaces.. Change is not easily embraced by staff, who often oppose change based upon their own personal fears and sense of uncertainty or, even by leaders who are often hesitant to assume the responsibilities inherent in change. Change is not easy and will be perceived by some as threatening to the status quo and existing comfort levels. However, the success of implementing change is a prime measure of leadership effectiveness and the method of approaching the process is critical.

Although it is anticipated that the change and organizational/operational re-design proposed in this document will have a positive influence upon the organization, we acknowledge that such change is not without the potential for negative impact. Change's constant companions will be the re-negotiation of power; the shifting of roles and responsibilities; and, staff uncertainty, anxiety and angst. Questions will arise, especially around the "me" issues: Will I have a job:? What will I be doing? Will I have a workspace? Will the district outsource my services? Who will I report to? These questions accompanied by the uncertainty brought about by rumor, innuendo, and miscommunications, all present threats to a smooth re-design and transition in the teaching and learning process. We anticipate this challenge of change and are preparing to address its potential to slow our efforts.

Although these challenges outlined may define where we are , they do not define who we are or, what we are capable of doing. We believe our children are capable of excellence and that the barriers to learning that they face are obstacles that must first be acknowledged and then addressed to level the playing field. The future of our cities and of our nation rests in the hands of these next generations and we must prepare them to assume this leadership responsibility - one that they must handle with courage, confidence and integrity.

Our children have an awesome spirit and infinite potential - we just have to find the keys to unlock them both.

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.

The journey toward excellence requires a clear plan - a plan that identifies where you were, where you are, where you want to be and how you are going to get there. This plan must engage the thinking of all constituents; must become a constant referent for decisions to be made or actions to be taken; must be clearly understood by all; and, must be achievable.

These foundational statements are presented as follows from the district's Strategic Plan:

THE VISION STATEMENT

The Detroit Academy of Arts and Sciences vision is to be a premier school district that is committed to quality education for all students. We will be recognized as a world class leader in education by providing a state of the art learning environment.

... where every student is given an opportunity to explore his or her interests and talents and to become a better analytical and critical thinker who is well rounded, self reliant, self sufficient, productive and a life-long learner prepared to compete in and add value to a global society;

... where every teacher is highly qualified in his or her chosen field of expertise and possesses the passion, the proficiency and the professional commitment to guide students in reaching the highest academic standards;

... where every parent commits to a partnership that supports dialogue and empowers staff and students to succeed; and

... where every school site is safe and secure and provides an exciting, challenging, technologically advanced learning environment that is designed to deliver a comprehensive, creative and innovative curriculum.

It is our vision to make trends - not follow them.

THE BELIEFS and VALUES

We believe that the world of tomorrow depends on how well we educate, challenge and nurture our children today.

We pledge to promote education and the principles of self-esteem, self-respect, self-discipline and respect for others, their diverse backgrounds, cultures and family structures.

We commit to reduce the barriers that prevent our children from learning and to create family and community networks that will support their development.

We encourage families, citizens, community organizations, schools and government to join us in creating a safe and positive learning environment for all children.

THE MISSION STATEMENT

The mission of the Detroit Academy of Arts and Sciences is "to provide a high quality, wholistic education anchored in the arts and sciences that prepares our students to compete in a global society."

In order to ensures continued staff support, it is imperative that we remain on the same page and consistently embrace our vision, mission, goals and objections, and beliefs. We are therefore committed to the regular renew, refreshment of and re-commitment to these anchoring statements.

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.

In the past three years, even in the midst of staffing challenges and leadership changes notable progress was seen. Each of these changes has positively affected the elementary school program, particularly as it was able to become our primary focus, after the high school closure. During these years, greater attention was given to our curriculum - what we were teaching and how we were teaching it. Collaborative teams were developed to analyze and evaluate our practices at all levels of instruction in order to plan more effectively for the future. Our redesign has delved into the challenges that we were facing and developed proposals that took advantage of our existing internal resources to address identified concerns. As a result the school implemented a new reading program, Journey's; and began the research that was vital to the selection of other potential curricular options for the core content areas. Our curriculum was strengthened.

As we built the curriculum and instructional plans we also introduced new assessment processes to regularly and consistently evaluate student progress and guide our teaching practices. This assessment program was the Scantron Performance Series. We also installed Instructional Coaches to work directly with teachers, providing ongoing guidance and imbedded professional development in understanding and utilizing data as well as enhancing instructional practices.

The use of technology has played a major role in achievement over the last three years. Teachers have incorporated the use of interactive whiteboards, iPads, computers, E Clickers and other technological tools to supplement their teaching practice. In addition, they use web-based programs such as Study Island and Math Fats in a Flash for the differentiation of instruction and remediation. Students have also been encouraged to use the creative options of technology in the development of projects and visual presentations. Computer Labs were developed for the grade levels to enhance their technology skills.

A Science Center was also developed to allow our students to explore the animal world and the impact of the environment on both plant and animal life. Students gained real-life experiences in mastering various aspects of scientific theory and practice.

This current school year we began the process of departmentalized instruction to support teacher subject mastery and concentration at each of the grade levels. Reading and math instruction were part of this plan and allowed both teachers and students to focus with consistency and intensity.

We were also able to launch a more comprehensive teacher assessment process to assist our teachers in recognizing the attributes of high quality effective teaching, and to practice these skills in their classroom on a daily basis. Goal setting, monitoring progress, professional development and leadership support were the hallmarks of this process which we anticipate will change as new direction is received from the State in 2014.

We also began our RtI process, which we reference as the Solutions Team, this past school year. It is committed to reaching and teaching all children and begins this year with very targeted support to address our total student body. This is described in greater detail as one of our big ideas.

Over the next three years we will capitalize upon our current documented successes and will tweek these programs to more fully reach our

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student achievement objectives.

On the non-academic side of the ledger DAAS can boast of the accomplishments of its students as they have been received numerous accolades for the stellar performances of the Choir, throughout the City, its athletic championship wins and recognition of its dance troupe and Band.

Additional Information

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

Over the years, the Detroit Academy of Arts and Sciences (DAAS) has demonstrated a strong commitment to the education of all children. - in spite of their background, ethnicity, social experience or exposure or, their community environment. We clearly recognized the many challenges that our children and their families faced on a day to day basis as well as the challenges embraced by educators seeking to not only raise but to accelerate academic successes. We recognized the many challenges that impede educational success and consistently sought to implement those systems, procedures, practices and strategies that would advance the academic growth, development, interests and talents of all of our DAAS students. Educating the whole child has been and continues to be our primary commitment. Although we have been challenged in raising the academic performance bar we have simultaneously been proud of our students' distinct accomplishments, particularly in the performing and visual arts - where national, state and local awards and recognition abound.

The district's academic performance has been carefully analyzed for the past two years to determine what steps needed to be taken to change the course of accomplishment. The current analyses of the district's academic performance has triggered a new resolve under new administration to change direction and attack the barriers to learning that have consistently challenged our success. While we recognize that this testing performance does not represent the total picture of our students' success, we acknowledge that much work remains to be done. Our students are capable of excellence but we have yet to find that consistent pathway to their continuous progress. Our recent designation as a low performing school has certainly had its negative impact but, has not affected the district's commitment to re-imagine our teaching and learning process and to position our students for greater success.

We recognize that our work will be cut out for us in this coming and future years as we seek to build collaborative teams, complete curriculum decisions, make personnel selections and install operational practices but our actions now will prepare us well for the future. The Transformation Plan as it unfolds will describe the data that will be reviewed; the hypotheses that will be developed from that review; the actions that will be taken to generate substantial gains in student learning; and, the systems to support, measure and report interim success and progress.

We are not positioned for failure. We are positioned for success.

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

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		Administrator Evaluation

Operational Flexibility Assurance

Introduction

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

Assurance of Operational Flexibility

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

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

Label	Assurance	Response	Comment	Attachment
	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: 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. (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. (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.	No	Detroit Academy of Arts and Sciences School District does not have a Collective Bargaining Agreement.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	Not applicable.	

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

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.

The school district has assembled a Transformation Governance Team to support the Principal in leading change. This Team will be led by the Principal and will be comprised of the District CEO, Financial Director, Operations Officer, and all Instructional Coaches. This Team will meet weekly at the initiation of the Plan and then bi-weekly thereafter with the Principal to discuss the progress and challenges and to reset goals as necessary. The Team will evaluate the transformation efforts specifically analyzing data from short-term student learning objectives, quarterly common assessments, and classroom walk-through data.

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PART B: TEACHING AND LEARNING PRIORITIES

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

The utilization of creative, innovative and evidenced based instructional strategies is critical to the school improvement process. It is what we do differently that can make the difference in student learning. Some instructional strategies are more effective than others, have a different impact based upon subject areas, and are more effective at certain grade levels or only with certain students. It is important then that teachers also rely on their knowledge of their students, their subject matter, and their situations to identify the most appropriate instructional strategies. Effective pedagogy involves a variety of interacting components.

During the 2012-13 school year, the Detroit Academy of Arts and Sciences began an in-depth examination of the school's practices and procedures related to the efficacy of its existing organizational practices, structures and policies and the expected academic deliverables. This examination explored all aspects of the school's operation and specific goals and objectives were developed that were based upon where we were, current practice and future expectations.

In selecting these instructional strategies, we utilized Michigan's Grade Level Content Expectations and Michigan's Common Core State Standards, to align the curriculum both vertically and horizontally across all subjects and grade levels. A priority has been placed on teaching to those standards identified as being directly linked to the skills necessary for improvement on national and state assessments.

Out of this process the leadership team adopted the following big ideas to guide the school in improving over the next three years:

- 1) Our instructional model will move from self-contained instruction to departmentalized instruction.
- 2) We will use differentiated instruction with tiered intervention to ensure the success of ALL students.
- 3) Staff will work in Professional Learning Communities to plan, monitor, and evaluate student progress.

These models are intended to have a dramatic effect on the basis for the Priority School rating. Our school's scorecard shows that improvements are necessary in Science and in the annual growth of students in the bottom 30% subgroup across all core subjects. Departmentalized instruction will ensure that science is being taught everyday with fidelity. The school wide differentiated instruction with tiered intervention model is aimed to ensure that students in the bottom 30% are experiencing growth. Professional Learning Communities will provide the necessary collaboration to ensure that the priority goals and objectives are met.

We believe that these immediate interventions will incrementally begin a process to reach and teach all students, successfully. It is clear that implementation of these Big Ideas will not preclude the expectations for high quality instruction but rather, provide support mechanisms to teachers that will still empower them to utilize various strategies that have demonstrated successful applicability to the teaching and learning process. Teachers will continue to embrace theories of teaching that work on an individual and collective basis, such as brain based learning, consideration of learning styles, the integration of technological resources and collaborative learning, just to name a few.

These and other efforts will assist in raising the bar of learning without lowering the bar of creativity and innovation. Within this structure our teachers will be supported and prepared to blend the evidence of data with creativity and intuition in their teaching practice.

While literacy remains a top priority in many schools, we must not negate the importance of quality instruction in other core content areas such as science and social studies. With an instructional emphasis on reading and math to meet the demands of standardized assessment goals, often times, minimum attention is given to other content areas. Studies have shown that teachers often reduce instructional time in science and social studies to allocate more time to reading and math. While there may be merit in this reallocation of time, the loss of exposure to science and social studies concepts reduces students' acquisition of both new vocabulary and opportunities to gain new knowledge that may serve as background knowledge for a reading text. Therefore, we must also protect the instructional time devoted to all core content areas.

In recent years, many elementary schools have moved from self-contained classes to departmentalized classes. Traditionally, elementary school teachers would provide instruction in all core areas: reading, writing, math, science and social studies. With the new demands for higher achievement in the specific content areas, departmentalized classes have become more popular in elementary schools. Departmentalization will specifically address instructional needs in Math, Science and Writing. This reorganization better utilizes instructional time by allowing teachers to concentrate on fewer disciplines. Moreover, teachers are able to focus and apply new practices within their content area, instead of attempting to utilize best practices across multiple content areas.

Currently, our teachers provide instruction in all content areas. Teachers are expected to:

- plan and deliver effective lessons for each subject area;
- provide differentiation for multiple groups within each subject area;
- incorporate technology;
- utilize project based learning
- create hands-on scientific experiences
- employ multiple instructional strategies
- effectively group students in each content area

The demands for our teachers can be overwhelming; and, when these expectations are not met, our students lose. Thus, by departmentalizing instruction teachers will be able to focus instruction in specific content areas and students will receive the proper allocated time for each subject area.

With the implementation of departmentalized instruction, teachers will provide instruction to a reading intervention group and one content area. Students will receive 60 minutes of instruction in reading, math, science and humanities (a blend of social studies and writing). The new instructional model will provide the structure for high quality instruction in all core content areas.

(2) Differentiated Instruction with Tiered Intervention

Our data shows that our students are very academically diverse. Typically, there are students who perform at three levels: advanced, at grade level and below grade level. Over the years, DAAS has used these labels to identify students' academic needs. After reviewing our data, we discovered that there are additional levels within the 'at grade' and 'below grade.' These additional levels have prompted us to redefine our intervention methods to ensure that all students receive instruction that will propel them to the next academic level.

The concept of differentiated instruction has taken many forms in classrooms and schools across the country. It has allowed students to receive instruction based on their learning style and differences. The differentiated school of thought takes into account that there is not a "one-size-fits-all" curriculum or an instructional plan that fits ALL students. Some students require additional resources, instruction, and support to meet their individual goals and objectives.

In order to promote student growth, students must be within arm's reach of the curriculum. Most Response to Intervention (RtI) models are based on three tiers. Tier I instruction is geared to meet the needs of the entire class. Generally, it is designed to reach 80% of the students in the classroom. This level of instruction is provided by the classroom teacher and could consist of whole-group instruction, small-group instruction or differentiated individual instruction. Teachers utilize assessment data to determine if students may require additional support. If students require additional support, they may need Tier II interventions. Interventions at Tier II at DAAS includes after or during school tutoring from an intervention tutor or teacher. By design, Tier II interventions should service 15% of the students in a classroom. Nevertheless, even with the supplemental support, some students may continue to show a lack of progress. These students then receive intensive instruction from an intervention teacher at the Tier III level. This model has been used over the years to attempt to meet the needs of the at-risk learner. However, after a review of our data, the traditional RtI model does not meet the needs of ALL of our learners; therefore, we needed a model that would accelerate the learning for all students.

Our intervention model couples differentiated instruction with RtI. Recently, Tier I intervention has been described as differentiated instruction. However, to implement differentiated instruction, teachers must not only know students' learning style and preferences, but also the student's learning needs. We will create differentiated intervention courses based on the students' assessment data. These nearly homogeneous classrooms allow students to receive specific literacy and math skills at their instructional level. Within these groups, teachers are able to apply Tier I interventions more effectively.

In the general education class, students will receive instruction tied to their learning needs. Additionally, students will receive intensive instructional interventions that are designed to target students' specific learning challenges. This supplemental instruction, even for brief periods, will help students to achieve long term success. Studies have shown that 40 to 60 percent of students who are struggling in reading are back on track because of a Tier II supplemental reading intervention (Hughes & Dexter, 2008; Simmons et al., 2008; Torgesen, 2007). DAAS will utilize Title I and At-Risk funding to provide students with additional resources to ensure that students receive intensive supplemental instruction which is necessary to meet state standards.

An example of differentiated instruction with tiered intervention is evidenced in reading intervention courses. We will create flexible reading groups in grades 1 through 5. Flexible reading groups take the concept of small group reading and apply it across the entire grade level. Recent studies show that both guiding reading and whole group instruction are both essential for reading improvement. Using our interpretation of small reading groups, students will receive both whole-language and guided reading at their instructional level.

Reading intervention courses will add an additional 50 minutes of reading to students' daily schedules. During the reading block, students will receive whole-language instruction and then guided reading and skill-based reading instruction in their reading intervention course. Similar to in-class differentiation, instruction will be matched to meet the needs of the learners. Teachers are able to provide students with explicit instruction using Teacher-led lessons. Within each intervention course, teachers will structure opportunities to monitor how well students are applying skills to reading text, encourage and support the application of skills during text reading, engage students in thinking about the meaning of text, and build student interest in reading for enjoyment.

The same instruction will be provided in math. In addition to grade level math instruction, students will receive math instruction at their instructional level. The math lab course will also give students more opportunities to experience hands on and project based learning activities.

Also within the differentiated instruction model, teachers will utilize technology based instructional programs that will provide students with additional opportunities to master skills. Utilizing technology programs will strengthen services provided at the Tier I and Tier II levels.

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Student progress will be measured often. Based on academic progress, students will move to more challenging intervention courses until they are performing at grade level.

(3) Professional Learning Community - PLC

The work of the Professional Learning Communities will facilitate conversations regarding improvements in student learning. DuFour, DuFour, Eaker, & Many (2006) define professional learning communities as "collaborative teams whose members work in interdependently to achieve common goals linked to the purpose of learning for all. The goal of PLCs centers on creating a supportive and shared vision not only between teachers but also between the school leadership and stakeholders. Working together as teams, teachers are able to combine their wealth of knowledge, skills, and experiences - all of which are powerful tools for the improvement process. PLCs allow educators to focus on student learning and consider a variety of improvement strategies. These focused learning dialogues are the most powerful source of professional development for educators.

It is proven that when the work of educators is "coordinated, collective, and collaborative it can have a significant impact on students achievement" (Graham and Ferriter, 2010). Installing professional learning communities moves teachers from planning in isolation to systematically planning intervention and enrichment that will benefit all students. The power of professional learning communities focuses on evidenced based results instead of assumptions of progress.

Within the framework of professional learning communities lies a framework that is integral for school improvement. According to Graham and Ferriter (2010), these factors include: New Structures and Procedures, Improved Communication, Enhanced Teacher Learning and Collective Ownership and Intelligence. A strong PLC framework allows for the sharing of ideas, the collaboration of new strategies and a process for making team decisions about curricular options. The task of PLC centers on action research, student learning, and the constant discovery of effective instructional strategies to aid student achievement.

Saul Alinsky reminds us in the War on Poverty that lively learning communities must be mindful and meaningful learning communities - interested in the children who come to school each day as well as attentive to results. They are places for celebration and commiseration as well as for constructing clear plans. They are informed by statistical evidence and by the wisdom of accumulated experience. Conflict and disagreement are as likely in them as congeniality and consensus. Clearly, the work of the PLC must be seen as peer driven and a critical element to sustainable change.

In our plan, the rigorous work of differentiated instruction and RtI meets the collaborative spirit of professional learning communities. Fullan (2006) states, "One is about the teaching decisions for professional staff, the other is about the learning decisions for students." Teachers will belong to two PLCs. Teachers will meet with the grade level teams during their common planning period and bi-monthly, they will meet in content specific departmental teams. The goal of grade level PLCs is to discuss student learning across core content subject areas and to identify students who are not progressing. Departmental PLCs specifically address learning progressions, curriculum needs, and content based instructional strategies. These PLCs will also play a key role in the utilization of data from MiExcel's Instructional Learning Cycle. The departmental PLCs will address the teacher's needs; and the grade level PLCs address student needs.

There are clear givens that we know we will face - the external challenges to success that still exist within our community; the marginal student academic performance that surfaced as we drilled down to specific student needs; parental engagement concerns and inconsistent student attendance patterns; student engagement, commitment and character development; and, organizational structures and operational practices. All of these "givens," however, can be addressed with courage, perseverance and thoughtful, evidence based planning.

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We will begin with a level of understanding where all constituents and partners embrace and are inspired by our district's vision for excellence -where we work together to build powerful and empowering associations to lift and sustain our community and family development; where students are formally engaged in how they learn best and collaboratively design models for positive learning behavior; where parents fully embrace the responsibility to create the home environment and maintain performance expectations that support learning; and, finally where the organizational structure is regularly reviewed to ensure that all systems and all personnel are in place for one purpose and one purpose only and that is to increase student achievement in all areas of development.

Lessons will be learned from the Year One planning and we anticipate modifications and adjustments in our approaches as we evaluate the metrics of our success. What doesn't , or hasn't worked or met our expectations will be dropped and what has delivered or shown potential for growth and success we will keep. Incremental steps were wisely taken in the design and planning stages, a strategy that will be followed in full implementation. We are moving from vision, to planning, to implementation with fidelity, to the evaluation of practice -- for the entire district.. We are not beginning with pilots or small episodic events or practices that may have momentary claims to fame that eventually fade or have a limited impact. Rather, we are beginning with evidence and research - based best practices models with which we have already seen levels of progress and for which we hold high expectations in accelerating student learning.

From a summative perspective, it is what we do now that will prepare our students to be lifelong learners - not just throughout life, but also learning about life and in preparation for life.

State what data were used to identify these ideas

Since opening its opening in 1997, the Detroit Academy of Arts and Sciences has served a diverse population of students, some of whom are from low income homes or challenged family settings. An historical analysis of student academic performance on standardized assessments demonstrates consistently low performance in the core content areas in the past five years. Additionally, there has been a significant gap between DAAS student performance, statewide student performance and the Michigan Annual Assessment targets. Despite these academic performance gaps, the implementation of various initiatives has resulted in small, yet consistent improvements.

The MEAP test serves as our state's summative assessment and measures student proficiency in all five content areas: reading, mathematics, science, social studies, and writing. Its design is aimed to help schools measure strengths and challenges in the school's curriculum and instructional practices. We have used our school's MEAP assessment data for those purposes as well. In addition to MEAP data, we consider data from Scantron's Performance Series, staff perceptions and other measures of student performance to guide the creation of our redesign plan.

In 2007-08 school year, MEAP proficiency rates in reading and math began to fluctuate.

In reading, during the 2007-08 school year, there were 41% students proficient; in 2008-09 28% of students were proficient; in 2009-10 45% of students were proficient; in 2010-11 36% of students were proficient; in 2011-12 34% of students were proficient. Proficiency rates began to improve slightly during the 2012-13 school year in which the percentage of proficient increased to 37%.

In mathematics, proficiency rates has steadily declined each year. The number of proficient students were as follows: 2007-08 - 20%, 2008-09 - 13%; 2009-10 - 11%; 2010-11 - 6%; 2011-12 - 8%; 2012-13 - 7%.

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Our MEAP data shows that only 37% of our students were proficient in reading. While this percentage was an increase from the 2011-2012 school year, it is still 29% lower than the state's average proficiency percentage of 66%. A further analysis of our MEAP Reading scores, showed an increase of 5% in 2011-2012 to the 2012-2013 school year. The percentage of students who were "not proficient" (level 4), decreased from 28% to 26% and the percentage of students performing who performed at an "advanced" level (level 1) increased from 1% to 2%. Gains in reading can be attributed to the pilot of flexible reading groups at specific grade levels.

Our students' performance in mathematics proved to be the most challenging. In the 2012-2013 school year, the percentage of students who was proficient was 8%. Alarming, this data indicates that over 90% of our students have not mastered the necessary grade level content standards to meet proficiency targets. Moreover, the data shows that 80% of our students performed at the "not proficient" level (level 4) indicating that the most students are far from meeting the proficiency target.

Michigan's new scorecard rating system takes into account proficiency in all content areas. Previously, DAAS like many other Michigan schools monitored progress in reading and mathematics. During the 2012-13 school year, none of the DAAS students performed at the proficient level in science. While statewide performance was not significantly high at 13%, a proficiency rate of 0% shows that significant improvements must be made in science. When looking closely at the data, of the 48 grade level content expectations (GLCE) assessed, 8 of the GLCE were at the 2nd grade level and 17 were at the 3rd grade level. Out of 48 GLCEs, there were 18 GLCEs with more than a 20% gap between DAAS student performance and statewide performance; 35 of the 48 assessed GLCEs showed a gap of 15% or more between DAAS student performance and student performance state-wide.

In addition to MEAP data, DAAS utilizes data from Scantron's Performance Series test to monitor and evaluate student performance. Performance Series is administered three times a year. At the completion of testing, assessment results are analyzed to determine student growth. Our educational goal is to prepare students academically for success in college, work and life. DAAS utilizes Performance Series data to determine if students are achieving or demonstrating measurable progress toward college readiness targets. Students achievement targets are student fore reading and math for grades 2 through 8.

The gap between DAAS student performance and college readiness reading standards widens as students progress in grade level. In the 2012-13 school year, the gap between 2nd grade students was 165 points; 3rd graders 205, 4th graders 239 and 5th graders 252. The same is true for student performance in math. The gap between college readiness and DAAS 2nd graders was 215; 3rd graders 301; 4th graders 328 and 5th graders 307.

Data from Scantron was matched MEAP performance in reading: 3% of students performed "at the above" level; 11% performed at the "high average" level; 31% of students performed at the "low average" level; and, 55% of students performed at the "below average" level. Performance levels are determined based on national norms for students in the same grade level. At the end of the school year, 33% of students met or exceeded their annual growth target. Unfortunately, 67% of students performed below or far below their annual growth target.

In Mathematics, Scantron Performance Series data showed variances. The percentage of students who performed at the "above," "high average," and "low average" levels was 44%, with a remaining 56% of students performing "below average." The percentage of students who met their annual growth target was 34%. Again, 65% of students did not meet their annual growth target.

Based upon the data presented, it is clear that at all grade levels, efforts must be made to address student learning.

Departmentalization

Our MEAP Science proficiency rate was alarming. Over the years, teachers were given access to tons of science resources and materials.

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However, after polling teachers 60% of teachers indicated that often times there was not enough time to engage students in laboratory or inquiry based learning experiences. Also, based on teacher observations, it was evident that not all teachers were skilled at teaching science. This is evident in our MEAP trend data. Over the last five years, science proficiency has not been over 2%. Because the MEAP Science test mostly assesses content knowledge as opposed to skill mastery, we inferred that students were not adequately exposed to the standards.

By departmentalizing instruction, we will be able to ensure that students are receiving the required allotted amount of time for science instructed by teachers trained in science. Departmentalized instruction will not only improve instruction in science, but also in Reading and math.

Differentiated instruction with tiered intervention

Our data indicates that the regular RtI model does not meet the needs of our students. The general tiered intervention model states that Tier I instruction meets the needs of 80% of students. This means that our curriculum and general instruction should reach 80% of our students. However, if only 34% of students were proficient on the MEAP reading test and 8% of students were proficient on the MEAP math test, clearly, the curriculum is not meeting the needs of 80% of the student population.

Similarly, Tier II instruction is designed to meet the needs of 15% of the student population. Based on our data, Tier II and III intervention support need to be provided to more than 40% of the student population. This analysis more than supports the need for differentiated instruction with tiered intervention. The DAAS differentiated instruction model would provide both Tier I and Tier II intervention by the classroom teacher through the creation of intervention courses in reading and math. With a great percentage of our students being serviced within the general classroom, intervention tutors and teachers will be able to provide intensive intervention to students who demonstrate the greatest need.

Professional Learning Communities

At the end of the school year, staff responded to a Strengthens, Weaknesses, Opportunities and Threats (SWOT) Analysis to critically review the school's strengths, weaknesses, opportunities and threats to success. These issues then formed the basis of our corrective action planning. One of the issues expressed by teachers was the need for high functioning PLCs. Teachers felt that this would be the ideal method for sharing information, building curriculum and analyzing data. In past years, teams only met with teachers in the same grade level; therefore, efforts were not vertically aligned. The basis for team meetings did not include data implications or discussions to strategically address student deficiencies.

In schools that have effectively implemented PLC has seen significant improvements. In an elementary school, New England, percentage points increased up to 31. A school in Florida, showed that student scores exceed the state averages, showing continuous improvement.

Another issue mentioned by staff was the lack of a clear system for responding to intervention. Staff members discussed a need to have systems in place to detect early signs of students needing additional assistance in meeting performance benchmarks. In addition to having a system to detect at-risk students, there was a need to determine how large percentages of students would receive timely, adequate and meaningful intervention.

It is apparent that professional learning communities would give staff an avenue to effectively monitor student learning and to work collective to employ solutions and strategies to improve instruction.

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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 implementation of a clearly focused restructuring plan, such as this one, requires innovative, knowledgeable and experienced leadership that is companioned with a strong commitment and vision to implement change. This key leadership responsibility rests squarely with the building Principal and must be supported by the district's central administrative offices. As indicated earlier, it is an expectation that the central office will share the commitment to support the re-design efforts and remove any roadblocks, perceived or real, that might threaten progress. It must be understood that the Principal will have the complete autonomy to lead the changes that are required for effective school based management.

In this re-design process, change speaks to that important element of school culture and climate that is so critical to moving forward and the School Principal as the leader plays a significant role --- in building that required staff trust, confidence and assurance that says in spite of a "priority" label, out of control demographic challenges, current student readiness and achievement levels and the existing staff uncertainties -- we will be OK. We can do this. The School Principal must serve as a catalyst to change and possess the skills required to keep staff positively focused and moving forward.

The School Leader

When we reflected upon this big leadership expectation and contemplated our selection options, we were mindfully and sometimes painfully aware of what was before us and the most critical decision that we would make and that was of the Principal selection. We decided to select Requirement 1's Option b . - to keep our current principal who meets all five of the turnaround competencies.

Given the demographics of the district and our district expectations for academic excellence, the Board of Directors, the CEO and the central administrative leadership team has embraced the opportunity to retain our newly hired Principal. As indicated previously, each year since 2009, DAAS has had a new Principal, each of whom only served for that one year. Mrs. Turquoise Neal was appointed to the Principalship of DAAS in October of 2012, after her predecessor was released from the district. Mrs. Neal is an educator who embodies the following leadership credentials and characteristics -- beyond those required in academic preparation. We believe that it is critical for our school leader to . . .

- Possess the skill to motivate and inspire staff to action
- Be prepared to utilize data in the selection of curriculum and the identification of instructional practice
- Possess a strong vision and be prepared to communicate that vision to the school staff
- Be prepared to build collaborative working teams
- Be skilled in implementing a consensus decision making process
- Be skilled in supporting staff in meeting instructional objectives or, to problem solve

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- Be skilled in incorporating parents in the educational process
- Understand and develop master school schedules that are responsive to all levels of learners
- Be prepared to aggressively build community, parent and individual partnerships
- Operate from a servant centered leadership perspective

The Principal appointed to lead us through this re-design process is not an unknown entity to the district. Prior to this appointment, she has served DAAS for over twelve (12) years and has had the opportunity to demonstrate these leadership skills as a teacher, Title I Director, and Director of Curriculum and Instruction. We know who we are getting as well as her work ethic - there will be no surprises.

Assurances of our strong commitment and belief in this choice will be seen in reviewing the Plan contents - supporting the presence of the "turnaround competencies". We anticipate that these competencies will be met as follows:

1. identify and focus on early wins and big payoffs;

The three big wins that have been selected in this Plan were part of our strategic planning process prior to the designation as a priority school. Under the leadership of Principal Neal, we immediately began the organizational process required to implement a response to intervention option to better serve our students who were challenged in the basic classroom setting. Meetings were held with grade level teams, intervention professionals and district leadership to install a consistent program for reviewing student progress - based upon clear data - that avoided haphazard or episodic solutions to student challenges. During this 13/14 school year and those going forward, we will continue to assess this process maximize the use of our personnel, accelerate the student's ability to adjust to the basic classroom setting and ultimately minimize unnecessary referrals to special education.

2. break organizational norms;

It was imperative that the landscape changed for the instruction of the core content. Our assessment data was telling us that we were in trouble and that our students were struggling. The research supported additional time on task and Mrs. Neal provided that opportunity for our students through a departmentalized schedule. This year, the core content of reading and math will be instructed in 90 minute blocks of time and with the consistency of key instructors. Rather than having teachers focus their attention on all subjects, they could now concentrate on one of the two primary core content areas while still addressing social studies and science within their grade levels.

Professional learning time was also provided to teachers on a daily basis. This time was provided individually and collectively at each grade level for professional learning time and collegial opportunities to discuss student progress and teaching practices; data, usage and interpretation; targeted intervention; assessment targets for grade levels; and, grade level curriculum content and exit competencies. Interacting with their grade level or departmental peers is critical to regular embedded professional growth. This process continues and will be assessed for its value added to the teaching and learning process.

3. act quickly in a fast cycle;;

As indicated earlier, Mrs. Neal was appointed well after the beginning of the school year in 2012 and was immediately faced with bridging the gap from what was - to what can be. Her leadership began at somewhat of a disadvantage as she was placed in the position of immediately implementing an educational program that would work, preserve staff integrity while providing skilled leadership and retaining student and parental engagement. She has done so with integrity as she works collaboratively with her school teams. Handbooks were developed to put to pen and document what was expected and processes were implemented to address teachers concerns and increase communications.

4. collect and analyze data; and

Prior to our current testing series, student growth and progress was measured by the MEAP, Metropolitan Achievement Test - 8 and other teacher developed assessments. But the gap that existed was one in which teachers were not specifically guided toward the changes that they needed to make in developing their instructional pathways. Not only was the testing process just a requirement that needed to be fulfilled, but also the data was not clearly understood or interpreted in a manner that was useful for classroom instruction. By the spring of the school year, Mrs. Neal led the staff in the use of the Scantron Assessment Series. Teachers were now being prepared to read the data, consider the value it added to their instructional program and to interpret its meaning toward the adjustment of individual student plans and the modification of the curriculum.

5. galvanize staff around big ideas

A lot of work was required to bring staff back together in a new synergy where they were working as teams with common goals and agendas; where they were comfortable in addressing concerns without retribution; where teacher performance was assessed in a manner that supported, encouraged and even nurtured their professional development and improvement; where the curriculum content and delivery was clear; where attention was given to addressing individual student demands; and, where voices of concern were heard and addressed. Mrs. Neal ensured that listening ear through direct staff communications and also involved her teachers in the decision making process. She understands that you cannot solve problems or create change by dictate but rather through building trust, establishing a clear vision and operating with fairness and honesty.

Indicator1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which the plan is developed.

As the school leader, the Principal will continue to be provided with support and dialog opportunities with her peers through established authorizer meetings; the DAAS district leadership team; participation in professional meetings, i.e., MAPSA, ASCD and other organizations that support administrators; as well as support from our authorizer, Oakland University, WCRESA, MDE and MSU partners. Goals and objectives will be set and monitored both formally and informally by the Transformation Governance Team to regularly evaluate and provide oversight to and support for the leadership in executing the Plan , ensuring that the district continues to progress and stay on track.

The TGT will be led by the Principal and will be comprised of the District CEO, Financial Director, Operations Officer, and all Instructional Coaches. This Team will meet weekly at the initiation of the Plan and then bi-weekly thereafter with the Principal to discuss the progress, any challenges that may have been encountered and to reset goals as necessary. The Team will analyze data from short-term student learning objectives, quarterly common assessments, and classroom walkthrough data.

In addition, targeted growth opportunities were created to support and sustain the development of the school leader. These opportunities are listed as follows:

- selective participation in seminars focusing on the differentiation of instruction, coherent curricula and collaborative team building through county, state and national venues;
- off-site observations of and discussions with effective schools that demonstrate both school and student success;
- the technical assistance of experienced educators in the planning process who can mentor and challenge new thoughts, paradigms and possibilities; and

Next in importance to the school leader is the classroom teacher and the relationship that he or she establishes with the students on a day-to-day basis. The expectations that are held for high achievement are consistent with high quality instruction - instruction that has considered the student needs as well as the best that research has to offer in the strategies and practices of instruction.

In order to ensure the highest quality in teaching and instruction, DAAS is committed to providing both internal and external opportunities for professional growth and development. Externally, instructional staff will be given the opportunity to learn from experts in the various fields representing our current student needs. These opportunities may be in the form of classroom visits or participation in seminars or educational conferences.

Internally, leadership capacity building will be embedded in daily practice through professional learning communities. The teaching staff will be supported by mentors and Instructional Coaches and will have the opportunity to participate in school developed opportunities that explore understandings about effective instruction which will include:

- The relationships and attributes of high quality instruction, classroom organization and management
- The curriculum framework and potential teaching strategies using data to monitor student achievement and manage instructional success
- The use of technological and other instructional tools to supplement and enhance instruction
- Understanding data, its interpretation and continuous application to the teaching/learning process
- The components of high quality teaching as defined and described in the teacher assessment process
- Understanding and embracing the district's vision, mission, beliefs and values

The district will continue to build leadership capacity through its partnership with Oakland University. The addition of the partnership with Michigan State University and support from our Intervention Specialist will offer more opportunities to strengthen leadership capacity. Over the years, DAAS has worked closely with Wayne RESA to support improvement efforts. This partnership will continue to strengthen the school leadership's capacity to implement the Redesign plan.

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.

New state legislation now requires the annual performance evaluation of all educators and seeks to include expanded measures that will engage both teachers and administrators; provide for a rigorous, transparent, fair and consistent performance evaluation system; base the evaluation upon multiple rating categories; focus upon student growth and accomplishment; and that will inform operational decision making, e.g., professional development planning, promotion, retention and compensation. This legislation and the pending plans being reviewed for national and local replication have been considered as the Detroit Academy of Arts and Sciences strengthens its evaluation tools which are applicable to all teachers - probationary and tenured - as well as all administrative staff.

The DAAS Teacher Evaluation process has been structured in accordance with these expectations and provides a continuing appraisal of

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the work of the classroom teacher. It is designed as an instructive tool and process that guides, promotes and supports the teacher's professional growth and development, the delivery of high quality core instruction; the development of exemplary learning environments and ultimately the high academic achievement of the student body.

The Teacher Evaluation tool that has been developed embraces research-based qualities that exemplify high quality teaching performance standards and is closely aligned with the Michigan Core Curriculum Content standards and Common Core State Standards. Therefore, measures of student academic achievement, growth and development are considered and incorporated into this evaluation process. Clear descriptions of the expected levels of student achievement have been established and will be consistent with those set forth in the School Improvement Plans.

The Teacher Evaluation Plan rubric was created in collaboration with the Personnel and Professional Learning Committee of the District Improvement Team. The District Improvement Team is comprised of Teacher Leaders, Instructional Coaches, Intervention Staff and District Staff. The team reviewed a draft of the evaluation tool to ensure that performance standards were aligned with Teaching for Learning standards. Adjustments were made to the tool to accurately measure teacher effectiveness. Drafts were shared with teacher teams for feedback. The final tool was adopted by the district improvement team as well as the school Board of Directors.

Teacher Evaluation Rubrics

The following teaching competencies will be evaluated in the teacher appraisal process:

- Curriculum and Instruction: Standards that ensure curriculum delivery/instruction that is in alignment with State standards; review the integration of classroom technologies in the instructional process; and, review the application of assessment data in the instructional process.
- Student Achievement: Standards that measure the academic growth and achievement of all students in the core content areas.
- Classroom Management and Environment: Standards that evaluate the classroom ambiance; culture; learning environment; and, organizational structure
- Collegial and Constituent Engagement: Standards that demonstrate parental and community outreach efforts, participation in staff collaborative efforts as well as evidence of positive student engagement
- Compliance: Standards that evaluate compliance with district policies; processes; and procedures

During the 2012-13 school year, the following values were distributed

- Curriculum and Instruction - 30%
- Student Learning and Achievement - 20%
- Classroom Management and Environment - 20%
- Collegial and Constituent Engagement - 10%
- Compliance - 10%
- Student Academic Progress - 10%

During the 2013-14 school year, the following weights will be distributed:

- Curriculum and Instruction - 25%
- Student Learning and Achievement - 20%
- Classroom Management and Environment - 20%
- Collegial and Constituent Engagement - 5%
- Compliance - 5%

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Student Academic Progress - 25%

During the 2014-15 school year, the following weights will be distributed:

Curriculum and Instruction - 20%

Student Achievement - 20%

Classroom Management and Environment - 10%

Collegial and Constituent Engagement - 5%

Compliance - 5%

Student Academic Progress - 40%

Student achievement is measured by creating a composite score based Scantron Performance Series Test data and classroom assessments. The Performance Series Test (PST) Composite Score represents the mean of the percent gain for the reading, mathematics and language arts (where applicable) scaled scores. The percent gain for each content area is calculated by determining the ratio of observed mean gains and actual mean gains following the decile range of the scaled score. The fall and spring student scaled scores are used in the calculations.

(2B)

The School Leader's administrative evaluation must be embraced as an essential element and process in the design and maintenance of an effective school program. Such an evaluation will provide insight into (1) the progress made in the past to realize the school's goals, (2) the appropriateness of current goals as an accurate means to achieve the purpose and vision of the school, (3) the actual contribution made by the current leader to realize the school's goals, and (4) the appropriateness of the administrators job description as a means to accomplish the school's goals.

DAAS is committed to providing and supporting an administrative leadership team that is visionary, standards and data driven and that possesses the skill sets that are critical to the creation of an empowering learning environment.

The School Leader evaluation process at DAAS is one in which the Principal and the CEO collaboratively review the status of the school and the progress of the students each school year. The evaluation's foundation is consistent with the district's established goals as well as the content of the School Improvement Plan and begins prior to the start of each school year. At that time, the CEO and the Principal establish a School Leadership Plan that includes the vision, goals for student achievement, the resources required to meet those goals and the process for measuring and monitoring progress.

It is from this perspective that the Detroit Academy of Arts and Sciences has established this School Leader's Evaluation tool and maintains high expectations and standards for administrative leadership within the district. This leadership commitment is translated into six expectations or standards of performance. These standards will be reviewed at three intervals throughout the school year and will guide the completion of the final performance review that will be completed in June. This evaluative process is considered to be instructive and constructively evaluates leadership strengths and practices as well as the school leader's progress in meeting goals at specified intervals during the school year. It is a process that is intended to provide an opportunity for the school leader's professional growth and continuous improvement as well as the evaluation of the overall progress and success of the school and its student body.

The following six standards serve as indicators of the leader's performance:

Standard I: Vision

Promote the high academic achievement and success of all students by facilitating the development, articulation, implementation and

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stewardship of a clear vision for the learning environment and instructional curriculum.

Standard II: Instructional Leadership

Maintain the integrity of the teaching learning process through professional leadership, supervisory and evaluative actions that support and strengthen instruction and student achievement

Standard III: School Management

Ensure the effective management of campus operations and resources for the creation of a safe, efficient and effective learning environment

Standard IV: School Culture and Climate

Support, sustain and nurture a school culture and climate that is conducive to student achievement and effective staff collaboration and instruction.

Standard V: Ethics and Integrity

Act with integrity, fairness and in an ethical manner in all matters of the school operation, as well as in staff, student and parent communications

Standard VI: Parental and Community Partnerships

Promote collaborative partnerships with parents, community members and community organizations.

During the school year the Principal is evaluated by the CEO in terms of his or her progress on these standards of performance with the final evaluation occurring at the conclusion of the school year. This final performance review will determine the leader's continued engagement.

At this time, DAAS has chosen two standardized instruments that will be administered on a quarterly or yearly basis to determine student progress and achievement in all of the core content areas: the Scantron and the MEAP. These instruments will serve as the basis for analyzing our quarterly and annual student progress and will be supported by individualized common assessments that will be developed as grade level tools for instructional planning.

From the school leadership perspective, a comparative analysis will be completed to examine (1) the longevity of total school performance over an extended period of time and (2) individual student and class performance as measured over the course of a school year. The matrices reflecting these growth patterns will utilize the MEAP and Scantron data that is currently provided to the district. This consistent instrument use will provide a comparative analysis of current student performance; the district's goal for academic accomplishment; and, finally the college readiness target that is set by national standards.

Reasonable percentage point performance rankings are set between the CEO and the Principal each year with the expectation that continuous student growth must be evidenced.

At this time, the following subdomain rankings have been determined:

During the 2012-13 school year, the following values were distributed

Curriculum and Instruction - 30%

Student Learning and Achievement - 20%

Classroom Management and Environment - 20%

Collegial and Constituent Engagement - 10%

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Compliance - 10%

Student Academic Progress - 10%

During the 2013-14 school year, the following weights will be distributed:

Curriculum and Instruction - 25%

Student Learning and Achievement - 20%

Classroom Management and Environment - 20%

Collegial and Constituent Engagement - 5%

Compliance - 5%

Student Academic Progress - 25%

During the 2014-15 school year, the following weights will be distributed:

Curriculum and Instruction - 20%

Student Achievement - 20%

Classroom Management and Environment - 10%

Collegial and Constituent Engagement - 5%

Compliance - 5%

Student Academic Progress - 40%

Student achievement is measured by creating a composite score based Scantron Performance Series Test data and classroom assessments. The Performance Series Test (PST) Composite Score represents the mean of the percent gain for the reading, mathematics and language arts (where applicable) scaled scores. The percent gain for each content area is calculated by determining the ratio of observed mean gains and actual mean gains following the decile range of the scaled score. The fall and spring student scaled scores are used in the calculations.

It should also be stated that as a charter school district, our contracts, both administrative and instructional, are issued each year and are subject to a renewal or release, without cause. Decisions relative to this process must be completed by June 30th of each year. Therefore, we have the immediate flexibility to make any required staffing changes that are required to build a successful learning community and sustain high quality instruction.

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.

(3A)

The Board of Directors and District Administrators will recognize and reward school teachers and other staff members who earn "highly effective" ratings on their spring evaluation. Our current teacher evaluation rubric includes the use of student growth data as a significant

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factor in the evaluation process. Teachers of core subject areas who composite Scantron PST score is above 90% will earn a \$1,000 bonus.

The School Administrator will have the opportunity to earn an incentive for increased student achievement as well. The bonus will be determined based on a 5% average growth per grade level. The process to determine award eligibility is the same as for the teachers. The District CEO will make the recommendation to the Board of Directors. The award determination will be completed by June 30th of each school year.

(3B)

The evaluation process is well structured for both administrative and instructional personnel with formal reviews occurring (2) times throughout the school year. The intent of this frequency is to ensure that all staff remains on target and that student achievement has remained the central focus.

For instructional staff, this process currently begins with the first meeting, the goal setting review between the administrator and the teacher - a review that clearly defines the goals for the year and the performance standards that will be modified as necessary going forward to also incorporate a system for measuring changes in instructional practice resulting from professional development. At this time, formal and informal observations will be held in fall, winter, early spring and June.

All administrators and staff all have a one-year contract which is renewable the following year. The Board of Directors concluded that administrators who do not increase student achievement may be removed based on a given set of policies and procedures. When student achievement does not increase, the Chief Executive Officer will create an Individual Development Plan for the administrator. The CEO will meet periodically with the administrator to monitor progress to ensure that it is being implemented with fidelity. If the CEO determines that adequate progress is not being made, the CEO will modify the plan. After subsequent meetings, the CEO determines that the administrator is not qualified to serve as the reform leader.

Documentation and timelines are required to remove ineffective teachers. Specific steps and guidance for termination of an ineffective teacher include: the creation and monitoring of an Individualized Development Plan with specific goals and objectives, student achievement and growth monitoring, and documentation of progress towards goals and objectives. If the teacher does not show signs of improvement after two meetings, the principal in coordination with district administration will release the teacher.

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:

Teachers will be trained to implement instructional goals of the school's Redesign Plan.

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Measurable Objective 1:

collaborate to monitor and evaluate student growth by 06/13/2014 as measured by a variety of data sources.

Strategy1:

Professional Learning Communities - Professional learning communities (PLC) will be created to facilitate discussion regarding student progress and learning. There will be a grade level PLC and a departmental PLC. Grade Level PLCs will meet weekly during teachers' common planning periods. Departmental PLCs will meet bi-monthly after school. PLC leaders will document discussions using a common PLC log. Logs will be submitted to the Principal.

Research Cited: Hipp, K & Huffman, J.B. (2010) Demystifying Professional Learning Communities: School Leadership at its Best; Hord, S. and Sommers, W.A. (2007). Leading Professional Learning Communities: Voices from Research and Practice; Dufour, R. (2010)

Professional Learning Communities at Work Plan Book. Solution Tree: Alexandria, VA; DuFour, R., DuFour, R., & Eaker, R. (2008)

Revisiting Professional Learning Communities at Work. Solution Tree: Alexandria, VA; The following research has been used to develop this strategy and its activities: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., March, L., Star, J.R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for Elementary and Middle Schools. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Fuchs, D. & Fuchs, L.S. (2005). Responsiveness to intervention: A blueprint for practitioners, policymakers, and parents. Teaching Exceptional Children, 38(1), 57-61. Bender, W.N. & Crane, D. (2011). RTI in Math: Practical Guidelines for Elementary Teachers.

Bloomington, IN: Solution Tree Press.

Activity - Grade Level PLC - RtI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning time will be held daily for teachers. Designated support staff including tutors, special education teachers and interventionists will be invited to participate. Common planning will be structured with leadership from the grade level Lead Teacher and record keeping will be required. Data analysis to determine student academic needs will be reviewed regularly. In addition, this time will be provided to meet with parents and address grade level planning.	Professional Learning	09/03/2013	06/13/2014	\$12000 - Title II Part A	Lead Teachers; Principal;

Activity - Departmental PLC - Data & Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will meet bi-monthly. Use of student assessment and performance data to inform instructional practice will be the focus of team meetings. Staff will engage in analyzing student data from the following assessments and programs: MEAP, Performance Series, Study Island, Math Facts in a Flash, DRA, district benchmark assessments, teacher generated assessments, student work and performance, and instructional strategies.	Professional Learning	09/03/2013	06/13/2014	\$2000 - General Fund	Instructional Coaches; Assistant Principal;

Strategy2:

Professional Development - Job-Embedded - Teachers will be trained to implement effective instructional strategies with a focus on

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differentiated instructional strategies with tiered intervention. Professional development at DAAS will be provided for staff through a variety of job embedded opportunities. A collaborative assessment will be facilitated to annually to identify the priorities for professional development. Professional development and training will address academic and behavioral needs of the students for the upcoming school year. The focus for school wide professional development will address the following: MiExcel Instructional Learning Cycle, Differentiated Instruction, Learning Styles, Computer-assisted Instructional Programs, Positive Behavior Supports and Technology Tools for Instruction.

Research Cited: MiExcel's Instructional Learning Cycle; Falk B. & Blumerich. (2005) The Power of Questions: A Guide to Teacher and Students Research. Heinemann: Portsmouth, NH. Harrison, K. (2005). 9 Roles of the School-Based Coach. National Staff Development Council; Russo, A. (2004). School-based Coaching. Harvard Education Letter Research Online;

Activity - Reading Plus Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Plus training will be provided to all teachers.	Professional Learning	08/28/2013	11/22/2013	\$5000 - Title I Part A	Instructional Coaches

Activity - Instructional Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will provide job-embedded professional development. Instructional Coaches will provide on-site professional development, collaborate with educators and assist with implementation of evidenced-based instructional strategies. They will model, observe and collaborate with teacher teams; translate research into user friendly documents; ensure that instructional practices are implemented with fidelity.	Professional Learning	08/26/2013	06/13/2014	\$240000 - Title I Part A	Principal

Activity - Math Facts in a Flash Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to utilize Math Facts in Flash.	Professional Learning	11/04/2013	06/06/2014	\$0 - No Funding Required	Renaissance Learning; Instructional Coaches; Assistant Principal; Principal;

Activity - Study Island Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to utilize Study Island.	Professional Learning	11/04/2013	06/06/2014	\$0 - No Funding Required	Instructional Coaches; Assistant Principal; Principal;

Narrative:

Staff will have the opportunity to participate in job-embedded professional development. Each department has a common daily planning period during which the following topics will be discussed:

- Data Analysis: Staff will analyze student data from both formative and summative assessments. Staff will discuss plans for differentiation, remediation, and re-teaching based on student needs. Staff will utilize professional development support materials from Data for Student Success a resource. The data topics from Data for Student Success include some the following topics:
- Using state data to identify school improvement goals

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- Using school data to clarify and address the problem
- Examining student work to inform instruction
- Using classroom data to monitor student progress
- Leadership in building a culture of quality data
- Technology Integration - Staff will discuss methods for integrating technology in instruction, student independent practice, and the connection between home and school.
- Response to Intervention (RtI) - Staff will identify and discuss students in need of additional support to meet state standards.

Other job-embedded professional development activities include: Literacy content presentations, focused classroom visits, co-planning, small group conferences, modeling lessons, and co-teaching from Instructional Coaches. In addition to above stated opportunities, coaches schedule pre-conferences with staff to establish the purpose, goals, procedures to be utilized and a post-conference provides feedback, an opportunity for reflective thinking, and establishes the next steps for action and/or improvement.

Another level of embedded professional development is that provided in the classroom by the district's instructional coaches who will guide and support teachers in the identification, introduction and measurement of evidence based best practices for increasing student achievement. Specifically, their role addresses data driven instruction, the utilization of technological tools to differentiate instruction and the development of content specific instructional strategies.

Measuring the success of our professional development planning will be addressed in the following manner.

First, feedback will be regularly and automatically available regarding the teacher and student utilization of the supplemental reading and math computer program applications (Math Facts in a Flash, Reading Plus and Study Island). The use of these applications will be evident in the teacher's daily planning and also by accessing the student's program use record which will provide evidence of the frequency and progress in the use of these learning technologies.

Secondly, through the implementation of professional learning communities, it is anticipated that teachers will evidence greater skill in using data to inform instruction, to use technology as an effective tool of instruction and to differentiate instruction to meet student needs. All of these understandings regarding the teaching and learning process (data driven instruction, curriculum development, benchmark assessments, etc.) will surface in collaborative planning and will be documented by meeting agendas, student achievement outcomes and effective teacher lesson planning.

Finally, the teacher will demonstrate an understanding of not only the professional development experiences provided in the more formal venues previously discussed, but also through personalized professional development opportunities supported by the Instructional Coaches. The IC's will provide teaching learning recommendations for the classroom, assist with the implementation of evidence based instructional strategies, model teaching behaviors for student engagement and instructional clarity, and most importantly, along with the School Principal, ensure that instructional practices are implemented with fidelity. Any recommendations that are made will be monitored by classroom observation, lesson planning review and student performance as assessed by computer log records and performance test data. A consistent structure has been put in place to inspect that which we expect and to ensure instructional fidelity.

The IC will provide feedback on the changes observed in teacher understandings and performance through classroom observations and walkthroughs. They will also monitor student growth and skill development via student program logs and the administration of standardized or program specific assessments.

It should also be noted that the Instructional Coaches provide constructive performance feedback and are prepared to guide teachers

individually or in grade level teams in all things pertinent to the teaching and learning process --- from the implementation of direct instruction and intervention strategies to effective classroom organization. Their instructional support provides an informal, non-threatening opportunity for staff to ask questions and for corrective action modeling to occur.

Not only will the Instructional Coach gather evidence that will monitor teacher growth and performance, but the IC's service to the classroom teacher will also be monitored. A written evaluation, reviewing the service provided by the IC will be completed by the classroom teacher. This review of the support provided will guide the administration in the development and utilization of this instructional support team. Classroom observational data from walkthroughs and student test data obtained from the Scantron Performance Series Test, will also evaluate this process and should reflect positive changes in both student achievement and the organization of the classroom for effective instruction.

From this data collection process we should be in a position to evaluate whether this human resource support is working or not working, both quantitatively and qualitatively.

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

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

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

The instructional staff of the school must be prepared to be flexible, willing to communicate new ideas and challenge old ones; create classroom environments that are organized, interesting and conducive to learning; hold high expectations for student performance; hold high expectations for their teaching performance; introduce innovative techniques and instructional strategies in the classroom; understand data, its interpretation and implication for the teaching process; maintain a high level of professionalism; seek continuing education opportunities; and maintain a strong attendance record.

In our current economies, it can be difficult to recruit and retain exceptional staff. The educational environment is competitive and provides prospective teachers with numerous choices in terms of their employment. It is clearly recognized that the local, traditional public school settings can offer far more as it relates to the salary factor in this competitive process. As a result, the charter school community is required to be creative and innovative to offer opportunities that are much more inviting over and above the the basic salary considerations. Therefore, to compete with the local public school districts, DAAS nurtures an educational environment that is teacher friendly and offers the following incentives for instructional staff:

- smaller class sizes
- access to diverse teaching tools and supplemental instructional programs
- professional development activities that are geared toward personal growth as well as student achievement
- the provision of individual laptop computer and iPad
- a responsive and engaged administration
- opportunities for advancement within the organization
- classrooms are equipped with 3-4 desktop computers for student use
- interactive whiteboards are in all classrooms

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- teachers receive a \$200 stipend to purchase supplemental materials

All staff will be eligible to participate in extended professional development opportunities both in school and off campus. Participation in professional development will be in accordance with staff Individual Professional Development Plan Goals. Staff are able to attend at least two additional professional development activities during the school year and two during the summer months -- of their choosing. Staff who identify leadership aspirations in their Individual Professional Development Plans may be allowed to attend leadership trainings and conferences and participate in on-the-job shadowing.

Contractual modifications will be considered as job responsibilities are redefined and staff compensation levels reviewed for additional service. Incentives have also been recommended for staff who serve as Learning Community Teachers; for instruction in critical need areas; for the promotion of exemplary attendance; for the consideration of merit pay and retention bonuses; and, to ensure parity with colleagues in similar educational settings.

We will continue our communications with university personnel, participation in Recruitment Fairs and marketing efforts within the print and broadcast media, fully cognizant of the challenges we face. The designation of being a "priority school" will not increase our popularity in the educational community, but it will force us to aggressively market ourselves as a district as a progressive school district on the edge of possibilities that is seeking teachers with highly qualified skills sets who are both prepared and personally committed to work with children in urban communities.

Teacher recruitment, selection and retention are critical factors in maintaining the stability of the school's learning environment. Our recruitment efforts as previously described are broad based, seeking to reach a larger audience of potential teachers. The selection process is however, very definitive in that it takes into consideration the academic needs of our student body as well as the cultural and environmental challenges that significantly impact our learning environment and teaching practice.

Our student needs will drive both teacher recruitment and selection as we will require teachers who not only possess the required state credentials, but who also are prepared to work respectfully within an urban school community that is faced with a plethora of environmental, cultural and familial challenges. These challenges will surface in a number of ways including hunger and the need for the school to provide balanced nutritional meals; multiple layers within a family structure that extend beyond mom and dad; the effects of homelessness and school attendance; the lack of clothing and shoes; the surrounding community crime that keeps children indoors rather than playing and exploring freely in the neighborhood after school; the unemployment or unemployability of family members; and, ultimately, all of the tension and frustration that surrounds the above. Our teachers need to bring with them a sensitivity to and compassion for these issues --- but not excuses.

Clearly, the minimum expectation is that all teachers possess the credentials required for content instruction. However, we seek to recruit teachers who are in addition to these credentials sensitive to student needs and demonstrate the following characteristics:

- Knowledgeable of the RtI process and understand the integration of this system of thinking in meeting student needs
- Experienced, prepared and committed to work in an urban educational setting
- Capable of building respectful, nurturing relationships with students
- Believe in the capabilities of students and hold high expectations for the academic achievement of all learners, notwithstanding their circumstance
- Committed to the task of teaching and have demonstrated this commitment through their performance in previous educational settings or university programs
- Clear, confident and focused in their understanding of the teaching/learning process

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- Informed of current best practices and prepared to implement them in the classroom
- Willing to experiment and are creative, innovative and inspiring classroom leaders
- Communicate effectively with parents and build bridges that support student development and achievement

In addition to being prepared to build relationships, the teachers selected for DAAS must bring with them a demonstrated understanding of the teaching learning process. Our data Performance Series data shows that 60% of our 2nd grade students are reading at the beginning level of 1st grade or below. We understand that students must be reading at grade level by 3rd grade; therefore, we recruit teachers at the lower elementary who have experience in remediating and accelerating learning. The teacher must also be able to support and challenge the other students who are reading at grade level. It is imperative that we recruit and retain teachers who are able to differentiate and support the needs of all our learners.

Therefore, based upon our student needs, DAAS teachers must possess the necessary skills to:

- Differentiate instruction and develop individualized learning plans for students who are working below expectations as well as those who are performing above them
- Analyze student data and apply that analysis to the instructional process
- Organize the classroom for purposeful instruction, ensuring structure both in practices and expectations
- Develop systems that regularly recognize student accomplishment

The assignment of teachers uses a similar approach and first engages the compatibility expected in matching the course requirements with teacher credentials; matching collective student strengths and weaknesses with teacher skills; and matching individual teaching style to student learning style. Knowing our student needs - both academically and behaviorally -- will assist in effectively matching the classroom assignments with the evident strengths of personnel.

We want to lead change and develop a learning community model worthy of replication.

(5B)

Sustaining a high quality learning community is in part dependent upon the retention of high quality staff. Our efforts to retain such staff will begin with the development of an empowering learning community environment - one that actively and consistently, through its basic organizational structure, include and engage teachers in the decision-making process. It is important that we sustain those processes that support a collaborative learning environment.

Further, it is important that we celebrate accomplishments - that demonstrate above and beyond performance - in both formal and informal venues in front of peers and governing bodies; that opportunities are provided for personal and professional development that will support them in being leaders within their own teams; that both high quality teaching performance and student achievement are recognized with pre-set supplemental compensation; that staff are exposed to leadership opportunities within the school, opportunities that allow them to expand upon their talent and knowledge; and, that they are able to avail themselves of the latest in technology and instructional applications for classroom use.

These are our major selling points with the intent that teachers will remain committed to the challenges of teaching children that don't begin their educational pathway with all the advantages and experiences. We believe that this is what real teaching is all about. If you can successfully teach here, you can successfully teach anywhere.

Our marketing packages will speak to these positives and the opportunity of staff to work in a professional learning community that is on the

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edge of possibilities.

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 Detroit Academy of Arts and Sciences Elementary School students show academic growth in all content areas.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency Math, Writing, Science, Social Studies and in English Language Arts by 06/10/2016 as measured by state and district achievement assessments.

Strategy1:

Technology Assisted Instruction - Differentiated Instruction - DAAS will integrate technology based learning activities and interactive web-based programs to provide differentiated instruction and supplemental support for tiered intervention. Activities include prescribed usage of the following programs: Renaissance Learning Math Facts in a Flash (2nd-5th), Study Island (K-5th) and Reading Plus (3rd-5th).

Research Cited: Marzano, R.J., Pcikering, D.J., & Polluck, J.E. (2001) Classroom Instruction the Works: Researched-Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development. This book's research provides strategies for effective instruction.

Tomlison, C. (1995) How to Differentiate Instruction in Mixed-Ability Classrooms. Alexandria, VA: Association for Supervision and Curriculum Development. In this book, Tomlinson provides field-tested strategies and examples of how to use students' readiness levels to provide instruction in a diverse classroom.

Fogarty, R.J. and Pete, B.M. (2011) Supporting Differentiated Instruction. Solution Tree: Bloomington, IN. This book illustrates the teaming approach to the rigorous work of differentiation.

Sousa, D.A. and Tomlison, C. (2011) Differentiation and the Brain. Solution Tree: Bloomington, IN. This books provides the basic principles of differentiation in light of current research.

Bender, W.N. (2009) Beyond the RTI Pyramid: Solutions for the First Years of Implementation. Solution Tree: Bloomington, IN.

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Activity - Math Facts in a Flash	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate Math Facts in a Flash into instruction. Students will utilize the program at least 2 times a week for 15 minutes. Math Facts in a Flash allows teachers to customize assignments and differentiate instruction for students based on individual needs and current levels of performance. Access to these resources will provide unlimited practice opportunities to build skills toward mastery of grade level standards. This use of technology will allow teachers to create assessments and receive feedback in order to provide supplemental instruction as necessary.	Academic Support Program	11/04/2013	06/06/2014	\$2000 - Title I Part A	Instructional Coaches & School Administrators

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Study Island to provide supplemental instruction in all subject areas.	Academic Support Program	11/04/2013	06/06/2014	\$20000 - Title I Part A	Teachers; School Administration;

Activity - Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the Reading Plus program to provide online guided, silent reading intervention. This program provide students with guided silent reading fluency practice in a computer-based practice environment. Reading Plus also allows students to build silent reading comprehension skills.	Academic Support Program	11/04/2013	06/06/2014	\$8000 - Title I Part A	Teachers & School Administrators

Strategy2:

Intervention Courses - Responding to Intervention - Reading and math instruction will be provided on grade level to all students based on Michigan's Grade Level Content Expectations and Common Core State Standards. Supplemental instruction will provided to based on tiered intervention. Instruction in intervention courses will provided at the student's instructional level.

Research Cited: Marzano, R.J., Pckering, D.J., & Polluck, J.E. (2001) Classroom Instruction the Works: Researched-Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development. This book's research provides strategies for effective instruction.

Tomlison, C. (1995) How to Differentiate Instruction in Mixed-Ability Classrooms. Alexandria, VA: Association for Supervision and Curriculum Development. In this book, Tomlinson provides field-tested strategies and examples of how to use students' readiness levels to provide instruction in a diverse classroom.

Fogarty, R.J. and Pete, B.M. (2011) Supporting Differentiated Instruction. Solution Tree: Bloomington, IN. This book illustrates the teaming approach to the rigorous work of differentiation.

Sousa, D.A. and Tomlison, C. (2011) Differentiation and the Brain. Solution Tree: Bloomington, IN. This books provides the basic principles of differentiation in light of current research.

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Bender, W.N. (2009) Beyond the RTI Pyramid: Solutions for the First Years of Implementation. Solution Tree: Bloomington, IN.

Activity - Support Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionists, tutors and paraprofessionals will provide Tier II and III intervention in small group setting, individual instruction in class, or through pull out services.	Academic Support Program	09/03/2013	06/13/2014	\$300000 - Title I Part A	Support Staff, Title I Coordinator & School Administrators

Activity - Intervention Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily intervention courses will increase instructional learning time in reading and math. Teachers will provide guided reading, skills-based instruction and hands-on learning opportunities at the student's instructional level.	Academic Support Program	09/03/2013	06/13/2014	\$0 - No Funding Required	School Administrators

Goal 2:

All staff will utilize the instructional learning cycle to monitor student program and make data driven instructional decisions.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency Math, Writing, Science, Social Studies and in English Language Arts by 06/17/2016 as measured by state and district achievement assessments.

Strategy1:

Data Analysis - Staff will analyze student data from a variety of sources to monitor student progress and adjust instruction.

Research Cited: The following sources were used to support the development of this strategy: Marzano, R.J., Pickering, D.J., & Polluck, J.E. (2001) Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development. This book's research provides strategies for effective instruction.

Tomlinson, C. (1995) How to differentiated instruction in mixed-ability classrooms. Alexandria, VA: Association for Supervision and Curriculum Development. In this book, Tomlinson provides field-tested strategies and examples of how to use students' readiness levels to provide instruction in a diverse classroom.

Tomlinson, C. (2001). Differentiation of Instruction in the Elementary Grades. University of Illinois: Champaign, IL. In this article, Tomlinson discusses best practices in differentiating instruction in elementary classrooms.

Pitler, H. (2007). Using Technology with Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development. This books aligns researched-based strategies with methods for technology alignment.

MiExcel's Instructional Learning Cycle; Falk B. & Blumerich. (2005) The Power of Questions: A Guide to Teacher and Students Research. Heinemann: Portsmouth, NH.

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Activity - Instructional Learning Cycle - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the Instruction Learning Cycle to monitor student progress utilizing data from Performance Series, MEAP, Common Assessments, and Technology Assisted Programs.	Professional Learning	11/04/2013	06/13/2014	\$0 - No Funding Required	Instructional Coaches & School Administrators

Activity - Performance Series Data - Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will review data from Performance Series assessments quarterly to align intervention and monitor student progress.	Professional Learning	09/30/2013	06/06/2014	\$0 - No Funding Required	Instructional Coaches & School Administrators

Narrative:

Selection of Instructional Programs

At DAAS, two achievement tests have served as benchmarks academic achievement - MEAP and Scantron's Performance Series Test (PST)

Our MEAP data shows that only 37% of our students were proficient in reading. While this percentage was an increase from the 2011-2012 school year, it is still 29% lower than the state's average proficiency percentage of 66%. A further analysis of our MEAP Reading scores, showed an increase of 5% in 2011-2012 to the 2012-2013 school year. The percentage of students who were "not proficient" (level 4), decreased from 28% to 26% and the percentage of students performing who performed at an "advanced" level (level 1) increased from 1% to 2%. Gains in reading can be attributed to the pilot of flexible reading groups at specific grade levels.

Our students' performance in mathematics proved to be the most challenging. In the 2012-2013 school year, the percentage of students who was proficient was 8%. Alarmingly, this data indicates that over 90% of our students have not mastered the necessary grade level content standards to meet proficiency targets. Moreover, the data shows that 80% of our students performed at the "not proficient" level (level 4) indicating that the most students are far from meeting the proficiency target.

During the 2012-13 school year, none of the DAAS students performed at the proficient level. While statewide performance was not significantly high at 13%, a proficiency rate of 0% shows that significant improvements must be made in science. When looking closely at the data, of the 48 grade level content expectations (GLCE) assessed, 8 of the GLCE were at the 2nd grade level and 17 were at the 3rd grade level. Out of 48 GLCEs, there were 18 GLCEs with more than a 20% gap between DAAS student performance and statewide performance; 35 of the 48 assessed GLCEs showed a gap of 15% or more between DAAS student performance and student performance state-wide.

Data from Scantron was matched MEAP performance in reading: 3% of students performed "at the above" level; 11% performed at the "high average" level; 31% of students performed at the "low average" level; and, 55% of students performed at the "below average" level. Performance levels are determined based on national norms for students in the same grade level. At the end of the school year, 33% of students met or exceeded their annual growth target. Unfortunately, 67% of students performed below or far below their annual growth target.

In Mathematics, Scantron Performance Series data showed variances. The percentage of students who performed at the "above," "high average," and "low average" levels was 44%, with a remaining 56% of students performing "below average." The percentage of students who met their annual growth target was 34%. Again, 65% of students did not meet their annual growth target.

Based on this data, we have determined the main causes of low performance:

(1) Inadequate instructional time devoted to teaching Science

While literacy remains a top priority in many schools, we must not negate the importance of quality instruction in other core content areas such as science and social studies. With an instructional emphasis on reading and math to meet the demands of standardized assessment goals, often times, minimum attention is given to other content areas. Studies have shown that teachers often reduce instructional time in science and social studies to allocate more time to reading and math. While there may be merit in this reallocation of time, the loss of exposure to science and social studies concepts have proven to be detrimental to students' academic growth. Students' lack of exposure to scientific concepts has caused students not to meet the state's expectations for Science.

(2) Lack of effective differentiated instruction and tiered intervention

Our data shows that our students are very academically diverse. Typically, there are students who perform at three levels: advanced, at grade level, and below level. Over the years, DAAS has used these labels to identify students' academic needs. After an extensive review of our data, we discovered that there are additional levels within the 'at grade' and 'below grade' levels. These additional levels have prompted us to redefine our intervention methods to ensure that all students receive instruction that will propel them to the next academic level.

The concept of differentiated instruction has taken many forms in classrooms and schools across the country. It has allowed students to receive instruction based on their learning style and differences. The differentiated school of thought takes into account that there is not a "one-size-fits-all" curriculum or an instructional plan that fits ALL students. Some students require additional resources, instruction, and support to meet their individual goals and objectives.

In order to promote student growth, students must be within arm's reach of the curriculum. Most Response to Intervention (RtI) models are based on three tiers. Tier I instruction is geared to meet the needs of the entire class. Generally, it is designed to reach 80% of the students in the classroom. This level of instruction is provided by the classroom teacher and could consist of whole-group instruction, small-group instruction or differentiated individual instruction. Teachers utilize assessment data to determine if students may require additional support. If students require additional support, they may need Tier II interventions. Interventions at Tier II at DAAS include after or during school tutoring from an intervention tutor or teacher. By design, Tier II interventions should service 15% of the students in a classroom. Nevertheless, even with the supplemental support, some students may continue to show a lack of progress. These students then receive intensive instruction from an intervention teacher at the Tier III level. This model has been used over the years to attempt to meet the needs of the at-risk learner. However, after a review of our data, the traditional RtI model does not meet the needs of ALL of our learners; therefore, we needed a model that would accelerate the learning for all students.

(3) Differentiated Instruction with Tiered Intervention (Technology Integration) - Using technology to improve student engagement.

Studies show that when students are excited and engaged in classroom instruction, student achievement will increase. Classrooms with high student engagement have more time-on-task which leads to an increase in student achievement. According to Apple's Education Research, "Students who are engaged in their learning score higher in writing assessments, demonstrate better analytical skills, engage in problem solving, and collaborate more effectively on schoolwork." Based on current research the best strategy to address this generation of students is through technology. This generation of students has been labeled as the "digital natives" and "iGeneration" because they began interacting with technology at an early age and have a greater understanding of its usage. Statistics about this generation show

- 94 percent own cell phones, and 56 percent own mp3 players.

- 76 percent of iGeners [iGeneration] use instant messaging for upwards of eighty minutes every day and 94 percent of those same users report doing other tasks on their computers while engaged in conversations with peers.

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- 59 percent of school-aged iGeners are already sharing their artwork, creating videos, designing Web pages, maintaining blogs, and remixing content created by others online.
- 55 percent have created profile pages on social networking sites like Facebook or MySpace, and 47 percent have posted images on photo-sharing sites where others could comment on them. (Junco & Mastrodicasa, 2007; Lenhart, Madden, Smith, & Macgill, 2007)

The conclusion that must be drawn from this research is that if educators want to better engage students, technology should be at the forefront of the improvement efforts.

It is DAAS' intentions to meet the needs of the iGeneration and use technology to transform student learning. The main goal of the program is transform teaching and learning through technology centered classrooms. Over the course of three years, it is our goal to revolutionize teaching and learning by utilizing technology to accelerate student learning. The goals of this strategy is to increase student engagement (student usage); improve instruction (teacher usage in class); integrate into curriculum (curriculum alignment); and, provide individualized learning opportunities (remediation/supplemental programs)

Description of Instructional Program

(Alignment from grade to grade) Three web-based programs will be used to address students' needs across grade levels and in specific subject areas: Reading Plus, Study Island, and Math Facts in a Flash. Each of these programs are aimed to meet students at their level and provide additional support to move students to the next performance level. Results are evidenced and researched based.

Reading Data Implications

The Reading standard of greatest challenge for the previous year (11-12) is Word Study and Comprehension. Also factored into this calculation are the percentage of the test and the percentage of the school average to the points possible on the test. The last three years of MEAP data has shown the overall standard of greatest challenge is --. Based on this data and research results from the What Works Clearinghouse (WWC), an initiative of the U.S. Department of Education's Institute of Education Sciences, the Reading Plus program was selected as a reading intervention program. This program uses 21st century technology to provide a unique, independent practice environment designed to ensure immediate and frequent success. Students will build independent reading skills and confidence to prepare them for standardized assessments, academic success, and challenges beyond elementary school. The Reading Plus program has been proven to produce substantial gains in reading rate and comprehension for students in grades three through college.

-Reading Plus-

Reading Plus is designed to assist struggling readers with improving their reading fluency and comprehension skills utilizing silent reading assessments and remediation. The program utilizes research based instructional strategies to build vocabulary and increase reading proficiency. Students who participate in Reading Plus have shown significant improvements on standardized tests such as MEAP and ACT. Reading Plus has achieved substantial gain with students at-risk for reading difficulties. The skills improved by reading plus will help students "read and comprehend complex literary and informational texts independently and proficiency" (CCRA.R.10) which is a require college and career readiness standard for reading. This skill will translate across all content areas and grade levels.

-Study Island-

Study Island is a web-based tool designed to assist schools in effectively implementing Rtl strategies within their classroom. This program incorporates differentiated instructional delivery mechanisms and progress monitoring tools into a standards mastery program. Study Island provides the capability to create customized assessments and diagnostics aligned to state standards. It goes beyond the traditional

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workbook-style skill practice. Lessons are self-paced and in a student-friendly format that is engaging and motivating to students.

-Math Facts in a Flash-

Math instruction involves both numeracy fluency and problem-solving skills. While Study Island provides support for understanding math concepts, Math Facts in Flash will aid students in improving their math fluency of basic skills. Math Facts in a Flash offers sequential practice of addition, subtraction, multiplication, and division facts to help build automaticity. The federal What Works Clearinghouse (WWC) Practice Guide states, "Quick retrieval of basic arithmetic facts is critical for success in mathematics." Research has shown that Math Facts in Flash has aided teachers in significantly improving computational fluency. Studies indicated that when students completed 10 Math Facts in a Flash tests within a 30 day period demonstrated high achievement on benchmark tests as opposed to those who did utilize the program.

These programs are designed to address both students in the bottom 30% meet growth target in all content areas. In addition, Study Island will be used to strengthen science proficiency. Since each of these programs track usage and progress data, students will be able to continue with intervention efforts until ready to move back to Tier I.

-Handson Science-

According to the NRC National Science Standards, research shows that children learn science best when doing science. In accordance to this research and the Michigan Science Grade Level Expectations, hands-on scientific exploration is embedded into our Kindergarten through eighth grade learning experience. Students learn how to generate questions, research, and develop solutions to the physical world around them. At the initial stages, teachers lead students through the process of scientific inquiry. As the curriculum builds, students become independent investigators in scientific exploration. The culmination of the student's participation in our Science curriculum is their ability to fully engage in the process of science as independent learners. To provide students with the ultimate scientific experience, DAAS uses Pearson Interactive Science as our science curriculum. Supplemental laboratory kits provides students' with hands-on scientific experience and allows DAAS to provide laboratory experiences for each unit of study at all grade levels. These real-world and hands-on experiences build students' curiosity and interest in Science.

The key instructional plan to address science improvement is to ensure that students have the opportunity to "do" science through hands on learning experience.

As students transition from grade to grade, their instructional program will be maintained. Each program features competencies that are aligned from one grade level to the next. Teachers at the next grade level will be able to review the students progress over the years. Each technology program, Math Facts in Flash, Reading Plus and Study Island is vertically aligned to provide systematic instructional support as students move from grade to grade. The data that teachers will have access to will give the new teachers the ability to analyze students growth over time. The new teacher will not have to wait until mid-year to determine the students' levels of performance or needed level of academic support. The instructional program for students will continue seamlessly. The order in which material is taught is delivered in consist and logical manner and teachers are able to continue the student's path of learning.

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.

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Goal 1:

All staff will utilize the instructional learning cycle to monitor student program and make data driven instructional decisions.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency Math, Writing, Science, Social Studies and in English Language Arts by 06/17/2016 as measured by state and district achievement assessments.

Strategy1:

Data Analysis - Staff will analyze student data from a variety of sources to monitor student progress and adjust instruction.

Research Cited: The following sources were used to support the development of this strategy: Marzano, R.J., Pickering, D.J., & Polluck, J.E. (2001) Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development. This book's research provides strategies for effective instruction.

Tomlinson, C. (1995) How to differentiated instruction in mixed-ability classrooms. Alexandria, VA: Association for Supervision and Curriculum Development. In this book, Tomlinson provides field-tested strategies and examples of how to use students' readiness levels to provide instruction in a diverse classroom.

Tomlinson, C. (2001). Differentiation of Instruction in the Elementary Grades. University of Illinois: Champaign, IL. In this article, Tomlinson discusses best practices in differentiating instruction in elementary classrooms.

Pitler, H. (2007). Using Technology with Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development. This books aligns researched-based strategies with methods for technology alignment.

MiExcel's Instructional Learning Cycle; Falk B. & Blumerich. (2005) The Power of Questions: A Guide to Teacher and Students Research. Heinemann: Portsmouth, NH.

Activity - Performance Series Data - Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will review data from Performance Series assessments quarterly to align intervention and monitor student progress.	Professional Learning	09/30/2013	06/06/2014	\$0 - No Funding Required	Instructional Coaches & School Administrators

Activity - Instructional Learning Cycle - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the Instruction Learning Cycle to monitor student progress utilizing data from Performance Series, MEAP, Common Assessments, and Technology Assisted Programs.	Professional Learning	11/04/2013	06/13/2014	\$0 - No Funding Required	Instructional Coaches & School Administrators

Narrative:

After setting a plan for student learning, it is important to monitor and evaluate student achievement and answer the question, "How will we know if students learned?" Using several assessment tools, we will be able to monitor and evaluate student progress. We will be able to

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determine where children are, and where they need to be, to successfully pass local academic standards and state mandated assessments. Based on or data, we will be able to provide timely interventions in the classroom or enroll students in intervention classes which will assist them wherever the need it.

A data driven curriculum calls for an aggressive assessment plan, therefore, we will be utilizing several tools to monitor and measure student progress. We will be using MEAP, Scantron Performance Series (PST), common assessments and data from supplemental instructional programs such as Study Island, Reading Plus, and Math Facts in a Flash. Data from these programs will be monitored regularly to determine movement within RtI Tiers and differentiated instructional efforts.

In order to determine the school's comprehensive reform for instruction, we must analyze multiple sources to inform and differentiate instruction to meet individual student needs. Mi Excel's Instructional Learning Cycle will serve the school's plan to monitor student performance. The Instructional Learning Cycle provides the process for making data driven instruction.

Scantron

There are several assessments we will use to measure student growth.

The Scantron Performance Series assessment system which provides a broad spectrum analysis of student performance as well as intervention options that can be employed to intercede, restructure and support the learning process. This sophisticated system will also align the instruction with the state standards and common core standards for each grade level.

The following process will be used to determine student learning toward priority standards and improvement over time and to monitor and address the achievement gap.

1. Identify the priority standards based on data analysis
2. Unpack the standards to create learning objectives
3. Create pre and post assessments
4. Track data from formative assessments
5. Track student achievement
6. Employ interventions for students who did not master standard(s)

Achievement will be monitored every two weeks to ensure progress and proper interventions have been deployed for students and ensure that the achievement gap is closing.

Progress toward benchmarks will be reviewed through the use of the Instructional Learning Cycle. Professional Learning Teams will analyze results from common assessments and pre- and post- assessments. According to Ainsworth and Viegut (2006) in Common Formative Assessments, "High-quality classroom data clearly reflective of the student's attainment of the most critical academic content are the data teachers need to be able to analyze in order to determine if students are indeed "hitting the target."

To ensure that high-quality classroom data is routinely available to teachers, Professional Learning Communities will:

- conduct data mining
- identify where the majority of students are performing within score distribution bands
- discuss and address standards of greatest concern
- determine where and when deficient standards are taught
- "unwrap" grade level content expectations and common core standards based on the work of Larry Ainsworth "Unwrapping" the Standards:

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A Simple Process to Make Standards Manageable

- determine skills required for students to meet standards

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)

DAAS has redesigned the academic schedule to increase learning time in the core academic subjects. The following changes have been made to the master schedule:

- Reduced the lunch periods from 35 minutes to 25 to add 1,780 minutes of additional core instructional learning time
- Added a math lab class for all third through fifth grade students
- Added a reading lab class for all third through fifth grade students

Extra time has been allotted for instruction gives teachers the opportunity to provide direct instruction, introduce special projects, and offer enrichment activities. With the additional time spent in reading and mathematics, students will have the opportunity to participate in differentiated instruction at their instructional level. The lab courses provide students with hands-on learning opportunities to build skills in deficient areas.

(8B)

A five week summer school program will be designed and implemented to provide enrichment in the core content areas. Students will have the opportunity to receive more personalized instruction in smaller classrooms. Within the Summer School program, there will be opportunities for students to close gaps in their achievement in all subject areas.

In addition to Summer School, DAAS will offer After School Enrichment.

(8B)

The Summer School program will run for five weeks from July through August. These enrichment programs provide additional time for skill building.

(8C)

Each day, an additional forty-five minutes planning time is built into the teachers schedule to allow for student planning, lesson planning.

research, technology development and parent conferences. This time is also made available to allow for teachers to collaborate with each other as part of pre-established grade level teams to discuss curricular and student concerns. During team meetings, teachers also review data and learning goals that provide real-time data and analysis, discuss student progress to explore alternative educational practices to meet student needs.

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.

(9A)

It is our first obligation to positively engage the parent in school activities on a regular basis. Parents are encouraged to be present for student performances and special recognition ceremonies, participate in scheduled parent teacher conferences, serve as volunteers for special activities and student excursions and to generally assist the classroom teacher when requested and appropriate.

We know that the parent plays a critical role in partnering with the school by maintaining high performance expectations for their child(ren); reinforcing what is taught in school; allocating an at-home time and space for focused study; spending after-school and weekend time focusing on specific skill development and expanding learning experientially; and, most importantly reading with their child for pleasure and discovery.

Based upon our belief that parents and the community-at-large are powerful partners in the educational process, we have initiated incremental levels of engagement that will support our transformation agenda. These opportunities have the following focus:

- (1) building positive, trusting and productive school community relationships;
- (2) identifying direct support services and intervention services that respond to individualized student needs; and,
- (3) supporting broad based district initiatives that affect our overall operating policies, practices and programs through the collective work of learning communities.

Therefore, at DAAS we offer a continuum of opportunities for engaging our parents. First, we seek to build a comfort level for parents in being present in the school community. So often a parent's personal school experiences have been negative and that recall sets the stage for limited school contact. We want to expose them to the school and school activities in a positive way, removing any sense of intimidation that might be felt based upon previous circumstances or experiences elsewhere.

At the very beginning of the school year, parents are required to attend orientation sessions to prepare their child and to prepare them in getting their child ready for school. These sessions provide parents with the current operational information about the school, its vision, mission, beliefs, values, goals; its academic requirements; behavioral expectations; school supplies; and, syllabi for the courses of instruction. At this time they are also given the opportunity to meet their child's teacher(s).

Following the Orientations, and to get them to the school on a regular basis, we invite them to take part in the following fun and informative activities:

School concerts and student performances

Back to School Fair

Student Recognition Ceremonies

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Holiday Programs

After School skill building and fun activities

Participation as volunteers for school excursions

Participation as volunteers (with training) in the classroom

Overnight Reading is Fun activities

Keeping our parents informed on a regular basis is also a very important part of the process to build trust, collaboration and transparency. This will be addressed through informational newsletters, fliers, e-mails, the website and "parent reach" communications.

Beyond these typical activities we also provide a Parent Resource Center that offers them training on the use of the computer and prepares them to access to those resources that link, monitor, and coordinate opportunities which will assist them in addressing family, business and communication concerns. Through the Center's computer access, parents are able develop professional resumes, explore potential job opportunities and pursue advanced educational certificates on line. In the future, through our Parent Resource Center, we plan to provide an on site option that will support GED preparation to enhance the parent's personal growth and receive their high school diploma.

Through the Parent Connect at-home computer option, parents are able to stay abreast of their son or daughter's current achievement levels, readily understanding and reviewing their progress. This option supplements teacher parent conferences and is not expected to replace the value added by personal connections.

Once the message is clear that parents are welcome in the school and that it is OK to be engaged with the school we direct their attention to their child's growth and development and how they can become an active participant in the process to improve their child's academic achievement. This support is constructed through our Parents as Partners program where parents are offered opportunities to participate in the Parent Seminars.

Parent Seminars have also been developed which are designed to address a parent's personal development. We believe that the more information a parent possesses, the better prepared they are at parenting and the more productive and supportive they can be in their child's education. Our parent seminars, "Parents as Partners," are held on a monthly basis and address such concerns as managing household finances, working with your child on the basics of instruction - how to approach reading and math with understanding, compassion and skill; how to support your child in developing career goals and plans; how to plan for and direct their own futures; and, current educational issues that affect children across the nation. This is where we begin and will continue to extend understandings and to build relationships. Slowly, our parent participation is increasing as awareness and trust develop. We will continue this training through external consultants to assist in building our parent and community synergy in this and future school years.

This year's topics will include:

- Understanding of a child's developmental milestones;
- Positive techniques for behavior management at home; and,
- Understanding educational test data

While the efforts above will help parent become acquainted with the school, Parent Workshops will be designed to connect parents to the school's reform efforts. These workshops are intended to build parents' skills in working individually with their child in growing their proficiency in each of the core content areas. In these sessions they will explore the techniques and technologies that can support their child in at-home study - particularly demonstrating how they can lead this process. These topics will include the following:

- DIY: Math Manipulatives at Home

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- Science All Around Us
- Improving My Child's Reading Rate

These workshops will be held quarterly. If parents are unable to attend on the scheduled time, they are able to sign-up for one-on-one or small group sessions in the school's Parent Resource Center.

Reading at home can make the difference in a child's growth in reading. Often time, students lack adequate reading materials at home. With our new reading program, students now receive 2-3 Scholastic magazines every week that they can take home to read. Scholastic Classroom Magazines allows our students to be exposed to informational texts in all content areas which is aligned to improvement efforts. Scholastic classroom magazines motivate students to read more, increase the amount of informational text read, and improve students' reading comprehension and build students' vocabulary. The Scholastic Magazines will also allow our students to engage on discussions and debates regarding current events, improve critical thinking skills and make judgments about concepts based on the facts presented.

Moreover, Scholastic Magazines are a wonderful tool as a parent-school connection. Parents can sit down and read articles with their child, discuss different features that they are reading about and foster a love of learning. Scholastic Magazines allow informational texts to be read at school and at home to improve the understanding of informational texts, as most students only have fictional books at home. Over 80% of adult reading is informational text, so both school and parents can develop that love of reading non-fiction, it will help our students as they go through their education and life. Parents will also receive training on the utilization of all technology tools. The "at-home" component of these programs allow students to continue learning at home. Students can log-in to complete lessons and activities assigned by teachers. These program require little to no academic support from parents. Students can ask for help and receive help from online tutorials is needed.

As you can see parents will be exposed to the school and school requirements for academic achievement; opportunities to celebrate student success; experiences that allow for and support personal growth and finally, beyond the provision of child directed support -- parents have the opportunity to participate in district-wide opportunities which will help to shape the strategic planning of the district.

This district-wide engagement will include the following initiatives:

- The creation of Parent Teacher Planning Teams;
- The Development of a Parent/Community Advisory Council;
- Monthly Coffee Chat - light breakfasts held monthly with the Principal supporting informal discussions between the principal and parents; and,
- Improved parent, school, community and teacher communications through newsletters, fliers, e-mail, website and 'parent reach' communications.

Through these venues, both staff and parents function as a collective learning community where ideas are shared; concerns are raised; solutions are proposed and implemented; and, progress is measured and monitored - all to support and enhance the quality of instruction.

The creation of corporate, community, individual and business partnerships will help to plan, support and deliver the human and/or financial resources for educational components currently out of reach, due to a limited financial budget.

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First of all, it will be important that potential partners understand, accept and embrace our district's mission, vision, values, goals and objectives. Secondly, it is imperative that we connect them to a particular aspect of our growth and development that clearly defines where they can dedicate their resources, both human and financial. Finally, a plan of action must clearly define expectations and a process for evaluating the intended outcomes. Partners will be encouraged to be an integral partner in visibly moving the district forward.

One partnership that we have established is a Community Closet and Pantry to assist families in distress who are in need of clothing, food or even furniture. We have created individual, community organization and business connections to assist us in this regard - connections we intend to maintain and extend.

Community Partners will be connected with the reform efforts through the donation of goods or 'in-kind services', providing tutors, funds for supplemental programs, or assistance with celebrating students accomplishments. If parents do not have access to internet services, the school is working in conjunction with Comcast internet services. Comcast offers affordable internet services for low-income families. Having access to the internet will allow students to utilize technology programs at home. In quarterly newsletters, the community is informed about our efforts to improve the student's academic performance. Community partners have donated lap tops, desk top, and school supplies. We will seek support from local area business to provide incentives such as gift cards, refreshments or utilization of their facilities for parents who attend programs that support our reform efforts.

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.

In accordance with the DAAS' current organizational practice and the requirements of the Transformation model, the Board of Directors and the district CEO, has given the Principal the flexibility to make the appropriate decisions regarding the execution of the expected goals and objectives of the Plan. Thus, the Principal has full autonomy over staffing, calendars, budgeting, including the school's Title I budget in collaboration with the School Improvement Team and curriculum, among other programming expectations.

In this Plan the Principal is guided by the "what" to do but, is given latitude to make the appropriate decisions regarding the execution of the expected tasks. How the expectations are to be accomplished is the role of the Principal and her leadership of the building, the implementation of its organization, operational practices and the execution of the curriculum. Much is prescribed in this Plan, however, by design, operational flexibility is given to the Principal to substantially and substantively improve student achievement outcomes and ultimately graduation rates. The Transformation Plan only provides a blueprint for success.

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.

In order to ensure the highest quality of teaching and instruction, DAAS is committed to providing both internal and external opportunities for professional growth and development. The district will provide Instructional Coaches and Consultants to support the school's implementation and evaluation of the Redesign Plan. Externally, school leaders and staff will be given opportunities to learn from experts in the various fields representing our current student needs. Partnerships will established between Wayne RESA's Student Achievement office and Michigan State University. Oakland University, the school's charter authorizer has agreed to provide support to the school. The district will participate in workshops and conferences offered by the Wayne RESA, Michigan Department of Education, and other external partners or organizations i.e. MAPSA, MAISA. MEMSPA supporting school transformation. Mr. Maurice Morton, the central office contact person, will be responsible for monitoring and supporting the plan.



THE DETROIT ACADEMY OF ARTS AND SCIENCES
THE SCHOOL LEADER'S EVALUATION
An instructive tool for the administrative
performance review

THE SCHOOL LEADER'S EVALUATION

INTRODUCTION

The School Leader's administrative evaluation must be embraced as an essential element and process in the design and maintenance of an effective school program. Such an evaluation will provide insight into (1) the progress made in the past to realize the school's goals, (2) the appropriateness of current goals as an accurate means to achieve the purpose and vision of the school, (3) the actual contribution made by the current leader to realize the school's goals, and (4) the appropriateness of the administrators job description as a means to accomplish the school's goals. DAAS is committed to providing and supporting an administrative leadership team that is visionary, standards and data driven and that possesses those skill sets that are critical to the creation of an empowering learning environment.

It is from this perspective that the Detroit Academy of Arts and Sciences has established this School Leader's Evaluation tool and maintains high expectations and standards for administrative leadership within the district. This leadership commitment is translated into six expectations or standards of performance. These standards will be reviewed at three intervals throughout the school year and will guide the completion of the final performance review that will be completed in June. This evaluative process is considered to be instructive and constructively evaluates leadership strengths and practices as well as the school leader's progress in meeting goals at specified intervals during the school year. It is a three-part process that is intended to provide an opportunity for the school leader's professional growth and continuous improvement as well as the evaluation of the overall progress and success of the school and its student body.

Part I identifies the standards and indicators that will be used as the measures of successful performance; **Part II** is the Instructional Leadership Assessment process which expands upon the Standards and forms the qualitative and quantitative competencies/structure/format that will be utilized in the evaluation of student academic performance and progress as well as school operational effectiveness; and, **Part III** presents the forms that are to be utilized for the initial, mid-year and final assessments of performance.

PART I

THE SCHOOL LEADER'S PERFORMANCE STANDARDS AND INDICATORS

The following standards have been identified by DAAS as critical areas of performance in which school leaders should at least reach a satisfactory level of performance. These standards are based upon the district's Strategic Plan and its expressed vision, mission, goals and objectives and further defines the specifics of what the administrator must do to achieve educational leadership success.

The DAAS school leader must:

Standard I: Vision

Promote the high academic achievement and success of **all** students by facilitating the development, articulation, implementation and stewardship of a clear vision for the learning environment and instructional curriculum.

Standard II: Instructional Leadership

Maintain the integrity of the teaching learning process through professional leadership, supervisory and evaluative actions that support and strengthen instruction and student achievement

Standard III: School Management

Ensure the effective management of campus operations and resources for the creation of a safe, efficient and effective learning environment

Standard IV: School Culture and Climate

Support, sustain and nurture a school culture and climate that is conducive to student achievement and effective staff collaboration and instruction.

Standard V: Ethics and Integrity

Act with integrity, fairness and in an ethical manner in all matters of the school operation, as well as in staff, student and parent communications

Standard VI: Parental and Community Partnerships

Promote collaborative partnerships with parents, community members and community organizations.

Performance Indicators and Evaluation Rubric

In each Standard Section of the evaluation form *Performance Indicators* are delineated to evaluate levels of growth and accomplishment. Each will be rated by a four (4) level rating process that notes a range of performance from “exceeds criteria” to “does not meet expectations/standards.” These evaluative levels are defined as follows:

Exceeds criteria: Performance at this level is clearly unique and in excess of established expectations. The administrator consistently exceeds expectations in the outcomes achieved in work quality, quantity, innovativeness and timeliness. The administrator exhibits strong leadership among peers in all dimensions of school administration.

Meets basic criteria - Satisfactory: Performance at this level is satisfactory as it relates to the established expectations and standards for work quality, quantity, innovativeness and timeliness. The administrator competently achieves the requirements set forth for the local school administration.

Developing/improvement required: Performance at this level is defined as being minimally capable and below the level expected for an administrative responsibility. Improvement is required in significant dimensions of the job in order to meet the expectations and standards of work quality, quantity, innovativeness and timeliness.

Does not meet expectations - Unsatisfactory: Performance at this level is unacceptable. The administrator has often failed to achieve the basic requirements of the position and has exhibited little or no improvement in job performance. The administrator performing at this level is subject to a contract non-renewal or, where extenuating circumstances exist, should be retained only upon significant improvements within a fixed period of time to be defined by the CEO.

The process of evaluation begins with the district CEO and proceeds to a full review by the Board of Directors. In the fall of each year, the school leader will have an opportunity to discuss his/her school’s academic achievement and the goals and expectations being sought for student accomplishment and school effectiveness within the coming school year.

The **School Leader’s Evaluation Review Calendar*** is structured in the following manner:

1. **Fall** - discussion with the CEO addressing the vision and expectations for student achievement, school organization and operation for the coming school year
2. **January** – First evaluative meeting, reviewing progress in meeting the previously established objectives

3. **June** - Final performance assessment reviewing the overall academic, operational and organizational success and accomplishments of the school year

***forms that support this calendar are to be found in Part III of this document.**

At the conclusion of the Final meeting, and based upon the "exceeds performance" expectations/standards, CEO observations and Board review and approval, a determination will be made regarding merit pay -- the option of issuing any additional compensation that is performance based. This review process will be initiated by the district CEO and will take into consideration the availability of district resources as well as the overall staff performance and student academic achievement.

PART II

THE SCHOOL LEADER'S ASSESSMENT PROCESS

The following criteria will define the areas in which the School Leader will be evaluated each school year.

Standard I: VISION

Promote the high academic achievement and success of *all* students by facilitating the development, articulation, implementation and stewardship of a clear vision for the learning environment and instructional curriculum.

Performance Indicators:

- Communicates and actualizes the district vision, mission, goals and objectives to parents, staff and the community
- Acts as a change agent understanding the dynamics of resistance to change and employing strategies to reduce resistance
- Recognizes when a decision is required and when to act employing analytical thinking and sound judgment
- Stays abreast of current pedagogical theory and practice
- Nurtures and encourages innovation
- Builds positive interpersonal relationships with and between staff
- Ensures the inclusion of **all** students in the educational planning process – including those who exceed the curriculum standards or fall beneath them
- Completes the development of a School Improvement Plan that establishes long and short term objectives to improve student achievement and actively reviews the school's progress in meeting these objectives
- Implements the SIP with fidelity
- Develops teacher leadership opportunities within the school
- Engages staff, students, parents and community in working collaboratively to develop and implement a common vision
- other: _____

Supporting Documentation:

Comments:

- exceeds criteria meets basic criteria developing/improvement required does not meet expectations

Standard II: INSTRUCTIONAL LEADERSHIP

Maintain the integrity of the teaching learning process through professional leadership, supervisory and evaluative actions that support and strengthen instruction and student achievement

Section A

Performance Indicators:

- Establishes high student achievement standards at all grade levels
- Develop an accelerated instructional plan to ensue that DAAS is moving to a level of performance that no longer qualifies it for Mi Excel services
- Regularly monitors the alignment of the curriculum, instruction and assessment
- Works with instructional teams to plan, implement and evaluate the curriculum
- Leads data driven planning to improve classroom instruction
- Provides continuous, meaningful, job embedded professional development opportunities that address student needs; research based best practices; and, staff strengths, weaknesses and interests
- Possesses expert knowledge of a range of effective learning theories and practices and demonstrates the ability to model, coach and assist teachers in improving classroom instruction
- Regularly meets with the leadership teams to review and evaluate the curriculum and its delivery
- Guides staff in the implementation of effective classroom management techniques
- Provides staff with embedded and external options to develop critical instructional skills
- Applies 21st century technological tools to improve student achievement
- Regularly evaluates staff performance and creates staff corrective action plans that are designed to improve the instructional process
- Deals fairly and honestly with all staff providing coaching support to improve teaching skills, where required
- Other: _____

Supporting Documentation:

Comment:

- exceeds criteria meets basic criteria developing/improvement required does not meet expectations

Section B

Measures of Student Achievement, Growth and Development

Each school year students in the State of Michigan are assessed unilaterally on their performance on various measures of achievement, the main instrument being that of the MEAP. While disagreement may continue to swirl regarding the validity of such assessment tools, districts are mandated to demonstrate the academic achievement, growth and development of their student body each school year.

At this time, DAAS has chosen two standardized instruments that will be administered on a quarterly or yearly basis to determine student progress in all of the core content areas: the Scantron and the MEAP. These instruments will serve as the basis for analyzing our quarterly and annual student progress and will be supported by individualized common assessments that will be developed as grade level tools for instructional planning.

From the school leadership perspective, a comparative analysis will be completed to examine (1) the longevity of total school performance over an extended period of time and (2) individual student and class performance as measured over the course of a school year. The matrices reflecting these growth patterns will utilize the MEAP and Scantron data that is currently provided to the district. This consistent instrument use will provide a comparative analysis of current student performance; the district's goal for academic accomplishment; and, finally the college readiness score that is set by state standards. These performance benchmarks will be compared quarterly as well as annually in both math and reading for all grades.

Standard III: SCHOOL MANAGEMENT

Ensure the effective management of campus operations and resources for the creation of a safe, efficient and effective learning environment

Performance Indicators:

- Assumes leadership responsibilities, is a self starter and solid problem solver
- Practices regular and systematic reviews of unit operations to evaluate progress towards established goals; evaluates strategies engaged in seeking those goals; and implements remedial measures, when necessary
- Has completed and instituted an organizational structure for the School Leader's office
- Reviews and maintains effective building security at all times
- Reviews the facilities maintenance schedule and evaluates facility needs on a regular basis
- Designs, analyzes and implements classroom and school-wide crisis and safety plans to maintain a safe and secure learning environment
- Freely approaches the use of collaborative teams in the decision making process
- Monitors staff adherence to all school operational rules, regulations and reporting procedures
- Appropriately addresses and responds to district policies and procedures
- Initiates a student enrolment office procedure that is in keeping with the district's enrollment policy
- Submits all reports and or documents due to State, federal, county or authorizing entities within the required timeframes
- Maintains effective master class schedules to ensure accurate grade content instruction
- Provides for effective and efficient day-to-day operations
- Delegates responsibilities to reporting staff when and where appropriate
- Utilizes resource allocations effectively and appropriately, not exceeding budget parameters
- Aligns resources with instructional priorities
- Maintains and reviews a monthly report on all budgetary expenditures
- Monitors transportation activities, supporting dispatch if problems should occur
- Monitors all Extended Day program operations ensuring operational fidelity
- Other: _____

Supporting Documentation:

Comments:

- exceeds criteria meets basic criteria developing/improvement required does not meet expectations

Standard IV: SCHOOL CULTURE AND CLIMATE

Support, sustain and nurture a school culture and climate that is conducive to student achievement and effective staff instruction.

Performance Indicators:

- Creates a positive school climate and culture that is conducive to working and learning
- Assists staff in the establishment of effective relationships with students
- Maintains student discipline and order within the school and its immediate exterior
- Displays a genuine concern for staff, building a climate of mutual respect and trust
- Regularly acknowledges staff accomplishment
- Develops regular written communications to keep staff, parents and community informed of district programs and progress
- Communicates regularly and effectively with all reporting school staff
- Works effectively with school teams to establish acceptable student behavior standards as well as the violation consequences
- Works with school teams to create a safe, secure and welcoming school culture with high student and staff expectations
- Demonstrates a commitment to continuous improvement for staff and students
- Works closely with student populations to ensure their knowledge of and adherence to school rules and behavior expectations/consequences
- Maintains adherence to the district approved uniform policy assisting families where financially necessary
- Regularly acknowledges student success stories and accomplishments, rewarding exceptionality.
- other _____

Supporting Documentation:

Comments:

- exceeds criteria meets basic criteria developing/improvement required does not meet expectations

Standard V: ETHICS AND INTEGRITY

Acts with integrity, fairness and in an ethical manner in all matters of the school operation, as well as staff, student and parent communications

Performance Indicators:

- Engages in honest interactions with colleagues
- Leads by example, exemplifying high ethics and moral leadership and a strong belief that all children can learn
- Takes an active role in promoting and positively representing the district
- Regularly communicates high expectations for student performance
- Understands and is responsive to the needs, concerns and problems of others
- Establishes trust and demonstrates an openness and respect in relationships
- Uses feedback to reflect on leadership strategies and their impact upon stakeholders
- Establishes and maintains procedures to protect the rights of confidentiality of individual students, staff and parents
- Demonstrates impartiality and sensitivity in the resolution of concerns
- Makes and explains decisions based upon the ethical and legal principles that guide both general and special education practices
- Treats people fairly, equitably and with dignity and respect
- Establishes processes that promote collaboration among diverse groups
- Fulfills all legal and contractual obligations
- Other _____

Supporting Documentation:

Comments:

- exceeds criteria meets basic criteria developing/improvement required does not meet expectations

Standard VI: PARENTAL AND COMMUNITY PARTNERSHIPS
Promote collaborative partnerships with parents, community members and community organizations.

Performance Indicators:

- Maintains regular communications with parents providing them with an information link that acknowledges student accomplishment and talent as well as general school information
- Regularly and creatively engages parents in school activities, discussions and academic reviews
- Responds in a timely manner to external complaints and/or parental concerns
- Communicates frequently and effectively with the school community
- Nurtures relationships with parents and other community stakeholders that will build a mutual sense of responsibility for staff and student success
- Involves parents and other stakeholders in the decision-making process to promote student achievement
- Regularly uses information about family and community concerns, expectations and needs to improve student performance and the overall effectiveness of the learning community
- Creates and nurtures corporate and organizational partnerships that expand student learning opportunities
- Conduct stakeholder surveys that will evaluate school and community relationships
- Other _____

Supporting Documentation:

Comments:

.

- exceeds criteria meets basic criteria developing/improvement required does not meet expectation

PART III

THE EVALUATION FORMS

The forms which follow are to be utilized as specified in the School Leader's Evaluation Review Calendar.

In the Fall of each school year the School Leader will complete an Instructional Leadership Plan which will define the vision and those actions that will be taken to move the school district forward and accelerate student progress.

The second, third and final evaluations will occur in December, February and June and will utilize the Instructional Leadership Evaluation Summary.

These forms will become on-line documents which will support in-depth and substantive responses at the discretion of the school leader and the evaluator.

Detroit Academy of Arts and Sciences
SCHOOL LEADERSHIP PLAN

(to be completed at the beginning of each school year)

SCHOOL YEAR: _____

SCHOOL LEADER/PRINCIPAL: _____

Please address each question identifying the documentation you will utilize to evaluate and document your success, where appropriate.

1. What is your vision for DAAS this school year?

2. What goals, consistent with the SIP and SAP, have you set and plan to reach as it relates to student achievement?

3. What critical resources have you identified that are required to assist you in reaching these goals?

4. How will you measure your success and/or identify any failures?

Principal's signature

Date

Approved CEO: _____

Date

**Detroit Academy of Arts and Sciences
SCHOOL LEADERSHIP EVALUATION SUMMARY**

School Year: _____

School Leader/Principal: _____

PROGRESS POINT REPORT

FINAL SUMMARY

Date: _____

Date: _____

Evaluation Period: _____ to _____

Evaluation Standard	Exceeds Criteria	Satisfactory	Improvement Required	Unsatisfactory
Standard 1: Vision				
Standard 2: <i>Section A</i> Instructional Leadership				
<i>Section B</i> Student Academic Progress (provide attachments)				
Standard 3: School Management				
Standard 4: School Culture and Climate				
Standard 5: Ethics and Integrity				
Standard 6: Parental and Community Partnerships				
Overall rating: (Circle one)				
Exceeds Criteria Satisfactory Improvement Required Unsatisfactory				

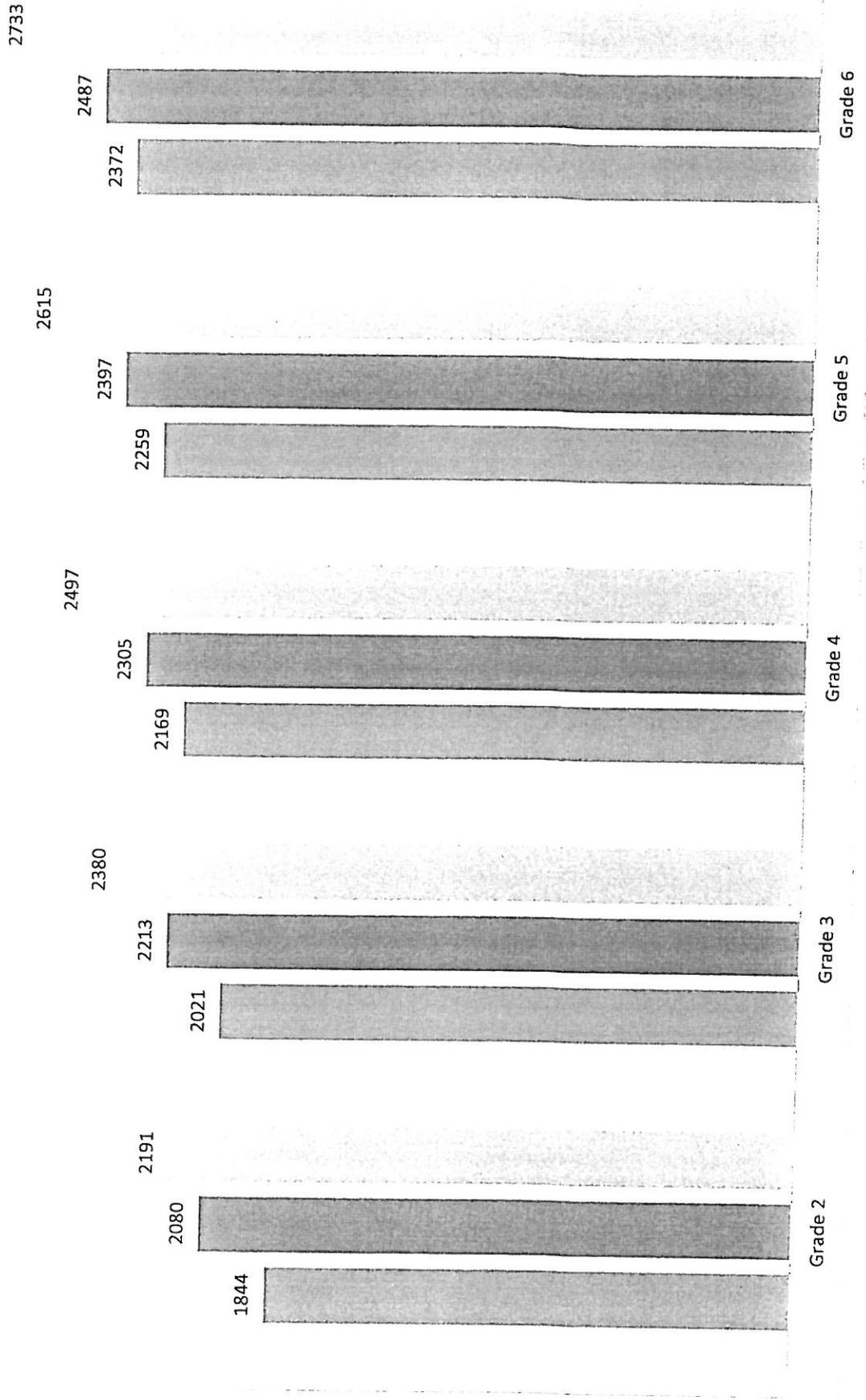
Comments:

Principal's Signature: _____ Date: _____

Chief Executive Officer: _____ Date: _____

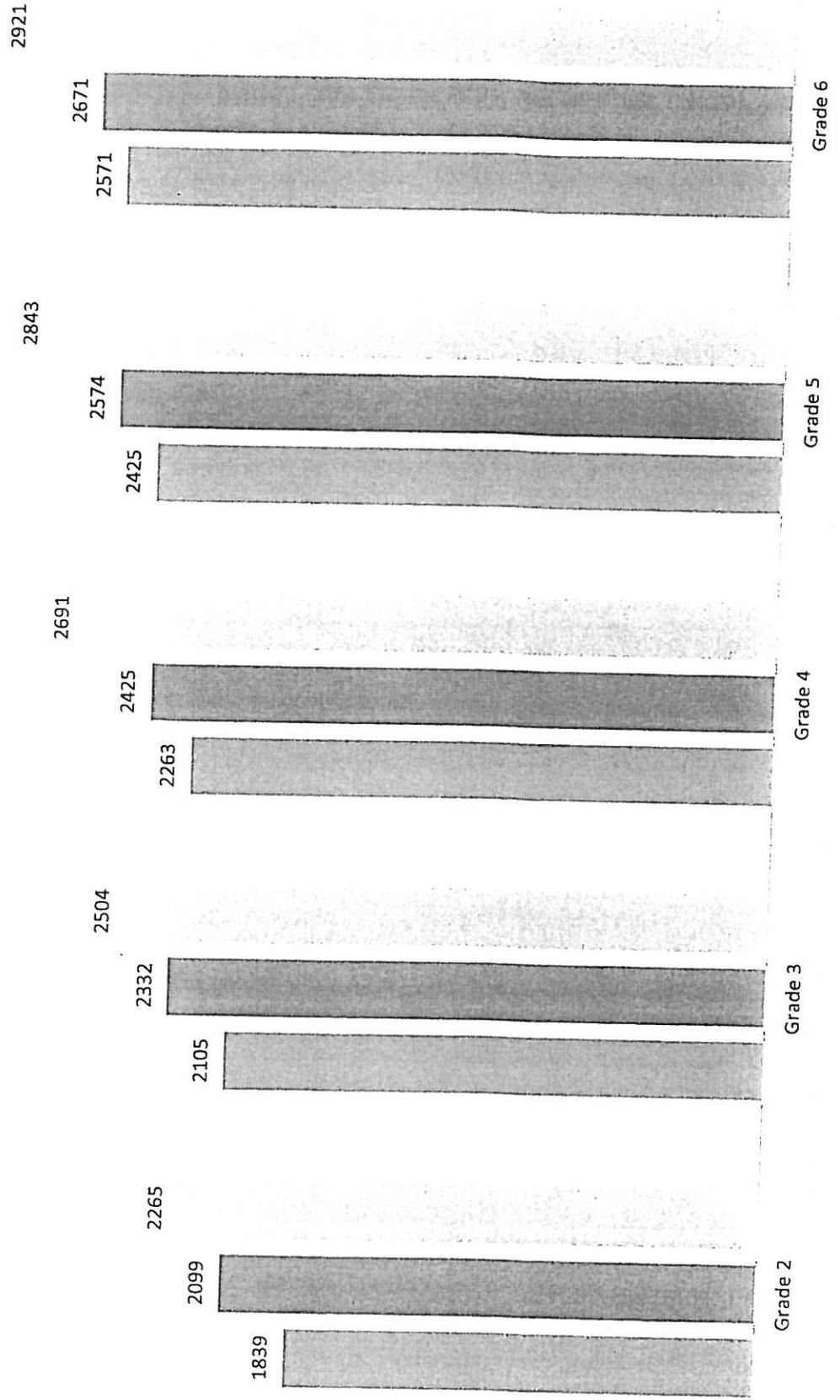
2012 Fall Math Growth

Mean Math SS (English) 12-13 Goal College Readiness Score



2012 Fall Reading

Mean Reading SS 12-13 Goal College Readiness Score





THE DETROIT ACADEMY OF ARTS AND SCIENCES

THE TEACHER APPRAISAL PROCESS

An instructive tool for guiding quality teaching and learning

INTRODUCTION

New state legislation now requires the annual performance evaluation of all educators and seeks to include expanded measures that will engage both teachers and administrators; provide for a rigorous, transparent, fair and consistent performance evaluation system; base the evaluation upon multiple rating categories; focus upon student growth and accomplishment; and that will inform operational decision making, e.g., professional development planning, promotion, retention and compensation. This legislation and the pending plans being reviewed for national and local replication have been considered as the Detroit Academy of Arts and Sciences strengthens its evaluation tools for all teachers – probationary and tenured – as well as all administrative staff.

The DAAS Teacher Performance Appraisal (TPA) process has been structured in accordance with these expectations and provides a continuing appraisal of the work of the classroom teacher. It is designed as an instructive tool and process that guides, promotes and supports the teacher’s professional growth and development, the delivery of high quality core instruction; the development of exemplary learning environments and ultimately the high academic achievement of the student body.

The TPA tool that has been developed embraces research-based qualities that exemplify high quality teaching performance and is closely aligned with the Michigan Core Curriculum Content standards. Therefore, measures of student academic achievement, growth and development are considered and incorporated into this evaluation process. Clear descriptions of the expected levels of student achievement will be established and will be consistent with those set forth in the *School Improvement Plans*.

The Appraisal Process Structure

There are **five components** to the structure of the appraisal process:

- an initial appraisal discussion with the Principal defining goals and objectives
- informal observations of the teacher conducted by the Principal or designee
- formal observations conducted twice yearly by the Principal
- the teacher’s development of a professional portfolio
- the completion of a summative performance assessment

Each component, with the exception of the informal observations, is given a weighted percentage score which will be computed at the end of the school year in the summative evaluation. This score will reflect the teacher’s degree of success in reaching the desired instructional performance expectations.

Component One

The process begins with an **appraisal discussion** which is held at the beginning of the school year between the Principal and teachers -- on an individual basis or by grade level teams. The performance standards are established at this meeting and goals and objectives are set for the coming school year. Teachers will also be provided with a copy

of the evaluation tool and the standards that will be utilized in the appraisal process. These meetings will provide an opportunity for the teacher to discuss any needed resources to meet these goals or to successfully organize the classroom for instruction. This component will receive an automatic weighted score of 5%.

Component Two

Informal Observations follow these first meetings and are not formally written unless there is a need to re-direct teaching strategy. These observations serve as performance benchmarks and may be conducted by the Principal or members of his/her leadership team. The Principal determines the frequency and duration of these observations. If needed, additional professional support will be provided to the teacher before a formal evaluation is conducted. Informal observations are not given a weighted score.

Component Three

Formal observations are held at least twice a year and are conducted by the Principal or his/her administrative designee. This evaluation process requires advance notice and will utilize the Teacher Performance Appraisal instrument to specifically evaluate performance in pre-determined areas. After the observation is completed the Administrator will sit down with the teacher to discuss areas of strength as well as those requiring corrective action. Each of these areas is specifically detailed in the TPA tool and provides rubrics for both discussion and decision-making. This component will host a weighted score not to exceed 90%.

Component Four

The development of a **Professional Portfolio** is helpful to the teacher in that it collects evidence that demonstrates effective work in the classroom, in the school and in the community. This document may include a sample curriculum unit or project; a video of a successful lesson; a survey created to assess parent responses to instruction, homework, student progress, samples of student work; or, samples of team projects to accelerate academic growth. It should also reflect and track relevant professional development experiences and special accomplishments or gains that were seen throughout the school year.

The content of the Portfolio is unlimited and personally determined. However, it should ultimately document the events of the school year and demonstrate the teacher's ability to self-evaluate or assess personal progress. For, example, a brief narrative could be provided that would evaluate the instructional strategies utilized and their impact on student performance, both negative and positive; or, a narrative could review classroom management strategies that were successful and why.

The Portfolio documents the professional growth process that allows the teacher to specifically reflect upon the school year and to address performance attributes that will support their continuous progress. This component will host a weighted score not to exceed 5%.

Component Five

The **Summative Assessment** is the final phase of the appraisal process and will draw upon the information secured in three of the previous components, i.e., the initial appraisal planning; the formal classroom observations, including student performance data and the overall teaching and learning process; and, the completion of a professional portfolio. At the conclusion, the teacher is to be rated according to the following levels of competency -- “Highly Effective”, “Effective”, “Minimally Effective” or, “Ineffective”, as evidenced by the weighted scores compiled from the TPA instrument and applicable component sections. An overall ineffective to highly effective performance rating must be demonstrated prior to new contract negotiations, merit pay compensation or, for the consideration of internal promotional opportunities.

The weighted scores are only applied at the end of the school year and will be rated as follows:

- 90% – 100% = **Highly Effective** - exemplary performance
- 75% – 89% = **Effective** -satisfactory performance
- 60% – 74% = **Minimally Effective** - needs to improve
- 59% or below = **Ineffective** - unsatisfactory performance

Appraisal Timelines

Within the structure of the current school calendar, the following general appraisal timelines have been established:

- October** All initial appraisal discussions with the Principal have been completed.
Teachers have met with the Principal and reviewed the appraisal tool
Formal observation calendar has been established
Informal observations have begun and are continuing
- November** The Principal has completed the first formal observations of all **new** teachers with teacher feedback being provided.
- December** The first formal observations have been completed for **all** teachers before the holiday break with teacher feedback being provided.
- January to June** Informal and formal assessments continue.
Teacher portfolios are submitted by May 1st.
Summative evaluations for all teachers are to be completed by the end of the school year

Teacher Evaluation Rubrics

The following teaching competencies will be evaluated in this appraisal process:

Curriculum and Instruction

Standards that ensure curriculum delivery/instruction that is in alignment with State standards; review the integration of classroom technologies in the instructional process; and, review the application of assessment data in the instructional process

Student Achievement

Standards that measure the academic growth and achievement of all students in the core content areas

Classroom Management and Environment

Standards that evaluate the classroom ambiance; culture; learning environment; and, organizational structure

Collegial and Constituent Engagement

Standards that demonstrate parental and community outreach efforts, participation in staff collaborative efforts as well as evidence of positive student engagement

Compliance

Standards that evaluate compliance with district policies; processes; and procedures

Although the evaluation structure is clear it is imperative that teachers seek support and assistance whenever they should have questions regarding their classroom management, student performance or district operational practices. Support personnel and systems are in place to assist teachers in this regard and include the Lead Teacher, Grade Level Teams, the Solutions Team, Instructional Coaches, Intervention Specialists, Counselors, Assistant Principals and most certainly the Principal.

The intent of the process that follows is instructive and should guide both the administrator and the teacher in developing an engaging and effective classroom experience for students. Simply put, this is a tool that supports and promotes excellence in educational practice.

DETROIT ACADEMY OF ARTS AND SCIENCES SCHOOL DISTRICT
TEACHER PERFORMANCE APPRAISAL
INTERIM ASSESSMENT

Name: _____

Date: _____

Instructional Grade Level: _____ Subject: _____

VALUE	PERFORMANCE AREA	SCORE
20%	I. Curriculum and Instruction	
20%	II. Student Learning and Achievement	
10%	III. Classroom Management and Learning Environment	
5%	IV. Collegial and Constituent Engagement	
5%	V. Compliance and Professionalism	
40%	VI. Student Academic Progress	
<i>Overall Score</i>		
<i>Teacher Performance Appraisal Rating</i>		

Ratings: Highly Effective; Effective; Minimally Effective; Ineffective;

Evaluation Summary Comments:

Recommendation(s) for Corrective Action:

Teacher's signature *Date*

Administrator's signature *Date*

TEACHER APPRAISAL INSTRUMENT

I A. CURRICULUM and INSTRUCTION – Knowledge and Planning

Teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. Teacher plans using GLCEs/CCSS, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

HE	E	ME	I	Indicators
				Demonstrates current knowledge, both conceptual and factual of the subject area(s) being taught
				Demonstrates knowledge of best practices
				Understands and ensures instructional alignment with State standards
				Encourages, supports and directs opportunities for continuous student learning
				Thoroughly plans lessons to ensure alignment with State standards
				Plans for active student participation and interaction
				Adheres to District's curriculum guidelines and pacing
<i>Comments:</i>				

I B. CURRICULUM and INSTRUCTION – Delivery of Instruction

Teacher effectively engages students by using a variety of instructional strategies in order to meet students' learning needs.

HE	E	ME	I	Indicators
				Selects content, materials and instructional strategies consistent with the objective of the lesson
				Selects, evaluates, integrates, and refines a variety of teaching strategies, delivery methods and resources.
				Seeks to differentiate instruction to support the learning styles, strengths and needs of all students – both advanced and challenged learners
				Builds upon previous learning and provides opportunities for individualized expansion on skills and topics
				Regularly uses technology in the daily course of instruction
				Accesses and integrates resources to support student learning
<i>Comments:</i>				

Ratings: Highly Effective(HE); Effective(E); Minimally Effective (ME); Ineffective(I)

II. STUDENT LEARNING and ACHIEVEMENT

Teacher systematically gathers, analyzes, and uses relevant data to measure student academic progress, guide instructional content and delivery methods, and provides timely feedback to both students and parents throughout the school year.

HE	E	ME	I	Indicators
				Demonstrates skill in using available data to assess student performance and progress
				Demonstrates skill in using formative and summative data to inform the teaching practice
				Maintains and monitors evidence of student growth and progress from quarter to quarter
				Regularly captures and formats all student data, i.e. attendance, homework, in class participation, to formulate a written composite of the student's overall performance
				Uses teacher-made and standardized measures to diagnose learner abilities, needs and achievement
				Uses teacher-made and standardized measures to monitor the achievement of students and to determine the need for re-teaching
				Evaluates the results of instruction during the lesson through the observation of verbal and nonverbal cues from the students
				Reflects on student progress over time, using documented evidence to demonstrate student growth
<i>Comments:</i>				

III. CLASSROOM MANAGEMENT and LEARNING ENVIRONMENT

Teacher uses resources, routines, and procedures to provide respectful, positive, safe, student-centered environment that is conducive to learning.

HE	E	ME	I	Indicators
				Effectively utilizes classroom space, arrangement, materials and displays to maximize student learning
				Establishes classroom schedules and structures that are conducive to learning
				Creates and maintains an instructional environment that is positive, safe and nurturing and promotes students' social development
				Incorporates centers of instruction into the classroom organization to accommodate independent study or enhanced learning
				Maintains a learning environment which encourages mutual acceptance and respect for others; self-respect, self-discipline, self-confidence and a sense of responsibility
				Classroom structures are fair, objective and managed with consistency
				Demonstrates enthusiasm, patience, caring and encouragement in communicating with students
				Shows warmth, caring respect and fairness for all students and builds strong relationships
<i>Comments:</i>				

Ratings: Highly Effective(HE); Effective(E); Minimally Effective (ME); Ineffective(I);

IV. COLLEGIAL and CONSTITUENT ENGAGEMENT

Teacher maintains effective communications with instructional colleagues, parents and the administrative team.

HE	E	ME	I	Indicators
				Initiates communications regularly with parents
				Works with parents to ensure their understanding of their child’s progress and potential
				Demonstrates sensitivity to the diverse backgrounds of the family
				Maintains an accessibility to all parents
				Works cooperatively and collaboratively with all staff
				Listens, considers and is sensitive to the ideas and viewpoints of others
				Contributes to the common goals of the Grade Level Team and shares the work
				Contributes to school committees, teams and activity work groups
				Works effectively with colleagues to incorporate the special needs learner in the general education classroom
<i>Comments:</i>				

V. COMPLIANCE and PROFESSIONALISM

Teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

HE	E	ME	I	Indicators
				Ensures the confidentiality of information and privacy of students, families, colleagues, and administrators
				Establishes goals for improving one’s own/personal knowledge and skills and participates in professional growth opportunities to meet those goals
				Dutifully follows all policies and procedures set forth by the district and state
				Adheres to the specified submission timelines for all reports
				Enters all student data into the district’s databases on a timely basis
				Maintains perfect or near perfect attendance
				Maintains reliable and accurate records regarding assigned students
				Willingly seeks out assistance to address curriculum, classroom management or operational concerns
				Effectively uses standard oral and written English in all communications
<i>Comments:</i>				

Ratings: Highly Effective(HE); Effective(E); Minimally Effective (ME); Ineffective(I);

Detroit Academy of Arts and Sciences TEACHER PERFORMANCE APPRAISAL YEAR-END CUMULATIVE SUMMARY

Name: _____

Instructional Grade Level: _____

Grade/Subject: _____ Date: _____

<i>Component</i>	<i>Evaluator</i>	<i>Date</i>	<i>Weighted Score</i>	<i>Staff Signature</i>
I. Initial Appraisal Discussion			5%	
II. Informal Observations (all informal observations should be recorded in this space)			<i>N/A</i>	
III. Formal Observations (all formal observations should be recorded in this space)				
IV. Professional Portfolio			5%	
V. Summative Performance Assessment (total of all scores for the final formal observation)				

Evaluation Summary Comments:

Contract Recommendation:

Reappointment
 Conditional Reappointment
 Do Not Reappoint

I acknowledge that the above information was discussed with me. I understand my signature does not necessarily mean I agree with the evaluation conclusion.

Teacher's signature *Date*

Administrator's signature *Date*

APPENDICES

TEACHER APPRAISAL PERFORMANCE INDICATORS

A listing of those desirable competencies high quality teachers possess in the planning and delivery of instruction

I. CURRICULUM and INSTRUCTION

A. Knowledge and Planning

- ◇ Demonstrates curriculum knowledge, both conceptual and factual of the subject area(s) being taught
- ◇ Developed a course syllabus outlining course expectations, content and timelines
- ◇ Keeps abreast of current research regarding primary subject area(s) and literacy instruction
- ◇ Shows evidence of planning both short and long range objectives
- ◇ Possesses a cutting edge grasp of child development and diverse learning styles
- ◇ Understands and ensures instructional alignment with State standards
- ◇ Encourages, supports and directs opportunities for continuous student learning
- ◇ Utilizes research based practices in building an instructional plan
- ◇ Effectively uses data links and tools for management and assessment purposes
- ◇ Thoroughly plans units of study to ensure alignment with State standards
- ◇ Anticipates the potential for student misconceptions and plans for alternative strategies
- ◇ Plans for active student participation and interaction
- ◇ Plans interesting, captivating and relevant units of study
- ◇ Is creative and innovative in the development of project based learning experiences
- ◇ OTHER: _____

B. Delivery of Instruction

- ◇ Presents highly relevant lessons that motivate students and inspires active learning
- ◇ Selects content, materials and instructional strategies consistent with the objective of the lesson
- ◇ Holds high expectations for student performance and accomplishment – believing that all children are capable of excellence and can learn
- ◇ Prepares students to be risk-takers and to learn from their successes as well as mistakes
- ◇ Clearly presents all instruction providing well chosen examples and using highly effective strategies
- ◇ Seeks to differentiate instruction to support the learning styles, strengths and needs of all students – both advanced and challenged learners
- ◇ Seeks to scaffold instruction to ensure incremental preparedness
- ◇ Motivates and engages students to support participatory learning
- ◇ Prepares daily lesson plans for all subjects taught
- ◇ Adheres to curriculum guidelines and pacing charts in instructional planning
- ◇ Builds upon previous learning and provides opportunities for individualized expansion on skills and topics
- ◇ Regularly uses technology in the daily course of instruction
- ◇ OTHER: _____

II. STUDENT LEARNING and ACHIEVEMENT*

- ◇ Demonstrates skill in using available data to assess student performance and progress
- ◇ Demonstrates skill in using formative, interim and summative data to inform the teaching practice
- ◇ Regularly assists students in understanding their performance strengths and weaknesses
- ◇ Maintains and monitors evidence of student growth and progress from quarter to quarter
- ◇ Regularly captures and formats all student data, i.e., attendance, homework, and class participation to formulate a written composite of the student's overall performance
- ◇ Uses teacher-made and standardized measures to diagnose learner abilities, needs and achievement
- ◇ Uses teacher-made and standardized measures to monitor the achievement of students and to determine the need for re-teaching
- ◇ Evaluates the results of instruction during the lesson through the observation of verbal and nonverbal cues from the students
- ◇ OTHER: _____

***The Scantron class data which records student academic progress for all class members will provide the key information in this review.**

III. CLASSROOM MANAGEMENT and ENVIRONMENT

- ◇ Artfully uses classroom space, arrangement, materials and displays to maximize student learning
- ◇ Establishes classroom schedules and structures that are conducive to learning
- ◇ Maintains an instructional environment that is nurturing and promotes student feelings of ownership for the process and content of learning
- ◇ Incorporates centers of instruction into the classroom organization to accommodate independent study or enhanced learning
- ◇ Maintains a learning environment which encourages mutual acceptance and respect for others; self respect, self discipline, self confidence and a sense of responsibility
- ◇ Classroom practices and structures are fair, objective and managed with consistency
- ◇ Evidence is seen of a positive and consequential plan for behavior management – students are appropriately reinforced to achieve desired behaviors
- ◇ Utilizes innovative and creative activities and tools to encourage and nurture student confidence
- ◇ Maximizes instructional time by avoiding unnecessary distractions both inside and outside of the classroom
- ◇ Demonstrates enthusiasm, patience, caring and encouragement in communicating with students
- ◇ Shows warmth, caring respect and fairness for all students and builds strong relationships
- ◇ OTHER: _____

IV. COLLEGIAL and CONSTITUENT ENGAGEMENT

- ◇ Initiates communications regularly with parents
- ◇ Works with parents to ensure their understanding of classroom and school expectations
- ◇ Works with parents to ensure their understanding of their child’s progress and potential
- ◇ Keeps the parent informed and abreast of school events and activities encouraging their participation
- ◇ Demonstrates sensitivity to the diverse backgrounds of the family
- ◇ Maintains an accessibility to all parents
- ◇ Works cooperatively and collaboratively with all staff
- ◇ Listens, considers and is sensitive to the ideas and viewpoints of others
- ◇ Contributes to the common goals of the Grade Level Team and shares the work
- ◇ Contributes to school committees, teams and activity work groups
- ◇ Works with colleagues to use assessment data, to fine-tune teaching practices, re-teach concepts and support the challenged learner
- ◇ Works effectively with colleagues to incorporate the special needs learner in the general education classroom
- ◇ OTHER: _____

V. COMPLIANCE

- ◇ Dutifully follows all policies and procedures set forth by the district
- ◇ Adheres to the specified submission timelines for all reports
- ◇ Enters all student data into the Zangle system on a timely basis
- ◇ Maintains perfect or near perfect attendance
- ◇ Maintains reliable and accurate records regarding assigned students
- ◇ Willingly seeks out assistance to address curriculum, classroom management or operational concerns
- ◇ Actively seeks feedback and uses this information to optimize instructional success
- ◇ OTHER: _____

