



Reform Redesign Report

Fisher Magnet Lower Academy

Detroit City School District

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Introduction

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

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?

Fisher Magnet Lower Academy, a Pre-K - 4th grade facility, opened September 2002 as a Pre-K -5 school. The school is located on the northeast side of the Detroit Public School District. Our enrollment is approximately 700 students. Ninety-eight percent of our population is African American. Less than 5% of our enrollment is Caucasian, Asian, Hispanic or American Indian. Fifteen percent of our population is students with disabilities. 51% of our population is females while 49% are males. Our population has decreased over the past three years. Our Asian sub-group had shown an increase of .06%. The student attendance rate for Fisher Lower is 74%. Our mobility rate is 35%. Our economically disadvantage rate is 99%.

Over the past three years, the teacher population has changed with the reorganization of DPS. Even though many of the teachers have been in the District for an average of thirteen years, more than half of the staff has been at Fisher Lower less than five years.

Number of years Number of teachers

0-3years - 5

4-8 years- 1

9-15 years - 4

>15years - 31

Fisher Magnet Lower Academy is a community with 84% African Americans, 9.6% Caucasian, 3.5% Asian, 1.6% Multiracial, 0.8% Hispanic/Latino, and 0.2% Other. Fifty-three percent of the population is female and 47 % is male. 29% of the people in this area live below the poverty line. This area, zip code 48205, has the highest crime rate in the city of Detroit.

Attendance is one of our biggest challenges. We realize that the lack of necessary resources such as water, electricity, transportation, and homelessness may contribute to our students' low attendance rate and tardies.

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 purpose of Fisher Magnet Lower Academy is to close the achievement gap in the areas of English Language Arts, Math, Science and Social Studies by increasing the percentage of students in elementary grades meeting state standards on the standardized assessment. We also strive to meet attendance requirements of students and increase attendance rates for parent involvement for the 2012-2013 school year. The goals of Fisher Magnet Lower Academy are indeed aligned with its District, Detroit Public Schools, in that both share in these commonalities, improve student achievement and performance and enhance parental and community involvement.

Our vision is to create an enriched learning environment as a source of alliance for our community. The staff, in collaboration with parents and the community, will work together to create an innovative, clean, safe environment focused on future stakeholders in an atmosphere of teamwork, mutual respect, and an appreciation of diversity.

Our mission is to provide all students a data driven and a challenging child-centered learning environment in which every child has an opportunity to achieve excellence through visionary leadership.

The Fisher Magnet Lower Academy Community believes:

- * All children can learn and achieve at different levels according to their individual learning styles.
- * No child will be left behind, as we focus on closing the achievement gap.
- * Everyone has intrinsic worth and dignity and deserves to be treated with respect.
- * Teachers and staff have high expectations for their students which directly affects student achievement.
- * Education is a collaborative responsibility between teachers, parents, administrators, community, stakeholders and students.

The community at large is supportive of the school's vision and mission that is demonstrated by several corporations and organizations. Target donates books to enhance the school's literacy program. Fifth Third Bank donates winter coats to our students. Gleaners Food Bank assists by providing food for families that are financially struggling. Mobile Dentist and Lens Crafters provide needed assistance for our children in need of dental and vision care. A host of other companies provide speakers and donations for Career Week. Parents volunteer for field trips and classroom projects.

We believe that by setting high standards and providing equal opportunities for all children to learn, we prepare them to become productive citizens, equipped with the skills to be career and college ready. High expectations will be maintained for all students to maximize their academic potential. Students are to complete all assignments, participate in class, and demonstrate an overall sense of responsibility for their success. We expect students to display appropriate behavior and behave in a manner that is age and grade appropriate.

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 last three years Fisher Magnet Lower Academy's notable achievements and areas of improvement are:

Discipline has improved throughout the building. When a child is disruptive in class, behavioral modification strategies are utilized by the classroom teacher. The use of these strategies results in fewer referrals sent to the office.

Our school has attained two Class Size Reduction classrooms. Class Size Reduction classrooms have a smaller class size (maximum 17 students). Teachers in these classrooms are more easily able to work with small groups and differentiate instruction for their students. Additionally, these teachers have looped with their class; this enables teachers to accumulate more in-depth knowledge of students' personalities, learning styles, strengths, and weaknesses. This longer contact facilitates more effective instruction. It also helps teachers build better relationships with parents. These teachers have already noticed considerable growth with their students.

Skillman Grant - Our school was awarded the Skillman Good Schools Grant for Improving Elementary Schools

In the next three years, Fisher Magnet Lower Academy is striving to improve in the following areas:

All core content areas (ELA, math, science and social studies) - we will work diligently to close the achievement gap between our highest and lowest achieving students. Using the school improvement model of plan, do, study, act, we will be able to target the specific needs of our students with lessons that are aligned to the common core standards, that are innovative and technology driven.

Parental Involvement - we will continue to ask our parents to become active participants in their child's education. Currently we host monthly LSCO meetings, parent workshops, field trips, parent teacher conferences and family math and science nights.

Attendance - we will continue to encourage our parents to bring their children to school every day and on time. After three consecutive days of being absent and/or consistent tardies, an attendance officer will be dispatched to investigate and resolve the attendance issues.

Additional Information

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

The school embraces and uses technology to the fullest extent. Most rooms are equipped with five (5) internet-accessible computers, a printer, a scanner, a television, VHS and DVD player, cassette player, an overhead projector with a screen, a document camera and a projector. We have a mobile lab of wireless computers to provide opportunities for more students to use web-based programs. The set of mobile laptops enable our teachers to use web-based programs to reach an entire classroom at the same time.

Technology, when used effectively in teaching, can make a positive difference in student learning. Teachers can make this positive difference when they use technology in teaching and working in teams to support each other. Students will be decreasing the digital divide gap as they improve their academic and computer skills at the same time. By providing equitable and meaningful access to technology we can ensure that our children are ready to step into the 21st century.

Transformation Redesign Diagnostic

Introduction

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

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.

Charlene White Principal charlene.white@detroitk12.org
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Andrew Hayes Parent adhassoc@gmail.com
Brenda Phillip SIF brjoph@aol.com

PART B: TEACHING AND LEARNING PRIORITIES

State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)

¢ To implement differentiated instruction across the curriculum as a tool to successfully impact student achievement and to close the achievement gap

¢ To more actively engage parents to serve as the liaison for the home to school connection, which will facilitate student learning

State what data were used to identify these ideas.

The data used to guide these areas come from the MEAP assessment, DIBELS, Star Reading and Star Math Assessments and perception surveys. The data we receive from the MEAP, DIBELS, and Star Assessments informs us in which Common Core State Standards our students are successful and which need to be reinforced. Using the DIBELS reading intervention program and continually progress monitoring the students will impact student achievement because it allows the teacher to differentiate instruction for each student based on their academic needs. Data from these assessments will allow the teachers to create lessons that are aligned to the State Standards and address the needs of individual students.

The 2011 MEAP data indicates that:

Twenty-one percent of third grade students and 28% of our fourth grade students were proficient in reading. Assessment data analysis identifies deficiencies in compare and contrast as well as retelling in sequence.

Sixteen percent of fourth grade students were proficient in writing. Data analysis identifies a need for more strategic instruction as related to the writing process: determining purpose and audience, proofreading, editing and revising.

Three percent of third grade students and 8% of fourth grade students were proficient in math. Third grade data shows deficiencies in fractions and adding /subtracting whole numbers. In fourth grade the data shows deficiencies in fractions and geometry. Students need more intensive instruction in these areas.

Based on the MEAP data from our feeder school, Fisher Magnet Upper Academy, less than 1% of students were proficient in Science and Social Studies. Additional analysis showed that we need to bridge the gap on comparing and contrasting the states of matter in science and describing ways in which the United States can be divided into different regions in social studies. Formative and summative assessments will be used in Science and Social Studies to help bridge the gap.

Beginning of the year 2012 data:

On the DIBLES test, 26% of our students met the benchmark requirements. The data from the Renaissance Learning assessments indicates that 29% met benchmark on the Early Literacy test, 14% on the Star Reading test, and 23% on the Star Math test.

Based on the data, the reform strategy that Fisher Magnet Lower Academy will implement in order to close achievement gaps and increase academic achievement for all students is Differentiated Instruction. According to Tomlinson (1999), teachers in differentiated classrooms use time flexibly, call upon a range of instructional strategies, and become partners with their students. Differentiated Instruction is specifically geared toward supporting all students, regardless of their perceived academic level, to advance as learners. Differentiated Instruction begins where the students are. The foundational piece of this process is the teachers accept and build upon the premise that learners differ in important ways. With differentiated instruction, teachers can ensure that while the instruction is rigorous, it remains appropriately leveled to maximize student success. Differentiated instruction will support the needs of all of our students. This is also inclusive of students with disabilities.

Research supports the implementation of differentiated instruction. A number of studies have been conducted on differentiated instruction and how it impacts student achievement. One study, from Michigan State, was conducted to determine the impact, if any, on differentiated instruction and student achievement. The researcher sought to answer two research questions "Does differentiated instruction have an impact on student achievement?" and "Are there components of differentiated instruction that have a greater impact on student achievement than others?" The study consisted of two parts. First, a quantitative analysis of test scores from the Michigan Education Assessment Program (MEAP) and secondly an analysis of teacher and student surveys. The data focused on surveys and test scores, classroom observations, and teacher interviews. The data supported the following findings: Differentiation strategies of choice and interest play a vital role in achievement and student satisfaction, (Webb et al., 1965) (Hall, 2004). According to learning styles theorists (Dunn, Griggs, Olsen, Beasley, and Gormann, 1995) research also supported the findings that differentiated instruction when aligned with the student's learning style positively impacted student achievement. Koeze, Patricia A., "Differentiated Instruction: The Effect on Student Achievement in an Elementary School" (2007). Masters and Doctoral Dissertations. Paper 31.

The programs, that will be used to support the implementation of differentiated instruction, are Star Reading, Star Math, and DIBELS/Burst. These programs will serve as the assessment tool to identify a child's readiness level. After readiness levels have been identified, teachers will teach personalized lessons which will be aligned to Common Core State Standards and the Local Education Agency endorsed curriculum. Research has proven that students are more successful when they are taught based on their own readiness levels, interests and learning profiles.

As an extension of learning, Academic Tutors, Student Service Assistants, and Instructional Specialist will offer support for additional instruction time outside the classroom.

Progress of the successful implementation of differentiated instruction will be measured by the MEAP, Measure of Academic Progress (MAP), on-going formative (Star Reading, Star Math, DIBELS) and classroom assessments.

In writing, a common rubric will be used, by each grade level, to assess the writing ability.

Grade level common assessments will be used to measure progress in science and social studies. Pre-test will help teachers identify the knowledge base of the students. The unit quizzes and tests will be used as tools to monitor progress and make adjustments to instruction. The post-test will determine the growth made by the students on targeted skills.

Data from school perception surveys indicates a need for more parental involvement to support student learning and achievement.

Parent workshops will allow our parents to be more actively engaged in their child's education which will impact student achievement. A

majority of the parents indicated that they would like to see more parents involved at the school. Surveys that were returned by teachers reflected the need for parents to be more involved in their child's learning, was an important area for improvement.

During the 2012-2013 school years, Fisher Magnet Lower Academy will develop a stronger school/ home connection. Wayne County Neighborhood Legal Services will provide parent workshops on things to do at home with their child and get them actively engaged in student learning. These types of workshops are needed to increase student achievement. Our 2011 MEAP scores indicated low scores in reading (3rd grade 21% and 4th grade 28% proficient), writing (16% proficient), math (3rd grade 3% and 4th grade 8% proficient), Science and social studies (reflected less than 1% proficient).

Decades of research show that when parents are involved students have higher grades, test scores, and graduation rates. They also have better school attendance, increased motivation, better self-esteem, lower rates of suspension, decreased use of drugs and alcohol, and fewer instances of violent behavior.

Rose, Gallup, & Elam, 1997

Parent Teacher Association

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

Ms. Charlene White was selected by the district as a rapid school improvement principal due to her experience and qualifications with producing transformation in schools that are in need of rapid turnaround. Ms. White is a visionary and a servant leader who collaborates with her staff and one who believes in collaboration and models this behavior as a team player. Ms. White ensures that through data, student performance is the driving force. The building principal, Ms. Charlene White, was assigned to Fisher Magnet Lower Academy a week before the Second 4th Wednesday Membership Count in February 2010. When she arrived at Fisher Magnet Lower Academy, there were four concerns that needed to be addressed: 1) student attendance, 2) high number of suspensions, 3) closing the student achievement gap in reading, and 4) lack of community involvement.

Ms. White immediately put systems in place to rapidly turn the school around in order to move forward. To begin with, a committee was formed to address the school concerns as a whole (i.e. budget, academic programs for the school, attendance procedures, and community involvement). The committee consisted of parents, teachers, administration, support staff, and students. The committee made the decision to purchase the following resources with Title I funds: an attendance agent, the P.E.A.C.E. program, and W.C.N.L.S. (Wayne County Neighborhood Legal Services) for Parental Involvement workshops.

An attendance agent was purchased with Title I funds to address low student attendance in order to increase student achievement. Also, there were 847 students enrolled. However, 145 of the students were not accounted for. With the assistance of an agent, students were accounted for in a timely manner.

The P.E.A.C.E. program was purchased to address the 271 student suspensions that had occurred prior to Ms. White's arrival. This program is through W.C.N.L.S. (Wayne County Neighborhood Legal Services) which focused on causes and effects of conflict, effective decision making skills, anger management, and alternative dispute resolution. Under the leadership of Ms. White for 2010-2011 school year, the number of students decreased to 80 students suspended that school year. In addition, she collaboratively worked with the teachers to offer incentives for positive learning behavior which fostered the learning environment.

WRESA (Wayne Regional Educational Service Agency) mentors were utilized to assist with increasing student achievement by working with students with disabilities in ELA. Two academic tutors were purchased to tutor students in reading and mathematics. The instructional staff had full access to a Literacy Coach and an Instructional Specialist to assist with the curriculum; as well as, assisting with best practices. Computer programs for Reading, Math, and Writing were used to assess and reinforce students' progress. Data was used to drive instruction and to identify students who were in need of additional support. Lastly, After-School tutoring was offered as an extra layer for all students for additional support.

Through W.C.N.L.S., we also purchased the Parental Involvement Workshops which promoted parental involvement and offered parent workshops which focused on ways to increase student achievement. Workshops consisted of: helping their child to become a better reader, vocabulary strategies, word knowledge, concepts about print, fluency, and comprehension skills. A paradigm shift took place in 2008-2009 school year from 165 parents participating in parent teacher conference to 204 for the 2010-2011 school year; which is reflective of an increase in parental involvement.

As a result of the rapid changes, Fisher Magnet Lower Academy met AYP (Adequate Yearly Progress) for the 2010-2011 school year. In addition, we received the Good Schools in Detroit: Making the Grade Award for "Improving Elementary School" from the Skillman Foundation.

Prior to Ms. White's reassignment to Fisher Magnet Lower Academy, she was promoted from Assistant Principal to Principal at Campbell Elementary School. This school was in Phase 3 (not meeting adequate yearly progress - AYP) in reading, math and attendance. Also, this school was a Reading First School. Upon her appointment at Campbell Elementary School, Ms. White also put systems (including forming a

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committee) in place to address the concerns that were unique to that school. For example, academic tutors, Instructional Specialist, and an attendance incentive program for students. Data was used to make informed decisions as it related to student achievement and the improvement of the school. Under her leadership, Campbell Elementary School met AYP (Adequate Yearly Progress) for two consecutive years and became a Phase 0 school. Campbell Elementary School also received the Good Schools in Detroit: Making the Grade Award for "Improving Elementary School" from the Skillman Foundation during the 2008-2009 school year. Ms. White also received a letter from the State of Michigan Department of Education stating that Campbell Elementary School had demonstrated adequate yearly progress in the Michigan Reading First Program. Her resume has been included.

Charlene R. White

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Career Objective: To be the most effective leader, while serving in the role of a building principal, in Detroit Public Schools. This position will allow me to utilize my leadership skills in rapidly transforming schools, management, planning, assisting, modeling, organizing, and motivating - staff, students, parents, and community.

Education:

Wayne State University - Education Specialist - General Administration and Supervision

Wayne State University - Master's in Science Education

Wayne State University - Bachelor of Science in Group Science

License:

State of Michigan Elementary/Middle Administrator & Ce

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

Evaluation Process/Tools

The District has developed new evaluation processes for teachers and school leaders that is based on the following:

- 1) a set of professional standards that define effective teaching and leadership
- 2) student achievement outcomes
- 3) continuous improvement and accountability

These evaluation processes reflect the interdependence of evaluation, professional development, and accountability, and are grounded in the belief that the assessment of teachers and instructional leaders must be based on a set of clearly defined performance standards that are connected to student performance outcomes. Professional development and support must be directly linked to performance standards; and teachers and leaders must be held accountable for meeting these expectations. These understandings represent the foundation from which the teacher and principal evaluation process was designed.

Teacher Evaluation Tool/Process

The Detroit Public Schools Academic Plan puts the needs of children front-and-center, but also specifically lists teacher effectiveness and accountability systems, including evaluation tools, as necessary to get the job done. Excellent teaching must be at the center of any successful school district. Excellent teachers, however, are not simply "found" and left to work magic in classrooms. They must be supported and developed over time to achieve greater results with their students year after year. Individuals at all levels of the district play a crucial role in this process - from district administration to principals, from coaches to teachers - everyone must work to uphold rigorous standards for teaching and support teachers to attain it. Ensuring that our students have the best teachers from their first day in Detroit

Public Schools until they graduate is the most critical responsibility we share.

Our belief that all students in Detroit Public Schools can achieve at a high level drives every action that we take as the adults responsible for their success. We recognize that in order to make Detroit Public Schools excellent, we must all understand our common goal, continuously and objectively assess our progress as individuals and teams and then take strategic steps to improve. Our new Teacher Evaluation and Professional Development System put Detroit on a path to accomplish the ambitious goals we have set for the district, its employees, and most importantly our students.

The rubric upon which all evaluations are based sets clear, rigorous expectations across multiple levels, and contains recommendations for professional development in cases where teachers might demonstrate needed growth in a particular competency. All teachers will receive regular feedback, and teachers who demonstrate below average development will receive feedback more often and have the opportunity to engage in meaningful one-on-one and small group professional development.

In Detroit, we value our teachers immensely and are keenly focused on teacher development. Success within our system requires partnerships at and across levels; between teachers as peer evaluators, between principals as collaborators and thought-partners, and between principals and teachers. Only by creating a culture built around a common understanding of what good teaching is can we expect our teachers to flourish and our students to achieve the high standards we hold for them.

The Teacher Development and Evaluation Rubric

To ensure that we are assessing quality teaching in the classroom with most rigorous standards, Detroit Public Schools will weight a teacher's evaluation as 60% of the total teacher evaluation score. The Teacher Development and Evaluation rubric is designed to comprehensively define "excellent teaching" for the Detroit Public Schools and provide a common language through which we can discuss, evaluate, and professionally develop our school-based staff to improve year after year.

In order to evaluate teachers as objectively as possible, Detroit Public Schools will weight appropriate standardized assessments (MEAP, MME, district quarterly benchmark assessments) as 25% of a teacher's evaluation score. MEAP scores will be tracked for each student each year and for teachers in MEAP-assessed subjects, the district will analyze trends in students' scores and assess improvement over previous years. Those teachers whose students consistently improve in standardized assessments will be rated favorably; those teachers whose students consistently do not improve will be rated unfavorably.

Principal Evaluation Tool/Process

Effective school leaders are also critical to the work required to improve teaching and learning. Building a community of instructional leaders who are able to support teachers in improving instructional practice and create the necessary structures and systems required to effectuate this work is an essential element of comprehensive reform.

Developing the capacity of school leaders to support improvements in teaching and learning, requires that principals have access to meaningful professional learning opportunities that are aligned to core competencies that define effective leadership and at the same time, meet each principal's individual learning needs. The creation of a comprehensive principal evaluation system is a core element of leadership professional development and continuous improvement. To that end, in January 2013 the District will begin the work of improving our existing principal evaluation system, in collaboration with a focus group of school principals that is based on a continuous improvement model and shared accountability for student learning and achievement. The primary purpose of the evaluation system is to improve the capacity of the principal to improve teaching and learning by:

§ Creating a shared vision of effective leadership

- ï§ Providing meaningful feedback to principals that support the refinement of their work
- ï§ Providing qualitative and quantitative data that drive the design/adjustments of the comprehensive principal professional development plan
- ï§ Creating a system of accountability

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

Members of the School Improvement Team (Charlene White, school principal, Debra Hampton, 3rd grade teacher, Theresa McCants, 4th grade teacher, Jennifer Hockenull, Instructional Specialist ELA, Audra Brannon, Instructional Specialist Math, and Kimberly Hamm, 2nd grade teacher, Mary Jane Holley, first grade teacher, Cortney Burnside, Kindergarten teacher, and Tomika Dixon, assistant principal met to discuss the criteria of the reward system and rewards that the staff will receive for gains made in student achievement. To make sure everyone understands the reward system, all considerations for rewards for teachers will be discussed with the staff during staff/grade level meetings.

Rewards for the instructional staff will be based upon DIBELS, Accelerated Reading, and Accelerated Math. These assessments will be used as measures to determine student achievement. Teachers whose students' show at least a 25% growth at each of the two follow up interval assessments (DIBELS, Accelerated Reading and Accelerated Math) will be recognized by announcement of success over the P.A. system, receive an extra preparation period, recognized in newsletters sent home and at the LSCO meeting, celebrated on the school website, and be approved to miss one staff meeting.

When the school meets state standards (MEAP), rewards for the school leadership will be acknowledgement in the Annual Education Report, recognized in the school newsletter, at the LSCO meeting, and on the school website.

In order to evaluate teachers, in November, the administration will conduct walk-throughs, observations and review Professional Learning Plans (PLP). After the walk-throughs, observations and the completion of the PLP, the administration will meet with the staff member to discuss what was observed/ written. If the teacher is rated ineffective, support will be offered to the staff member. District instructional specialist, building level instructional specialist and a school mentor will provide instructional support to the teacher. Informal observations will be conducted from December to April to support the ineffective teacher. A final observation will be conducted in May. A follow up conversation will be held to discuss the teachers' progress. If the teacher is still rated ineffective, the teacher may be removed from the school. If the teacher is removed, perspective teachers will be interviewed to replace the ineffective teacher.

Leaders may be removed from the school based on achieving prescribed student performance targets set by the District, management of budget, student attendance goals and suspensions/ expulsion goals. They may also be removed based on results from school diagnostic reviews, satisfactory in completion of School Improvement Plans, attending professional development and establishing a school leadership team focused on strategies to increase student achievement.

At the end of each school year, the principal meets with the assistant superintendent to discuss their evaluations. A final assessment is made.

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

During the 2012-2013 school year, professional development will be provided monthly for the instructional staff. Professional development will include ongoing, systematic, and job-embedded experiences to enrich and enhance the skills sets of teachers in the areas of planning and preparing, engaging students in learning through high quality instruction, as well as utilizing assessment appropriately in instruction. All of the professional development will focus on helping teachers and administrators pay close attention to the classroom environment and improve student learning. Administrators will receive professional development, biweekly, to broaden their leadership skills and provide more instructional leadership for their staff to help themselves and their staffs become more reflective, maintain accurate records, grow and develop professionally, and show professionalism. As we move to increase student achievement on our standardized tests for the State and the National level, we have adopted a city-wide common assessment (NWEA-MAP) that will enable staff to diagnose, monitor, and increase student achievement through the utilization of data to modify and enhance instruction. Decisions for the professional development were based upon the needs of the building level staff from the standardized assessments.

Professional development is aligned and designed to support the building of personal and professional capacity of instructional staff in all core content areas and across all grade levels. All professional development will be based on assessment data. Professional development will be provided in reading to help the 79% of third graders and the 72% fourth who were not proficient in reading. The focus in reading will be on comparing and contrasting and retelling (sequencing). Professional development in math will be provided to help the 97% of third graders and 92% of fourth graders who are not proficient in mathematics. The focus will be on fractions and adding/subtracting whole numbers. To assist 84% of fourth grades that were not proficient in writing, teachers will focus on the writing process.

Throughout the school year, many of the two hour staff meetings are devoted to professional development. Professional development is provided by curriculum instructional specialist, intervention specialist and also by viewing videos on PD360.

The professional development calendar will reflect on going, job embedded professional development opportunities at Fisher Magnet Lower Academy.

During grade level meetings, teachers will be surveyed about their experience in differentiating instruction. Those teachers that have less experience with differentiated instruction will be paired with a teacher that has more experience to provide individual mentoring. Professional development will be provided to all staff on differentiated instruction to promote individual instructional capacity. Best practices will be provided in the core content areas.

After teachers have attended professional developments they will be expected to use instructional strategies learned in the classroom. Follow up classroom visits to will be conducted by instructional specialist to support the usage of instructional strategies presented at the professional development. Evidence of understanding and implementation of concept/skills covered in professional development will be reflected via increased student achievement as measured and documented by informal and formal assessments. Principal's walkthroughs will also documents successful implementation.

Teachers will complete a Professional Learning Plan to identify the goals they feel that they want to accomplish during the school year. Throughout the school year the teachers will be giving opportunities to enhance their skill set in differentiated instruction. The scores attained on the Star Reading, Star Math and DIBELS will measure the successfulness of the professional development.

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

Promotional Opportunity/Career Growth

The Transformation schools have numerous career path opportunities with regard to the advancement of teachers. The positions include both Instructional and Administrative responsibilities. Growth and/or Career Opportunities include, Cooperating Teachers, Coaches, Instructional Specialists, Instructional Technologists, Academic Engagement Officer, Assistant Principals and Principals. These opportunities are available to all staff members via the Districts website.

The Transformation/Turnaround Schools with the support of the District's Compensation and Benefits Department will enhance retention strategies by re-evaluating the existing compensation program and determining inequitable practices and making adjustments as appropriate. There are plans for the incorporation of a wellness program, addressing the needs of the District's aging Teacher population. Additional efforts are being made to enhance the existing Family Medical Leave program, through the incorporation of earned vacation time for absences occurring within such a period. Continuous use of the sick leave donation program will assist with retention efforts for Teachers struggling with medical related factors.

Additional retention successes are expected due to the modifications of Teacher Performance requirements thereby ensuring that highly effective Teachers are placed within the District, ultimately positively impacting the environment for staff and students.

Fisher Magnet Lower Academy recruits and retains staff by offering teachers who have evidence of being effective, through the evaluation process, in the classroom the first opportunities to work extended day and/or summer school. This will result in an increase in their base salaries as well as improve student achievement. We also foster a positive and supportive work environment which provides professional development opportunities, and offers State Board Educational Continuing Units (SBCEU's). Most classrooms are equipped with 4 student computers and 1 teacher computer. Fisher Lower has two mobile laptop carts and there are five Smartboards in the building. These attributes will encourage teachers to remain at this work location.

At Fisher Magnet Lower Academy, teachers have the opportunity to become the grade level chairpersons. The grade level chair is the liaison between the School Improvement Team and the members in their grade level instructional team. Each grade level chairperson is responsible for disseminating information, being the lead teacher, facilitating grade level meeting, and creating agendas. The grade level chairperson serves as the voice for their grade level. This leadership role is an opportunity for career growth.

Fisher Magnet Lower Academy staff members can also volunteer to become a part of the School Improvement Team as a career growth opportunity. As members of the team, staff members will research best practices that will improve teaching and learning. They will also identify and discuss instructional strategies for consideration to be implemented into classroom instruction.

District-university Student Teacher Program

Fisher Magnet Lower Academy attract pre-service teachers from the Detroit-area universities, as well as in and out-of -state schools of education, by offering support through the final phase of the traditional teacher certification process. They are lead and mentored by Transformation School's Cooperating Teachers.

Flexible Working Conditions

A flip schedule supports half day session (A.M. and P.M.) which allows for balanced opportunities for instruction in the classroom and equalization of preparation periods.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Specify how the school will use data to identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.

Based upon the trend data from MEAP summative assessments (2008 to 2011) targeted areas of support in the core content area of Reading should be focused on Comprehension (Compare and Contrast). The targeted area of support for Math should be under the domain of (Operations and Algebraic Thinking, Geometry, Numbers and Operation-Fractions). More conclusive and real time data via the formative assessments of Star/ Accelerated Reading/Math, from the period of 9/2012 to 10/2012 also indicate priority areas.

Fisher Magnet Lower Academy teachers will use the process of gathering the data, studying the data, planning/outlining a data based action plan and implementing those practices into the daily instructional day to positively impact student achievement.

The staff readiness transition for the Common Core Readiness Standards (CCRS) and Common Core State Standard (CCSS) will be assess familiarity with each initiative. At the bi-weekly grade meetings, teachers will be given information about the CCRS and the CCSS. They will be asked in their weekly lesson plans to include the CCRS and the CCSS in the areas of reading and mathematics. This will challenge the teacher to become acclimated with the CCRE and the CCSS. In order for teachers to teach the standards, they must know what is stated in the standard.

Prior to the 2012-2013 school year, all teachers had not fully implemented the CCSS in reading and math. The teachers were using Grade Level Content Expectation (GLCE) for their lesson plans. During 2011-2012 the teachers started infusing some the CCSS into their plan. Now their lesson plans are fully based on the CCSS in reading and mathematics.

Teachers will utilize PD 360 and receive job embedded professional developments to boost understanding of Common Core Readiness Standards (CCRS) and Common Core State Standard (CCSS).

Accelerated Reading and Math is a Detroit Public School endorsed instructional program which is embedded into the regular instructional day and is supported by research which is documented by "What Works Clearinghouse", which is a source of scientific evidence for teachers regarding what works in education. It is in alignment with the state standards and carries over concepts from grade to grade. The U.S. Department of Education also concluded that Accelerated Reader meets the What Works Clearing House standards for being research-based. Knapik, P. J. (2002). The effect of the Accelerated Reader program on student achievement: A comparison study.

Accelerated Reader and Accelerated Math are data driven programs that work with students' individual needs in the areas of Reading and Math. It is a tool for differentiate instruction. It is a technology based reading program designed to motivate, manage and assess literature-based reading. The objective of the program is to improve reading comprehension and develop a lifelong love of reading. A major study of 2500 schools shows that Accelerated Reader Program improves not only reading scores, but math, science, social studies and writing scores as well.

In the Accelerated Reader program, Fisher Magnet Lower Academy students read at least 30 minutes each day. The students take a quiz based on the book they have read. The quiz evaluates students on a variety of comprehension skills (which include comparing and contrasting and retelling/sequencing). The goal of each student is to average of 90% or better on the quiz. Students must also earn a specific amount of points for reading books based on grade level (a picture book is worth 0.5 points and a chapter book is worth anywhere from 1 point and up depending on its length) and no more than 10% of the class must have a test average below 90%.

Accelerated Math is designed for students in 1st through 4th grade. The target is to get at least 85% on each objective. The goal is for 1st and 2nd grade students to meet 1- 2 objectives a week. Third and 4th graders must meet 4 objectives a week (with the focus begin on fractions and adding and subtracting whole numbers).

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

Fisher Magnet Lower Academy will promote the continuous use of student data, (formative, interim and summative) to inform and differentiate instruction to meet the individual needs of the students by the following process: All instructional stakeholders at Fisher Lower Academy will be actively engaged in their respective Grade level/ Content Area or School Improvement Meetings to gather the data, study the data, plan/identify effective strategies and implement the action plan. A re-assessment of this cycle will take place on a monthly basis. Data will support co-teaching and collaboration in order to more effectively address differentiated instruction.

Summative Assessments, such as the MEAP and Formative Assessments such as the DIBELS, and STAR (Reading and Math) will be analyzed to establish baseline data to determine flexible groupings to support differentiated instructions.

Currently our DIBELS data indicates that 26% of our students met benchmark requirements. The DIBELS assessment will be given at the beginning, middle and at the end of the school year. After each benchmark assessment is taken, the teacher is provided with data on each child that indicates the child's area of strength and where the student needs differentiated instructional support. Burst groups are developed based on the DIBELS assessment. This data place students with the same skill level together. Each day for thirty minutes, the teacher works with these students on the targeted skill that needs strengthening. Between 7-9 days, the students in the Burst group are progress monitored to see their growth. This final assessment will show the growth each student has made throughout the school year.

The teachers' instruction can be modified or changed in a timely manner instead of waiting months to find out whether the student reached the goal. Using the DIBELS/Burst reading intervention program and continually progress monitoring the students will impact student achievement because it allows the teacher to differentiate instruction for each student based on their academic needs.

Currently, our Star Reading Assessment states that 14% of the students met benchmark in reading and 23% met benchmark in mathematics. The STAR Assessments in Reading and Math are given at the beginning, middle and at the end of the year. After each benchmark assessment is taken (Accelerated Reading, Accelerated Math, Star Early Literacy), the teacher is provided with data on each student's reading ability/math level.

The teacher uses this data to do the following: monitor each student's practice, guide students to appropriate books or math skills, target instruction, and make adjustments as needed. Star Reading and Math will impact student achievement because it allows the teacher to differentiate instruction for each student based on their academic needs.

Additional instructional support will be provided by Para-professionals to increase differentiating instruction.

During grade level meetings, which will be held twice a month, teachers along with the support of external staff, School Improvement Facilitator and Intervention Specialist will be actively engaged with staff in data driven dialogue to support analysis of school and individual student data. The focus of the meetings will be centered on best practices and strategies which are proven (via test data) to be successful in the classroom. Teachers will identify which of the strategies are working and which may need to be adjusted. Teachers will maintain both a data binder, which contains all of the test data. Additionally, Pre-school teachers will maintain a personal data journal, which contains personal insights and observations about teaching and learning as it impacts student achievement. Data binders will be reviewed regularly to assess the progress of students' growth. The leadership team will convene walkthroughs as a support of the reform plan.

Teachers will also use students' portfolios to evaluate students' progress. They will also convene conferences with the students regarding their portfolios and discuss their perceptions of how well they are doing. Student data will be posted in the classrooms to help students stay focused on academic progress and to show parents the students' progress. Students will also be stakeholders in their own learning. Data reports will be generated monthly and shared with parents to extended home to school connections will be encouraged. Parental feedback

surveys will be used as extended data to measure the impact of parent participation on student achievement.

Based upon data and informed decisions, grade level lessons/action plans will be developed for the targeted group. These lessons will incorporate technology, along with multiple forms of intelligence: Visual-spatial (drawing, reading maps, graphs, charts, etc.), bodily-kinesthetic, hands on learning, musical, sensitivity to rhythm and sound, interpersonal, interacting with others, group activities/ dialogues, intrapersonal, understanding one's own interest and goals, and Linguistic, using words effectively, poetry, shared reading, computers, multi-media' and. Logical, mathematics, reasoning, calculating, exploring patterns and relationships, etc. Formative assessments will be used to evaluate learning.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

A master calendar for the school year which outlined the regular and the extended instructional day along with Professional Development Opportunities was developed by the leadership team, the union and approved by the district. Title I funds have been identified and set aside to support collaboration of increased learning time via the Professional Learning Community and Professional Development.

The teachers at Fisher Magnet Lower Academy receive two preparation periods each week for the 2012- 2013 school year. This is a reduction from three preparation periods per week last school year. This change increases classroom instruction by an additional 45 minutes each week. Additional time has been allocated for English Language Arts and mathematics. Last year the ELA period was 90 minutes. This year, the ELA periods is 120 uninterrupted minutes. Math was 60 and now has been increased to a 90 minute block. Paraprofessionals are assigned to each grade level to support the classroom teacher. Each teacher will have 60 minutes daily support to meet the educational needs of all students. This format will give the teacher additional learning support time to all students. The test data will dictate how the additional 45 minutes, which the Para-professional are providing, will be used to best meet the instructional needs of the students. These students will be grouped into various learning centers depending upon their educational needs.

With the additional time allocated to support ELA, 30 additional minutes per day (this is inclusive of expository text found in the core content per day of science and social studies) and 30 additional minutes per day for Math. Coupled with the extended time in core content areas, instructional staff will have the additional support for a Para-professional (60 minutes) embedded in the instructional day to support closing the achievement gap.

Paraprofessionals can assist in closing the achievement gap in reading by working with students on compare and contrasting skill as well as retelling (summarizing). This will help the 79% of the third graders and 72% of the fourth graders meet state standards. Since 84% of fourth grade students didn't meet the state standards in writing, the paraprofessionals will work on the writing process with these students. To ensure that 97% of the third graders and 92% of the fourth graders meet state standards, paraprofessionals will work with students on fractions, adding/subtracting whole numbers and fractions. Science and social studies skills will also be addressed by the paraprofessionals. To make sure that our students are well rounded individuals, enrichments classes are offered in physical education and visual art. The physical education teacher will teach students different games from other countries (social studies), use language and vocabulary that the teachers are using in the classroom so that students can hear it in other situations (language arts and math), and use team work challenges that involve problem solving (all subject areas). The visual art teacher can infuse art into other curriculum areas by exploring key ideas in science; interpretations of literary texts (language arts); application of mathematical concepts such as line, shape, and space (mathematics); and the understanding of ways in which social and cultural values are defined and expressed throughout history (social studies).

To increase collaboration time for teachers, weekly staff meetings have been extended an additional hour (2 hours total as opposed to the one hour for the 2011 -2012 school year). Twice a month teachers will have an opportunity to participate in peer modeling and share Best Practices that are being implemented in their classroom. Teachers will also collaborate during grade level meetings, which will be held twice a month. They will analyze school and individual student data to identify instructional groups for all students which are inclusive of students with disabilities. Title I and instructional support staff will model, collaborate and co-teach lessons designed to enhance student achievement. Push in support services for the students with disabilities by resource teachers will lend itself to providing additional support and more effective use of time during the instructional day. Grade level lesson/action plans will be developed for the targeted group. These lessons will incorporate technology, multiple forms of intelligence, students learning styles and use of various forms of assessment such as oral, written and observations. Formative assessments will be used to identify baseline data, to evaluate learning and to determine what adjustments can

be made to instruction to enhance learning. During these grade level meetings, teachers will discuss student work. These meetings will also be a forum for the grade levels to discuss which strategies are working and which ones need to be adjusted to meet the needs of the students. This data will be reviewed monthly to chart the progress the students are making. Agendas, meeting summaries, and sign in sheets will be submitted to the principal. The Principal will continue to be actively engaged in school improvement efforts, monitor reform model via walkthroughs, conferences and evaluations.

To maximize classroom instructional time to improve student learning will utilize workshop time for small group instruction. Teachers will implement lessons that were developed, from the data that they analyzed during their professional learning communities, to reinforce learning. Teachers may also utilize the School Service Assistant assigned to their room for 60 minutes a day. The assistant may work with the teacher during workshop time or work with a small group of students that needs more intensive help.

Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement.

To provide ongoing family and community engagement, Fisher Magnet Lower Academy will hold its annual Open House/Title I Meeting. At this meeting, parents and will be informed about budgetary matters and the schools assessment data. Parents will be asked to become active participants of the Local School Community Organization (LSCO). The LSCO in conjunction with Wayne County Neighborhood Legal Services will discuss and select workshops that will support classroom instruction and increase student achievement. The workshops are related to reading, math, writing science and social studies. Parent surveys will be used to select topics for workshops to be presented to parents at LSCO meetings. These workshops will be offered at the school either in morning or afternoon session to make it convenient for all parents to attend. These workshops encourage parents to be actively engaged in their child's education, which will facilitate student learning and increase student achievement.

In addition to workshops sponsored by Wayne County Neighborhood Legal Services, the staff at Fisher Lower will conduct workshops for parents and the community. Some of the activities offered will be Family Math and Science Night, Math Bee, Literacy Nights, Science Fairs and Writing Fairs. These workshops will help with the home/school connection and improve student achievement.

Parents and community members are also encouraged to join the school improvement team. At the monthly school improvement meetings, the school's performance is reviewed and team members discuss strategies to improve Fisher Magnet Lower Academy's academic program. School Improvement Team members that represent the LSCO (parents) will share this information with LSCO members during their meetings. At the end of the school year, surveys are distributed to the parents to gauge their satisfaction with the school's program and determine what workshops would be helpful to them so they can help their children at home.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

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

Fisher Magnet Lower Academy provides operational flexibility through the following measures to implement a comprehensive approach to substantially increase student achievement through:

During May and June of 2012 the schools administration and the interviewing committee conducted interviews to select the instructional staff for the current school year at Fisher Magnet Lower Academy. At the beginning of the school year professional development was offered during a staff meeting where assessment data is analyzed by the staff. Using the data, the staff suggests possible topics for professional development. Job embedded professional development is provided for everyone especially the staff that is new to Fisher Magnet Lower Academy that may not be familiar with some of the programs the school uses. The administration makes in-house decisions about the school calendar be determining how to best reconfigure the instructional day. These decisions are made before the school year begins and throughout the school year, as needed, to support increased learning in core content areas. The budget committee meets each year in March, to discuss and plan for the upcoming school year. Fisher Magnet Lower Academy's budget committee determines how much money should be allocated for Title I programs based on the achievement scores from the MEAP, DIBELS, and STAR as well as the perception surveys completed by the parents and staff. Fisher Magnet Lower Academy uses the Title I funds to purchase many services. Mathematics Academic Tutors are needed based upon our MEAP math scores, to help our students meet state standards. The School Social Worker to address the concerns of the needs of students and parents. Instructional Specialists are purchased to provide ongoing job embedded professional development and support building teacher capacity in the classroom which will result in increased student achievement. Title I teachers and School Services Assistants provide support to the classroom teacher who support by differentiated instruction and increase learning time in the classroom. Wayne County Neighborhood Legal Services provides parental workshops for parents to assist them in making the home to school connection which will enhance student achievement and increase parental involvement. This budget information is shared with the staff, parents and community at the Annual Title I meeting.

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

The District has created an Office of School Turnaround which includes the following staff: (2) Assistant Superintendents for Priority Schools - The Assistant Superintendents are responsible for the coordination of all Priority School support (external supports, such as WRESA Coach support, SEA support, partner providers and others), monitoring and evaluation required to fully implement the selected reform model. In addition, the Assistant Superintendents will be responsible for monitoring the effectiveness of the level and type of support provided by external supports.

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

Professional Development to inform the professional development and support program for each school.

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

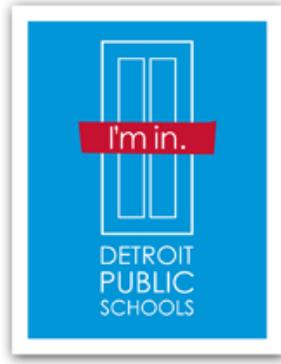
At the end of each school year, the school improvement team discusses the data from MEAP, DIBELS, and STAR assessments and uses the data to focus all external partners and organizations on the goal of student achievement.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	<u>Detroit_Educator_Evaluation_Process_Manual(revised).pdf</u>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	<u>Job Embedded Professional Development Calendar FY13-14 - FISHER LOWER.doc</u>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	<u>Fisher Lower Teacher Student Schedule FY 20122013.xls</u>
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	<u>Additional Time Assurance.doc</u>
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	<u>Fisher Magnet Lower Academy Grade Level Meeting Schedule.doc</u>
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	No	Collective Bargaining Agreement - Current language is not available at this time. This will be addressed by the District.



Detroit Educator Evaluation Process

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

Published 2012

Detroit Public Schools



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Overview

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

The Purpose of Evaluations:

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

Why We Need an Updated Teacher Evaluation System

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

AND MOST OF ALL THAT EVERYONE IS LEARNING!

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

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

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



Executive Order

DETROIT PUBLIC SCHOOLS

Roy S. Roberts
Emergency Manager

ORDER

Adopting a Teacher Staffing and Reduction Policy

Order 2012-EMRR-8

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

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

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

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

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

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



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

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

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

IT IS HEREBY ORDERED:

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

NEW POLICY

Teacher Staffing and Reduction Policy

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

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



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

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

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

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

By:

Roy S. Roberts

Emergency Manager

School District of the City of Detroit

Dated: May 4, 2012



Michigan Law

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

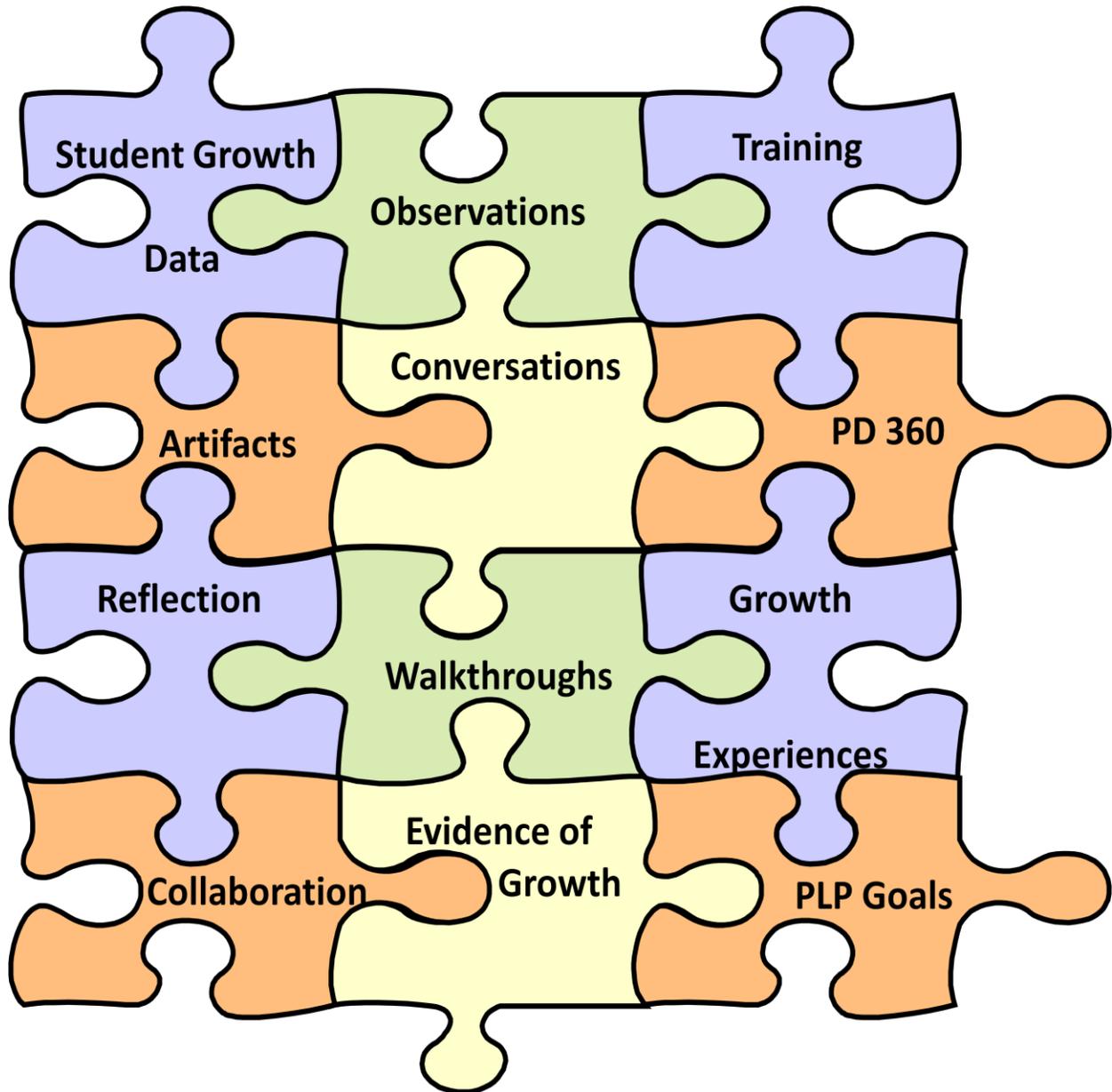
380.1249 Performance Evaluation System.

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

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



Pieces of the Teacher Evaluation Process





Five Core Elements

I. Demonstrated Pedagogical Skills

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

II. Student Growth as Predominant Factor

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

III. Classroom Management

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

IV. Relevant Special Training

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

V. Educator Responsibilities

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

ADDITIONAL ELEMENTS THAT FACTOR INTO TEACHER EVALUATION ARE:

ATTENDANCE, DISCIPLINARY RECORD, ACCOMPLISHMENTS, AND CONTRIBUTIONS



Performance Level Ratings

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

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

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

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

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



Student Growth Information

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

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

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

LIST OF DATA SOURCES

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



Observer Guidelines

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

September – November

All teachers receive an initial observation

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

Have each teacher complete a Professional Learning Plan (PLP)

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

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

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



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

Support and assist teachers

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

April-May

Conduct end-of-year observation

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

Conduct teacher conference

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

Complete Annual Rating Form

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

June – June

Year-Round Activities

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



Request for Assistance and Support

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

NAME OF EMPLOYEE: _____ SCHOOL: _____

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

AREA(S) OF CONCERN:

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

SUPPORT PROVIDED:

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

SUPPORT REQUESTED:

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

Principal’s Signature

Request Date

School Phone No.



Teacher Evaluation At - A - Glance

Sept.-Nov.

Nov.-April

April-May

June

- Initial Observation
- Develop PLP

Development and Support Which May Include:

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

- Final Observation
- Conference
- Review PLP

- Final Rating Report to State

← August

July →

On-going Professional Growth and Development

PD360 and OBSERVATION360

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

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

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

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

FORMS

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

[Request for Assistance and Support](#)

[Teacher Evaluation Rubric](#)

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

[End of Year Teacher Evaluation Form](#)

[Teacher Evaluation Annual Rating Form](#)

Teacher Evaluation Rubric Overview

CORE ELEMENT I. DEMONSTRATED PEDAGOGICAL SKILLS

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



CORE ELEMENT II. STUDENT GROWTH AS A PREDOMINANT FACTOR

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

CORE ELEMENT III. CLASSROOM MANAGEMENT

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



CORE ELEMENT IV. RELEVANT SPECIAL TRAINING

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

CORE ELEMENT V. EDUCATOR RESPONSIBILITIES

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

Professional Learning Plan

School Year: _____ Date: _____

Name: _____

File ID#: _____ Position/Subject Area: _____

School: _____ Grade: _____

<p>DPS Core Elements</p> <ol style="list-style-type: none"> 1. Demonstrated Pedagogical Skills 2. Student Growth as a predominant factor 3. Classroom Management 4. Relevant Special Training 5. Educator Responsibilities 	<p>Element(s) to be addressed:</p>
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Goals for Elements	Activities/Actions	Expected outcomes and Evidence of Completion	Resources Needed	Timeline
<p>Goal 1:</p> <p>Goal 2:</p>				
<p>Goal 1:</p> <p>Goal 2:</p>				

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____



Calculation and Reporting

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

Computing Annual Rating for Teacher Performance

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

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

Table with 4 columns: Element Name, Multiplier (x), Weight, and Score Line. Rows include Element 1-5 Summary Rating Scores, TOTAL ABOVE, and Divided by 100=SUMMARY TOTAL.

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

Rating Scale

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

Effectiveness Label:

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

Attendance & Discipline

Number of Absences _____ Number of Tardies _____

Disciplinary Incidents _____ Written Reprimands _____
(Attach documentation) (Attach documentation)

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

Four horizontal lines for listing contributions and accomplishments.

Evaluator Signature

Teacher Signature



RETENTION RATING SCORING

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

The following four categories will have the following ratings:

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

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

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

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

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

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

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

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

¹ Excluding Approved Medical/FMLA Leave.

Fisher Magnet Lower Academy
 Job Embedded Professional Development Calendar
 School Year 2013-2014

Month	Objective	Activity	Expected Outcome
August	The School leadership team, Instructional Staff, and Support Staff will review both formative and summative assessment data collected from Fisher Magnet Lower Academy's student population during the 2012-2013 academic school year.	<ul style="list-style-type: none"> ▪ Data Overview (Workshop) ▪ Data Dialogues (Workshop) ▪ Instructional Planning Using Technology (Workshop) ▪ Positive Behavior Support (PBS) (Overview Workshop) 	Fisher Magnet Lower Academy's instructional staff will utilize both formative and summative assessment results from MEAP, MAP, DIBELS, NAEP, STAR Reading and Math, and Accelerated Reading and Math to plan and implement appropriate lessons to address the areas of need for the student population. In addition, the Leadership Team will utilize the results from the data (i.e. MEAP, MAP, DIBELS, NAEP, STAR Reading and Math, and Accelerated Reading and Math) to select appropriate intervention programs and services that will be utilized to support closing the achievement gap.
September	The leadership team and the instructional staff will utilize the Common Core State Standards to engage in the instructional planning that meets the needs of the student population of Fisher Magnet Lower Academy.	During the grade level meetings, the instructional staff will utilize the Procedural Lesson framework to develop differentiated lessons across the curriculum for each grade level and subject matter (i.e. math, science, ELA, writing, and social studies).	<ul style="list-style-type: none"> ▪ Instructional staff will utilize assessment results to develop lessons that meet the needs of all students in the learning community across the curriculum. ▪ Instructional staff will engage with teachers above the level in which they are teaching as well as below the level in which they are teaching to engage in planning for the entire school year. ▪ Instructional Specialists will demonstrate effective lesson planning for instructional staff. ▪ The principal and the leadership team will review and assess instructional plans to assure that the plans are aligned with the Common Core State Standards, and the District's Curriculum Initiatives.

October	The leadership team, instructional staff, and support staff will conduct Action Research in the area of increasing student achievement.	During the grade level meetings, the instructional staff and the leadership team will read and discuss pre-selected articles on a variety of strategies to increase student academic achievement.	<ul style="list-style-type: none"> ▪ Instructional staff will utilize a variety of instructional strategies to address the learning needs of “at-risk” students. ▪ Grade level teams will develop lessons with a variety of instructional accommodations to meet the needs of students with varied needs. ▪ Grade level teams will discuss the use of “Best Practices” in the areas of deficiencies as demonstrated in assessment data results.
November	The School staff will provide additional embedded professional development for Accelerated Reading to provide extended and guided support for effective implementation of the Accelerated Reading and Accelerated Mathematics program.	Accelerated Reading	After completion of professional development, instructional staff will: <ul style="list-style-type: none"> • Have a clear understanding of the process for implementation and monitoring of the Accelerated Reading and Accelerated Math • Be able to effectively implement the program in their classroom.
December	Instructional Staff will engage in activities to prepare for Differentiated Instruction across the curriculum.	<ul style="list-style-type: none"> ▪ Action research will take place to address the strategy of differentiated instruction and its use in the classroom. ▪ Lesson Planning will be modeled by the instructional staff and the instructional specialists to ensure that the staff understands how to incorporate differentiated instructional practices on a daily basis when imparting knowledge. 	Instructional staff will develop and implement lessons that will accommodate the instructional needs of all learners based upon “best practices” as evidenced in current peer-reviewed articles and relevant books.
January	Instructional Staff will engage in activities to prepare for Co-teaching across the curriculum.	During Wednesday Staff Meetings and grade level meetings, the staff will engage in activities that will assist the staff with co-teaching. The readings and activities will focus on: <ul style="list-style-type: none"> ▪ What is Co-teaching? ▪ The Day to Day Workings of co-teaching. ▪ Developing a Shared Voice through Co-teaching. 	Instructional staff will begin to prepare to co-teach in a minimum of one class.

February	Instructional Staff will engage in activities to prepare for Co-teaching across the curriculum.	During Wednesday Staff Meetings and grade level meetings, the staff will engage in activities that will help with the transition of utilizing co-teaching when increasing student achievement. The readings and activities will focus on: <ul style="list-style-type: none"> ▪ Training and support for Co-teaching. The instructional specialists will model what a co-teaching lesson looks like when implemented effectively.	Instructional staff will work within their grade level cluster to implement co-teaching in an effort to increase student achievement for all students.
March	The instructional staff will use technology when planning and teaching instructional lessons.	Consultants will demonstrate and model the effective use of technology when planning and teaching daily lessons.	Instructional staff will further utilize and integrate technology into daily instructional practices.
April	Instructional Staff will engage in activities that will promote utilizing "Best Practices" from grade to grade.	Activities will be based upon classroom data which will include: <ul style="list-style-type: none"> ▪ Modeling ▪ Reflective Dialogues ▪ Successful "Best Practices" 	Instructional staff will have additional successful proven "Best Practices" to implement in their classroom which will increase student achievement in the core content areas.
May			
June			

Fisher Magnet Lower Academy
TEACHER/STUDENT SCHEDULE FY 2012/2013
(revised 11/08/2012)

	Teacher	Room	Grade	Monday	Tuesday	Wednesday	Thursday	Friday
1	Burnside, Cortney	147	K		Art - 10:10		rm. 147-1:10	Art - 8:40
2	Gregory, Mia	170	K	Art - 12:25	Gym - 11:40	Art - 11:40	Art - 1:10	
3	Washington, Karen	172	K		Art - 8:40	Gym - 10:10	Sci. - 1:10	Art - 9:25
4	Kelly, Brooke	179	K	Sci. - 11:40	Art - 12:25		Gym - 1:10	Art - 7:55
5	Gregory, Theresa	181	K	Sci. - 1:55	Art - 9:25		rm. 181-1:10	Gym - 11:40
6	McNeir, Jasmin	101	1	Art - 8:40	Sci. - 11:40	Art - 1:55		Art - 1:10
7	Smith, Ganasha	106	1	Art - 10:10		Art - 8:40		Sci. - 1:10
8	Posley, Rolanda	110	1	Art - 7:55		Art - 9:25		rm. 110 - 1:10
9	Holley, MaryJane	112	1	Art - 1:55		Art - 7:55	Sci. 7:55	Gym - 1:10
10	Toles, Phyllis	148	1	Art - 9:25		Art - 10:10	Gym - 10:10	rm. 148-1:10
11	Wathen, Elizabeth	104	2	Art - 1:10	Sci. - 7:55	Sci. - 7:55	Art - 1:55	Gym - 7:55
12	Turner, Yvonne	206	2	Gym - 1:10	Sci. - 1:55	Sci. - 9:25	Art - 9:25	Art - 1:55
13	Williams, Linda	212	2	rm. 212-1:10	Sci. - 9:25	Sci. - 1:55	Art - 10:10	Gym - 10:10
14	Bailey, Thomasine	242	2	rm. 242-1:10	Sci. - 10:55	Sci. - 12:25	Art - 7:55	Gym - 12:25
15	Hamm, Kimberly	247	2	rm. 247-1:10	Sci. - 12:25	Sci. - 10:55	Art - 8:40	Gym - 8:40
16	Hampton, Debra	204	3	Gym - 8:40	Art - 1:10	Gym - 11:40	Sci. - 1:55	
17	Doughrity, Shelly	250	3	Gym - 12:25	Gym - 1:10	Gym - 7:55	Sci. - 9:25	Sci. - 1:55
18	Morgan, Paul	251	3	Gym - 9:25	rm. 251-1:10	Gym - 9:25	Sci. - 11:40	Art. - 12:25
19	Stahl, William	253	3	Gym - 7:55	rm. 253-1:10	Gym - 12:25	Sci. - 12:25	Art - 11:40
20	Johnson, Carolyn	201	4	Sci. - 7:55	Gym - 9:25	Art - 1:10	Gym - 9:25	Sci. - 7:55
21	McCants, Theresa	203	4	Sci. - 8:40	Gym - 7:55	Sci. - 1:10	Gym - 12:25	Sci. - 8:40
22	Shaw, Gerald	207	4	Sci. - 9:25	Gym - 8:40	Gym - 1:10	Gym - 11:40	Sci. - 9:25
23	Lyons, Anita	210	4	Sci. - 12:25	Gym 12:25	rm. 210-1:10	Gym 7:55	Sci. - 12:25
24	Smith, Keisha	107	sp.ed		Art - 1:55	Art - 12:25	rm. 107-1:10	
25	McClain, Brenda	103	sp.ed.	rm. 103-1:10	Art - 7:55	Gym - 8:40		Art - 10:10
26	Sanders, Valerie	209	sp.ed.	Gym - 10:10		rm. 209-1:10	Gym - 8:40	Sci. - 10:55
27	Travis, Kenya	122	sp.ed	n/a	n/a	n/a	n/a	rm. 122
28	McPherson, Lillian	173	prek	n/a	n/a	n/a	n/a	rm. 173
29	Liverpool, Gina	175	prek	n/a	n/a	n/a	n/a	rm. 175
30	Jackson, Lauren	176	prek	n/a	n/a	n/a	n/a	rm. 176
31	Carter, Veronda	178	prek	n/a	n/a	n/a	n/a	rm. 178
32	Adams, V	109	prek	n/a	n/a	n/a	n/a	rm. 109

Key: Black type = Preparation Period
Red type = Co-Teaching
Blue Type = Grade Level Meeting

Fisher Magnet Lower Academy
Grade Level Meeting Schedule

2012-2013

Grade Level	Day	Time
Second	Monday	1:10-1:55
Third	Tuesday	1:10-1:55
Fourth	Wednesday	1:10-1:55
Kindergarten	Thursday	1:10-1:55
First	Friday	1:10-1:55

- Grade Level Meetings occur bi-weekly. Cross grade level collaboration occurs during staff meetings.