



Redesign Plan

Mason Elementary School

Detroit City School District

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Executive Summary

Introduction

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

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

Description of the School

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

The 2012-2013 is the first year Mason's student configuration was Kindergarten through eighth grade. Prior to this year Mason was a Kindergarten through five building. Mason merged with a neighboring middle school this year. The student enrollment of Mason prior to this year was 352 students during the 2012-2013 school year the school enrollment increased to 728 students. 99.86% of Mason students are African American while .14% self- identify as American Indian. 45.61% of Mason students are female while 54.39% of students are male 85.69% of Mason students are economically disadvantaged while 14.31% are not economically disadvantaged. 16.15% of Mason students have a disability. 100% of Mason's students are not English Language Learners.

Over the last three years Mason's enrollment has increased. During the 2010-2011 school year 326 students were enrolled in Mason Elementary School. During the 2011-2012 school year 354 students were enrolled in Mason Elementary School. Although there was only an increase in enrollment it was not significant only (9%) and was one of the reasons for the school merger. The merger has increased enrollment by 49%.

The population Mason serves has been consistent for the past few years. 99% of Mason students are African American which has been the case over several years. Over the past two years there has been a 2-3% difference in the number of males versus females that attend Mason. During the 2012-2013 school year 54.39% of students enrolled were male which is 1.83% increase from last year and 4.39% increase from the 2010-2011 school year.

Mason currently has 36 teachers in the building which is comprised of: 25 kindergarten-eighth grade, 2 pre-kindergarten teachers, 7 special education teachers, as well as a computer science and physical education teacher.

The community in which Mason resides in is impoverished which is consistent with the student rates of economically disadvantage students Mason serves. 85.69% of students during the 12-13 school year were identified as economically disadvantaged which is 3.51% decrease from the 11-12 school year and a 2.65% decline from the 2010-2011 school year. 16.15% of students who attend Mason have a disability which is an increase of 6.77% from the 2011-2012 school year and an 11.86% increase from the 2010-2011 school year. We contribute this increase to the larger population we now serve.

Mason currently (2012-2013) has an 82% rate of attendance which is an 8% decrease in attendance from the 2011-2012 school year. Last school year Mason's had 90% attendance rate for the 2011-2012 school year and met the state target. During the 2010-2011 school year the attendance rate was 84.5%.

During the 2012-2013 school year there were 1058 student suspensions due to student code of conduct infractions. 23% of the suspensions were issued for physical altercations (fighting), 20% from truancy, and 19% from insubordination. 22% of the suspensions derived from seventh grade students, 21% from sixth grade students, 20% from eighth, and 15% from 3rd grade students. Out of school suspensions problematic and harm Mason's overall attendance rate.

Based on the 2010 census data the community surrounding Mason has a total population of 35, 224. Of the 35, 224 citizens 48% are males

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and 52% are female residents. 98% percent of the populations are African American and 2% are Caucasian. Mason families are highly transient and the majority of the families rent their homes. The average household income is \$13,301. The community demographics have been consistent over the last three years.

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.

Vision Statement

Mason Elementary/Middle School will become an exemplary learning community where parents and students will choose to come to receive a high quality, interactive, challenging education. We will provide a balanced program that emphasizes common core curriculum, elective classes, and activities that support developing the "Whole Child". Technology and engaging instructional delivery will be incorporated into all classrooms as we prepare our students to compete academically and socially in a technologically based, global society. Support services and individual plans will be developed and followed to ensure student success.

The Mason School Community will be committed to providing an emotionally and physically safe environment that is free from bullying, violence, and drugs. Staff members will model relationships that are fostered by care and cooperation, and students will learn to respect the individual differences of others that make each of us unique. Similarly, students will learn to support one another in the learning process. We will expect and encourage all students to be accountable for their actions and their learning while assisting them with creating and monitoring personal academic and social goals.

Teachers and staff will provide opportunities for higher learning and will hold our students to high expectations. Teachers will also model continuous learning practices throughout our learning community. Parents will be essential in our learning community, they will support the school community by being present at activities, events, and meetings to demonstrate a collaborative partnership between the school, families, and the students. Parents will be committed to volunteering time throughout the school day to further demonstrate the partnership between home and school.

The community will also be an essential component of the Mason Learning Community. We will be committed to forming partnerships with businesses and services that can support our student's academic and social growth and provide a direct student link to the world of work.

Mission Statement

Mason Elementary-Middle School is a safe and nurturing student centered, data driven learning environment. We will provide our students with the necessary academic and emotional support systems to become successful, productive citizens who are able to meet the needs of higher education and the world of work.

Beliefs Statement

1. We believe that all students are capable and can learn in a healthy, clean and safe environment.
2. We will improve student achievement through differentiated learning, use of technology and practical real world experiences.
3. We will transform the school into an effective and efficient learning environment with the enhancement of parental and community involvement.

4. Collaboration and shared decision-making are essential components in providing a welcoming, balanced, successful, child-centered learning community.

Mason programs provide students the opportunity to grow both academically, socially, and emotionally. When selecting programs Mason ensures that the programs are needed to address student needs and areas of weakness while ensuring further growth and development in students areas of strength. All programs are research based and identified as being productive and beneficial to students. Success for All is a program that provides students to be met with instruction where they are while instruction is differentiated in a way to accelerate student learning. ALL Programs are selected to provide students an engaging relevant data driven instruction and curriculum that encourages student growth in all areas academic, social, and emotional. Strategies and tools are utilized by staff to ensure students are receiving quality instruction. Mason ensures that all students are provided strategies and interventions that meet the child's needs. Academically challenged students are provided opportunities for growth through targeted interventions and services that are afforded the child through the differentiation of instruction, the development of individual learning plans, referrals to the Resource Coordinating Team, technology in the classroom and online subject specific programs, and frequent progress monitoring. Mason has strategically put programs in place to meet the needs of its students. Mason students are expected to excel academically and continue to achieve after matriculating to high school and becoming productive citizens. Mason's programs provide students rigor and support so that they are prepared for the matriculation process and eventually for the world of work.

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.

Over the last three years Mason has achieved several noteworthy milestones. During the 2011-2012 school year Mason began the implementation of the Success for All program a school wide reform. The district and Mason has adopted "Success for All" (SFA), which is a whole-school reform model. The evidenced based reform was selected to close the achievement gap for at-risk children and to increase academic achievement for ALL students. The SFA program is based on Cooperative Learning, Differentiated Instruction, and Common Assessment Rubrics. Additional key focuses of the SFA model involves the entire school community focusing on high reading achievement in order to increase achievement scores across all content areas, while continuing to change the school climate, into one that personifies high expectations for students, staff, and parents. The program strategies can be utilized across all content areas. These strategies include Cooperative Learning, Response to Intervention (RTI), Differentiated Instruction, Scaffolding Instruction, Guided Practice, Independent Practice, and readily available rubrics that are used daily.

The implementation of the program is rigorous but Mason's staff stepped up to the plate and demonstrated that they are capable of doing what it takes to improve student achievement. The benefits of the program are great because instruction is provided to students at their actual reading level and students are able to move up in reading levels based on student growth. Students are assessed in 8 week intervals and regrouped according to new assessment results.

During the 2010-2011 school year Mason identified writing as a school wide area of need and as a result implemented a school-wide process writing program. A committee of staff developed writing topics for the entire building (K-5). Each day students focused on 1-2 steps of the writing process. Students would thoroughly engage in the writing process until the entire cycle was completed. During this process students learned and continuously practiced the writing process from brainstorming to the final draft.

During the 2012-2013 school year Mason merged with another school building. Mason was once a Kindergarten-fifth grade building but is now a Kindergarten-eighth grade school building. Prior to the merger Mason established a culture and climate that nurtured the growth and development of all students. This year Mason worked to re-establish the climate of the school due to the merger and large influx of new students. This year Mason staff provided student mentoring to students in an effort to provide further academic, social, and emotional support. The large spread initiative supported Mason's efforts to re-establish a nurturing and supportive climate in the building.

Based on the Comprehensive Needs Assessment Mason identified several areas of improvement. Increasing student achievement is of top priority. Mason did not meet the state proficiency target of 85% in any subject area. Mason will continue to work to improve student proficiency by implementing all programs with fidelity while providing the academically disadvantaged student with interventions.

Mason will continue to work to reestablish the climate that best promotes student success and social and emotional growth.

Additional Information

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

N/A

Priority School Assurances

Introduction

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

Priority School Assurances

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

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

Operational Flexibility Assurance

Introduction

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

Assurance of Operational Flexibility

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

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

Label	Assurance	Response	Comment	Attachment
	Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c: Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School. (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits. (b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.	Yes		DPS Contract Addendum

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	An addendum already exists (see attachment).	

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

Transformation Redesign Diagnostic

Introduction

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

PART A: REFORM TEAM PERSONNEL

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

Genovia Peterson, Counselor - genovia.peterson@detroitk12.org

Omega C. Mostyn, Principal - omega.mostyn@detroitk12.org

Angela Cheek, Instructional Specialist - angela.cheek@detroitk12.org

Inika Phillips, Grade 5 Homeroom Teacher - inika.phillips@detroitk12.org

Lisa Reeves, SFA Facilitator - lisa.reeves02@detroitk12.org

Stella Byrd, Social Worker - Stella.byrd@detroitk12.org

Dwana Mitchell, Teacher, Grade Seven Math Teacher- dwana.mitchell@detroitk12.org

Jolanda Hodges, Kindergarten Teacher - jolanda.hodges@detroitk12.org

Ashley Turner, Parent Advisory Council for Student Achievement President-

PART B: TEACHING AND LEARNING PRIORITIES

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

Following several reform team meetings, a number of Big IDEA's surfaced at our discussion and dialogue relative to ways to create an environment that sustained increased academic achievement along with all our students. As data was collected and analyzed and interpreted, the reform team engaged in data dialogue discussions using a structured data dialogue protocol that allowed for healthy conversations around data without blame and/ or criticism. This strategy proved to be extremely beneficial to this process because it set the stage for free flowing, data driven ideas about ways to improve our educational environment.

As the reform team engaged in deeper data digs, common themes began to emerge as to possible areas of improvements to be addressed in our reform redesign plan. Based on data results, several determinations were made which include the areas that are comprised of our following BIG IDEA's: Implementing research based models for Differentiated Instruction, developing effective Professional Learning Communities, and building and maintaining a positive Culture and Climate.

Based on the analysis of student achievement, school programs/process, demographic, and perception data the Leadership Team determined multiple causes for the academic struggles students are experiencing. Instructional delivery, instructional inconsistency, attendance and transient population, students working below grade level, student behavior and climate issues, suspensions, parental involvement, and economic hardships were identified.

Based on data results, several determinations were made which included a need for innovative Differentiated Instruction in all content areas, the development of effective Professional Learning Communities and a clear focus on building and maintaining a positive Culture and Climate. Differentiated Instruction, Professional Learning Communities, and a focus on building and maintaining a positive Culture and Climate support a child-centered, data driven learning environment with an intentional focus on working together to improve instructional delivery, student learning, peer to peer and peer to staff interactions, time on task, and active student engagement.

State what data were used to identify these ideas

As our Transformation Team engaged in data dialogue discussion, we began an in- depth analysis of our instructional practices, professional development, student demographic and student achievement data. These areas became the foundation for the development of our Transformation Plan. Following is a definition and a synopsis of the types of data used in these dialogues.

Review of the data revealed the following:

ATTENDANCE DATA

Currently, (2012-2013) Mason maintains an 82% rate of attendance which is an 8% decrease in attendance from the 2011-2012 school year. Last school year Mason's had 90% attendance rate for the 2011-2012 school year and met the state target.

BEHAVIOR DATA

During the 2012-2013 school year there were 1058 student suspensions due to student code of conduct infractions. 23% of the suspensions were issued for physical altercations (fighting), 20% from truancy, and 19% from insubordination. 22% of the suspensions derived from seventh grade students, 21% from sixth grade students, 20% from eighth, and 15% from 3rd grade students. Out of school suspensions were SY 2013-2014

problematic and harmed Mason's overall attendance rate.

ACHIEVEMENT DATA

READING

35% of all Kindergarten students scored at or above proficiency on building level reading assessments, leaving a 50% gap between our school and the state's 85% proficiency target.

28% of all first grade students scored at or above proficiency on building level reading assessments leaving a 57% gap between our school and the state's 85% proficiency target.

23.6% of 2nd grade students scored at or above proficiency on the MAP assessment, leaving a 61.4% gap between 2nd grade students and the state's 85% proficiency target.

13% of 3rd grade students scored at or above proficiency on the MEAP assessment, leaving a 72 % gap between 3rd grade students and the States target and a 29% gap between our students and the District.

30 % of 4th grade students scored at or above proficiency on MEAP assessment, leaving a 55% gap between 4th grade students and the State's 85% proficiency target.

28% of 5th grade students scored at or above proficiency on MEAP assessment, leaving a 57 % gap between 5th grade students and the State's 85% proficiency target.

24 % of 6th grade students scored at or above proficiency on MEAP assessment, leaving a 61% gap between 6th grade students and the State's 85% proficiency target.

27 % of 7th grade students scored at or above proficiency on MEAP assessment, leaving a 58% gap between 7th grade students and the State's 85% proficiency target.

17% of 8th grade students scored at or above proficiency on MEAP assessment, leaving a 68% gap between 8th grade students and the State's 85% proficiency target.

Overall, 23% of all students scored at or above proficiency on the states required assessment in reading, leaving a 19% gap between our school and the District proficiency rate of 42%.

23% of all students scored at or above proficiency on the states required assessments, leaving a 72.3% gap between our school and the State's 85% proficiency target.

WRITING

22% of Kindergarten students scored at or above proficiency on school level writing assessments, leaving a 63% gap between Kindergarten students and the State's 85% proficiency target.

42% of 1st grade students scored at or above proficiency on school level writing assessments assessment, leaving a 43% gap between 1st grade students and the State's 85% proficiency target.

48% of 2nd grade students scored at or above proficiency on school level writing assessments, leaving a 52% gap between 2nd grade students and the State's 85% proficiency target.

86% of 3rd grade students scored at or above proficiency on school level writing assessments, exceeding the state 85% proficiency target by 1%.

21% of 4th grade students scored at or above proficiency on the MEAP assessment, leaving a 64% gap between 4th grade students and the State's target of 85% proficiency rate.

62% of 5th grade students scored at or above proficiency on school level writing assessments, leaving a 23% gap between 5th grade

students and the State's 85% proficiency target.

70% of 6th grade students scored at or above proficiency on school level writing assessments assessment, leaving a 15% gap between 6th grade students and the State's 85% proficiency target.

13% of 7th grade students scored at or above proficiency on the writing MEAP assessment, leaving a 72% gap between 7th grade students and the State's 85% proficiency target.

50% of 8th grade students scored at or above proficiency on school level writing assessments assessment, leaving a 35% gap between 8th grade students and the State's 85% proficiency target.

MATHEMATICS

3% of all students scored at or above proficiency on the states required assessment in MATHEMATICS, leaving a 11.8% gap between our school and the district proficiency rate of 14.8%.

3% of all students scored at or above proficiency on the states required assessments, leaving an 82% gap between our school and the State's 85% proficiency target.

29% of Kindergarten students scored at or above proficiency on the districts standardized post- test, leaving a 56% gap between Kindergarten students and the State's 85% proficiency target.

19% of first grade students scored at or above proficiency on the districts standardized post-test, leaving a 66% gap between first grade students and the State's 85% proficiency target.

5.8% of 2nd grade students scored at or above proficiency on MAP assessment, leaving a 79.2% gap between 2nd grade students and the State's 85% proficiency target.

3% of 3rd grade students scored at or above proficiency on MEAP assessment, leaving a 82% gap between 3rd grade students and the State's 85% proficiency target.

6% of 4th grade students scored at or above proficiency on MEAP assessment, leaving a 79% gap between 4th grade students and the State's 85% proficiency target.

2% of 5th grade students scored at or above proficiency on MEAP assessment, leaving an 83% gap between 5th grade students and the State's 85% proficiency target.

2% of 6th grade students scored at or above proficiency on MEAP assessment, leaving an 83% gap between 6th grade students and the state's 85% proficiency target.

3% of 7th grade students scored at or above proficiency on MEAP assessment, leaving an 82% gap between 7th grade students and the State's 85% proficiency target.

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2% of 8th grade students scored at or above proficiency on MEAP assessment, leaving an 83% gap between 8th grade students and the state's 85% proficiency target.

SCIENCE 2.8% proficiency rate.

0% of all students scored at or above proficiency on the states required assessment, leaving a 85% gap between our school and the State's 85% proficiency target.

59% of Kindergarten students scored at or above proficiency on the district standardized science post-test assessment, leaving a 26% gap between Kindergarten students and the State's 85% proficiency target.

34% of 1st grade students scored at or above proficiency on the district standardized science post-test assessment, leaving a 51% gap between 1st grade students and the State's 85% proficiency target .

59% of 2nd grade students scored at or above proficiency on the district standardized science post-test assessment, leaving a 26% gap between 2nd grade students and the State's 85% proficiency target.

3% of 3rd grade students scored at or above proficiency on the district standardized science post-test assessment, leaving an 82% gap between 3rd grade students and the State's 85% proficiency target.

0% of 4th grade students scored at or above proficiency on the district standardized science post-test assessment, leaving an 85% gap between 4th grade students and the State's 85% proficiency target.

0% of 5th grade students scored at or above proficiency on the MEAP assessment, leaving a 85% gap between 5th grade students and the State's 85% proficiency target.

0% of 6th grade students scored at or above proficiency on the district standardized science post-test assessment, leaving an 85% gap between 6th grade students and the State's 85% proficiency target.

2% of 7th grade students scored at or above proficiency on the district standardized science post-test assessment, leaving an 83% gap between 7th grade students and the State's 85% proficiency target.

0 % of 8th grade students scored at or above proficiency on the MEAP science assessment, leaving an 85% gap between 8th grade students and the State's 85% proficiency target.

SOCIAL STUDIES

2% of all students scored at or above proficiency on the states required assessment, leaving a 7.2% gap between our school and the District proficiency rate.

2% of all students scored at or above proficiency on the states required assessment, leaving an 83% gap between our school and the State's 85% proficiency target.

84% of Kindergarten students scored at or above proficiency on the DPS district social studies post-test assessment, leaving a 1% gap between Kindergarten students and the State's 85% proficiency target.

33% of 1st grade students scored at or above proficiency on the DPS district social studies post-test assessment, leaving a 52% gap between 1st grade students and the State's 85% proficiency target.

65% of 2nd grade students scored at or above proficiency on the DPS district social studies post-test assessment, leaving a 20% gap between 2nd grade students and the State's 85% proficiency target.

0% of 3rd grade students scored at or above proficiency on the district social studies post-test assessment, leaving an 85% gap between 3rd grade students and the State's 85% proficiency target.

14% of 4th grade students scored at or above proficiency on the district social studies post-test assessment, leaving a 71% gap between 4th grade students and the State's 85% proficiency target.

0% of 5th grade students scored at or above proficiency on the district social studies post-test assessment, leaving an 85% gap between 5th grade students and the state's 85% proficiency target.

2% of 6th grade students scored at or above proficiency on the social studies MEAP assessment, leaving a 83% gap students and the State's 85% proficiency target.

5% of 7th grade students scored at or above proficiency on the district social studies post-test assessment, leaving an 80% gap between 7th grade students and the State's 85% proficiency target.

2% of 8th grade students scored at or above proficiency on the district social studies post-test assessment, leaving an 83% gap between 8th grade students and the state's 85% proficiency target.

Nearly all the MEAP scores for Fall 2012 decreased this year. Overall student scores decreased in the level 1 and level 2 categories. Although some students showed improvement individually as a school the scores were very low. All subject areas show a need for multiple interventions and programs to increase student achievement and assist students in meeting grade level standards and benchmarks, while closing the gaps between the school, State, and the District.

Over the last three years the reading and mathematics test scores have fluctuated anywhere from 2-23% in a particular level/category particularly in the not proficient and partially proficient categories. The School Improvement Team reviewed a variety of assessments, inclusive of MEAP, MAP, and Star Reading and Math data, District pre and post test results, and teacher generated assessments. Overall MEAP scores decreased for the 2012-2013 school year. Third grade scores in reading have fluctuated over the past 3 years. 13% of our students scored in the proficient range which is a 7% decrease from 2011 scores and a 22% decrease from 2010.

63% of our third grade students scored in the not proficient range which is an increase of 30% from last year and 34% increase from the 2010 scores. 3% of our third grade students scored in the proficient range for math which is a 3% increase in students scoring in the proficient range from the 2011 and 2010 third grade math scores. 87% percent of our third grade students scored in the not proficient range for math which is a 9% decrease from last year and a 3% increase from the 2010 school year.

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Nine third grade students with disabilities were tested this year. 78% scored in the not proficient range for reading which is a 21% increase from last year's third grade reading scores. 11% of our third grade students with disabilities scored in the partially proficient and proficient range. There was an 11% increase in students that were proficient. 100% of the third grade students with disabilities scored in the not proficient range of the MEAP mathematics assessment. Third grade math scores are consistent with the math scores from the last three years.

33% of fourth grade students scored in the proficient range of the MEAP for Fall 2012 in the area of reading which is an increase of 1% from 2011 and a 20% increase from 2010. 25% of fourth grade students scored in the not proficient range which is a 9% decrease from 2011 and an 8% increase from 2010. 42% of our fourth grade students scored within the partially proficient range which is an 11% increase from last year and 12% decrease from 2010. 54% of our fourth grade students who were successfully matched from 2011 improved their performance.

Based on the analysis of student achievement, school programs/process, demographic, and perception data the School Improvement Team determined multiple causes for the academic struggles students are experiencing. Instructional delivery, instructional inconsistency, attendance and transient population, students working below grade level, student behavior, suspensions, parental involvement, and economic hardships were identified.

Areas of concern in ELA is consistent across all grade levels reading comprehension, informational text, narrative text, word recognition and word study are all areas of concern.

Writing concerns are also consistent across all grade levels they include: using and identifying pre-writing strategies, write and identify correct grammar usage, writing genre, identify characteristics of a specific genre, identify information that is supported in the text, also an area of focus specifically process writing, consideration of the audience and purpose for writing, along with identifying or exhibit style to enhance the written message.

The areas of concerns for mathematics include: addition, subtraction, multiplication, and division fluency, fractions (4th, 5th, and 6th grade), decimal fraction operations, compare two fractions using common denominator, properties of 2 dimensional angles (5th, 6th, 8th), whole number division (4th, 5th, 6th), interpreting graphs (all grades), algebraic expressions and equations, use of letters with units to represent qualities, use of convention of writing algebraic expressions (7th grade), and recognizing proportional or linear relationships (8th).

Areas of concerns for science include the scientific process, physical science, weight and mass, gravity, forces, light energy, life science, animal systems, cell development and growth.

Areas of concern for social studies include: the history of the American government/civics, Bill of rights understanding of the 1st, 2nd, and 3rd amendment, Michigan history, natural resources, geography climate and population of the United States.

PERCEPTION DATA

Based on the results of the perception data the SIT found that only about 70% of the staff is implementing the Success for All reading reform program with fidelity. All students are not reaping the benefits of the program because it is not being implemented with fidelity which impacts student learning and success.

Stakeholder survey results also revealed the need for Mason to work harder to provide students opportunities and experiences to address the "whole" child by implementing school wide health and physical fitness opportunities, school wide character development programs, and opportunities for students to participate in learning through the Arts (fine arts).

The team also discovered that the climate is not conducive to high levels of learning and parent involvement. Mason is continually working to build a capacity for learning and making the climate inviting for parents. Students reported that they do not feel that they are learning a lot and do not like their classes. The SIT team believes that if students are bored then they are less motivated than others to engage in their own learning. Differentiating instruction, incorporating cooperative learning into the curriculum, utilizing project based learning, and innovative and engaging instruction will improve student motivation and student achievement.

The perception data confirmed that Mason is in the implementation stage of ensuring that all students and parents are aware of student expectations, grade level goals and objectives, and targeted assistance opportunities.

PROCESS DATA:

ED YESS SAAS 40 indicators indicated that the curriculum for the school, which is provided by the districts, is exemplary aligned with the state curriculum framework. It also indicated Mason staff needs to consistently inform and discuss with students their objectives for each class/ lesson. At this point Mason is at the implementation stage and will continue to work ensure that all students are aware of the goals and objectives of each lesson. The ED Yes indicators also specified that Mason will continue perfecting the process of hard decision making and using data to drive all decisions. Stronger emphasis will be placed on all teachers utilizing best practices during instructional delivery. While reviewing the ED Yes rubric the SIT agreed that more of an emphasis will be placed on working to involve parents and families in student learning and other school activities.

Surveys were also dispersed to parents, staff, and students. These surveys were reviewed and the findings were used to guide how we modified and shaped our academic programs. As a result, several determinations were made which included a need for innovative differentiated instruction in all content areas and the development of effective Professional Learning Communities to support a child-centered, data driven learning environment with an intentional focus on working together to improve instructional delivery, and student learning.

All of aforementioned data was analyzed by the transformation team to help identify and clarify all the BIG IDEA's.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

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

The District will align the principal selection process for Priority Schools to the "two-year rule."

The District (Office of School Turnaround) will build leadership capacity through job embedded professional development. Boot camp is a professional development model that is used to incorporate the collaborative efforts of Priority School principals and building level teacher leaders. The topics for the 2013-2014 school year include: Developing Systems for Sustainability, Effective use of Data, Developing and Utilizing Instructional Leadership Teams, Creating Professional Learning Communities, Identifying Effective Leadership and Instructional Strategies, Enhancing School Culture and Climate.

The current principal of Mason Elementary/Middle School, Mrs. Omega Mostyn, meets all five turnaround competencies.

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

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

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

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.

Principals in-service their teachers on the evaluation process which includes a breakdown of the Detroit Educator Evaluation Process Manual. Each teacher is requested to complete a Professional Learning Plan or input documentation into MY Portfolio utilizing PD360. Teachers are able to access the teacher evaluation rubric, manual, and all forms via Learning Village. Between September and November, all teachers receive an initial observation conducted by the principal or the designee (DFT members are not able to conduct observations). All administrators participate in inter-rater reliability training and coaching. The observer can use the Observation360 electronic template which will allow them to send their feedback via email and PD360 through the focus tab.

Observers should conduct an initial meeting (post observation) with the teacher to complete the following:

1. Review your observation with the teacher
2. Review the teacher's PLP and make recommendations.
3. Administrator and/or designee and the teacher sign the PLP.
4. Provide the teacher access to the evaluation materials: rubric, observation form, etc.
5. Help review the list of possible assessments to use as measures of tracking student growth.
6. Teachers should select a minimum of two data sources.

During the months of November through April, teachers are provided with support and assistance. Administrators and teachers can recommend struggling teachers for additional support by submitting the Request for Assistance and Support form to their Assistant Superintendent. Administrators can also recommend PD360 videos to support professional growth and conduct additional walkthroughs and/or observations as needed/desired. A formal mid-year observation must be conducted for struggling teachers and new teachers. All teachers should be encouraged to continue implementing their PLP's, collecting artifacts and documentation to support each core element. Beginning in April, observers should begin conducting their end-of-year observations utilizing the End of Year Teacher Evaluation form. Each administrator must conduct a conference with their teachers to determine an element summary score based on the artifacts, data, and documentation collected or provided by the teacher as evidence for each core element. The administrator then completes the annual rating form to determine and record effectiveness label per rating scale, record attendance and discipline information and list contributions and accomplishments for each teacher. Throughout the year, teachers should continue to collect artifacts and documentation for their professional growth and fine-tune their professional learning plans.

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

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

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

The identification to reward school leaders, teachers and other staff will be related to placement on the Top to Bottom list for the following school year. As school communities improve their ranking, they will become eligible for a reward. This reward could include a multi-year contract for principals or if budgets can support bonus recognition for other staff.

In conjunction with the teacher evaluation process ineffective teachers will be provided support from the school, district and/or training to assist with Professional growth and improvement. Removal of staff will be based on the Top to Bottom ranking for the following year using the evaluation process for perspective staff.

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

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

Goal 1:

All Mason students, including students with disabilities, will improve academic achievement in Reading during the 2013-2014 school year.

Measurable Objective 1:

39% of All Students will demonstrate a proficiency, including students with disabilities, as designated by the states differentiated proficiency target in Reading by 06/13/2014 as measured by assessment results from the 2013-2014 MEAP Reading scores in grades 3-8, results from the Quarterly NWEA MAP, and Star Reading assessments.

Strategy1:

Success for All Literacy Program - Mason students in grade K-8 will participate in a daily uninterrupted reading block. The prescribed uninterrupted reading block is 60 minutes for middle school and 90 minutes for grades 1-8. The kindergarten program incorporates a full day of instruction, incorporating literacy into all content areas. Three categories are created from the assessment (Roots, Wings, and Edge). A variety of classes are formed within in the three categories that address several different skill levels in each (i.e. Wings, 3.0, 3.1, 3.2, etc.). Teachers place instructional emphasis on cooperative learning activities, celebrations, and team points, while building skills in fluency, vocabulary, phonics, phonemic awareness, and reading comprehension. The pace of the daily lessons are designed to increase literacy skills at an accelerated rate. Students are assessed every eight weeks with a goal of increasing 2 or more levels each quarter.

Research Cited: SFA meets the What Works Clearinghouse (WWC) evidence standards and six studies meet WWC evidence standards with reservations. Altogether, the studies included nearly 4,000 students attending more than 70 elementary schools across the United States.

The seven studies focused on students in grades K-3

who received the SFA intervention for varying amounts of time. Based on these seven studies, the WWC considers the extent of evidence for SFA to be medium to large for

phonics, comprehension, and general reading achievement. No studies that meet WWC evidence standards with or without reservations addressed fluency.

As a result, SFA was found to have positive effects on phonics, mixed effects for comprehension, and potentially positive effects on general reading achievement.

SFA is a program that is instrumental in moving children to a higher level of performance at a rapid pace. IES What Works Clearinghouse Intervention Report. Aug. 2009. U.S. Department of Education.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mason teachers and support staff will participate in professional development to provide training in the form of a refresher to the staff to support the Success for All Literacy Program. The training will consist of 6 hours of training that will introduce any new staff to the SFA program and will provide reinforcements of the SFA program components and implementation of the program.	Academic Support Program	08/21/2013	08/21/2013	\$7652 - Title I Schoolwide	All teachers, school service assistants, educational technicians, assistant principal, and principal will be responsible for this activity.

Narrative:

Mason staff will participate in ongoing job high quality job embedded professional development to meet the standards for continuous professional learning and to provide teachers with continuous strategies and interventions in core academic areas. Our professional learning plan will be inclusive of a concerted effort to improve the school Culture and Climate and instructional skills and practices that will enhance student academic achievement.

The Mason staff will receive ongoing professional development in the areas of developing Professional Learning Communities, Differentiated Instruction, and establishing a positive Culture and Climate as our "Big Ideas" that will guide us to continuous improvement. The Success for All" Comprehensive Reform Design will be the model utilized to guide our Professional Learning Communities. SFA professional development will be provided to all instructional staff to ensure that they acquire the necessary training to ensure effective program implementation and instructional delivery.

Within the auspices of the SFA program, professional development will include developing skills in the following areas: Cooperative Learning Groups, Creating Learning Centers, Scaffolding Instruction, Improving the School Climate to Support Student Learning, and Using Data to Drive Instruction. Staff will also receive ongoing training in the components of the SFA reading levels, entitled Reading Wings, Reading Roots, and Reading Edge which will provides teachers with the knowledge to implement the curriculum design based on the reading levels. Training will also be provided in the Team Alphie Tutorial (which is an online program to be facilitated by the School Service Assistants), along with Solution Team and Committee training for the Success network. The Solutions Team will operate in the fashion of the traditional School Improvement Team and will utilized data to guide, shape, and modify the instructional program, and improvement of the overall school culture and climate, creating an environment that is conducive for learning. Quarterly monitoring of all school data by the Success Network (representatives from the Solutions Team and subcommittees, along with administration and the SFA facilitator) will be the conduit that will support consistent ongoing data review to monitor the process of school initiatives, interventions, strategies and programs put in place by subcommittees of the Solutions Team Network. This monitoring will allow us to determine how well programs and interventions are working, based on the data review and if they should be maintained, modified, or eliminated. The following types of data will be reviewed: achievement data, behavioral data, and attendance data.

Instructional staff will receive on-going professional development and coaching from a Data Coach. The staff will meet with the data coach on an individual basis, and in weekly grade level meetings. During these sessions the staff will be trained to analyze their classroom data, external assessment data, and school-wide assessment data. The staff has reached a consensus to utilize the Triangulation model to analyze data. Once the data coach and teachers have collected and reviewed the appropriate data the coach will work with the instructional staff to develop skills in creating an action plan, inclusive of developing goals, objectives, strategies, interventions and monitoring for both the teacher and his/her classroom(s) that will lead to improved instructional delivery and improved academic achievement.

Job embedded professional development will be provided by Mason's Instructional Specialists. The Instructional Specialist will work with staff on an ongoing individual basis, using the Coaching Model, along with providing whole staff professional development in the following areas: "Success for All, "Lorraine Monroe's Blackboard Configuration, cooperative learning groups, creating effective and efficient classroom learning centers, innovative and engaging instructional delivery, data analysis, and classroom management strategies.

Differentiated Instruction professional development will be provided to cover an array of topics using a variety of strategies, interventions, tools and programs. Differentiation will be provided in all content areas. Staff will be trained in the following areas to support differentiated instruction: integrating technology in the classroom, small group instruction, implementing successful guided practice, developing successful flexible grouping, (homogeneous and heterogeneous), innovative hands-on instruction, utilizing rubrics in the classroom, writing across the curriculum, inclusion, team teaching and strategies from Marzano's Nine Instructional Strategies for Effective Teaching and Learning.

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Professional Development will be ongoing and sustained through the support of the data coach, instructional specialists and professional learning communities. The Data coach will return to Mason in the upcoming year and will continue coaching teachers to ensure that the staff is proficient, and effectively utilizing and engaging in data driven instructional practices. The data coach will continue to work with staff weekly on an individual basis. During these sessions staff will continue to be trained to analyze their classroom data and utilize it to guide instructional practices.

Success for All training (SFA) professional development is also ongoing and sustained through professional coaching and bi-weekly component team meetings facilitated by the building SFA facilitator. 26 sessions of coaching and support will be provided to the instructional staff by SFA out-of-district consultants. Support will be provided in the areas of goal focused achievement planning and progress monitoring, along with providing training for Leading for Success Solutions training for counseling staff, administrators, and facilitators .

The differentiation of mathematics professional development will be sustained through coaching by Mason's instructional specialist and outside math coaches. Professional development will also be provided by Mason's instructional specialist in the area of science and social studies. Science professional development will focus on providing instructional delivery, teaching the scientific method, differentiation of science instruction, and project based learning in the science classroom. Staff will also receive professional development in the area of differentiation in social studies instruction, project based learning in the social studies classroom (what it looks like), and social studies strategies to deliver engaging instruction. These professional development opportunities will be sustained through grade level team coaching for elementary grades and subject specific team coaching for middle school teachers and support staff. Individualized feedback will be provided through formal and informal observations and walkthroughs provided by the principal and assistant principal, data discussions with the data coach, feedback from instructional specialists and professional learning communities meetings.

To ensure that Mason has an environment conducive to learning staff will be provided on-going job embedded professional development in the area of Climate and Culture. Professional development will be provided by Mason's support staff including the School Psychologist, School Counselor, and School Social Workers with a focus on the emotional needs of students and tiered academic and behavioral strategies and interventions. Support staff will also support teachers through one- on- one collaboration and consultation on classroom climate interventions and strategies. Neighborhood Legal services will provide professional development to staff that will focus on cultural and class differences, bullying and harassment, and parental involvement.

Professional Development opportunities for Climate and Culture will be provided to Mason staff on an on-going basis with not only the above opportunities but through Success for All and Professional Learning Communities training. Mason will work to ensure staff are aware of environmental barriers and differences that are students encounter on a day to day basis and how to establish and maintain a positive Climate and Culture that will support student academic and social growth.

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

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

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

During the 2013-2014 school year, professional development will include ongoing, systematic, and job-embedded experiences to enrich and enhance the skill-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 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 at the National level, we have adopted a citywide 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 members and the analysis of data collected from standardized assessments. District Professional Development activities are aligned to State Professional Development Standards.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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

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

Goal 1:

All students at Mason Elementary/ Middle, including students with disabilities, will become proficient Writers.

Measurable Objective 1:

27% of All Students will demonstrate a proficiency, including those with disabilities, as evidenced by completion of a writing portfolio with 70% accuracy or higher or demonstrated proficiency in writing in English Language Arts by 06/12/2014 as measured by 70% or higher scoring on writing pieces determined by the 6+1 writing rubric for grades k-8, and proficient and advanced scores for 4th and 7th grade MEAP writing assessment results.

Strategy1:

Extended Learning Opportunity - Students furthest from the state proficiency targets will participate in extended learning after school to receive small group instruction in the area of the Process Writing. Students who are struggling writers will have an opportunity to work in smaller groups to receive additional guided practice and support by instructional staff in the area of developing ideas, pre-writing, editing, revising and publishing. Students may also receive additional support on the weekly prompts that are provided by the classroom teacher. Research Cited: Hendler & Nakelski (2008) conducted a study examining extended day programs that focused on academic and social development. The study found that through extended hours of academic and social enrichment students improved scores in literacy. This article conducted by the National Education Association reports that extended learning opportunities for struggling students enhance both academic and social growth. Several extended learning programs were evaluated and results were improved achievement for programs with high quality instruction.

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Activity - Cooperative Learning Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conduct Cooperative Learning Groups 1-2 times monthly to monitor student progress. Students will learn to review and edit pieces of work in cooperative learning groups while the teacher sits with individual students to monitor their improvement in writing, following the process, step-by-step, and their ability to utilize the writing rubric.	Monitor	10/01/2013	06/02/2014	\$0 - No Funding Required	All classroom and resource teachers.

Narrative:

Multiple forms of achievement and demographic data were reviewed when selecting Mason's instructional program. Throughout the process an audit of existing programs was conducted as well as the review and analysis of MEAP, MAP, Star Literacy, Star Reading, district pre and posttests, behavioral data including suspensions, attendance, and student retentions, were reviewed and based on the results programs and interventions have been identified; Professional development topics have been selected, and content area goals were established based on the data.

Nearly all the MEAP scores for Fall 2012 decreased this year. Overall student scores decreased in the level 1 and level 2 categories. Over the last three years the reading and mathematics test scores have fluctuated anywhere from 2-23% in a particular level/category particularly in the not proficient and partially proficient categories.

The School Improvement Team reviewed a variety of assessments which included MEAP, MAP, Star Reading and Math data, district pre and post test results, and teacher generated assessments. Overall MEAP scores decreased during the 2012 school year. Third grade scores in reading have fluctuated over the past 3 years. 13% of our students scored in the proficient range which is a 7% decrease from 2011 scores and a 22% decrease from 2010. 63% of our third grade students scored in the not proficient range which is an increase of 30% from last year and 34% increase from the 2010 scores. 3% of our third grade students scored in the proficient range for math which is a 3% increase in students scoring in the proficient range from the 2011 and 2010 third grade math scores. 87% percent of our third grade students scored in the not proficient range for math which is a 9% decrease from last year and 3% increase from the 2010 school year.

Nine 3rd grade students with disabilities were tested last year. Of those students 78% scored in the not proficient range for reading which is a 21% increase from last year's third grade reading scores. 11% of our third grade students with disabilities scored in the partially proficient and proficient range. There was an 11% increase in students that were proficient. 100% of the third grade students with disabilities scored in the not proficient range of the MEAP mathematics assessment. Third grade math scores are consistent with the math scores from the last three years.

33% of fourth grade students scored in the proficient range of the MEAP for Fall 2012 in the area of reading which is an increase of 1% from 2011 and a 20% increase from 2010. 25% of fourth grade students scored in the not proficient range which is a 9% decrease from 2011 and an 8% increase from 2010. 42% of our fourth grade students scored within the partially proficient range which is an 11% increase from last year and 12% decrease from 2010. 54% of our fourth grade students who were successfully matched from 2011 improved their performance on the MEAP reading assessment. 2% of our fourth grade students scored within the advanced range of the writing MEAP assessment. This was a 4% decrease from 2011 and a 2% increase from 2010.

14% also scored within the non-proficient range which is a 4% increase from 2011 and 3% decrease from 2010. 88% of fourth grade students scored in the not proficient range on the MEAP mathematics which is a 4% increase from 2011 and a 3% decrease from 2010. 7% percent of fourth grade students scored in the proficient range which is a 1% increase from 2011 and a 7% increase from 2010. Overall 14% of our fourth grade students who were successfully matched from Fall 2011 improved their performance in mathematics on the MEAP.

Seven 4th grade students with disabilities were tested. 71% scored in the not proficient range in 2012 an increase of 21% from 2011 and a
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4% increase from 2010. 29% scored in the scored in the partially proficient range a 21% decrease from last 2011 and a 35 decrease from 2010.

57% of 4th grade students with disabilities scored within the not proficient range in the 2012 reading portion of the MEAP which is a 7% increase from 2011 and a 24% increase from 2010. 100% of 4th grade students with disabilities scored in the not proficient range of the mathematics MEAP assessment which is consistent with 2011, 2010, and 2009 scores.

28% of the fifth grade students scored in the proficient and advanced range (26% proficient and 2% advanced) in reading. This is a 1% increase from last year and 23% decrease from 2010. 46% of students tested in the not-proficient range for reading which is a 12% increase from 2011 and a 23% increase from 2010. Overall 28% of fifth grade students who were successful matched from Fall 2011 improved their performance on the Reading MEAP. 89% of all fifth grade students who took the MEAP mathematics test scored in the not proficient range which is a decrease of 4% from Fall 2011. 2% of fifth grade students who tested scored in the proficient range which is consistent from last year and a 2% increase from 2010. 24% of all students who were successful matched from Fall 2011 improved their performance in the mathematics MEAP assessment. 98% of students tested in the science MEAP assessment scored in the not proficient range. There was a 7% increase from 2012 to 2011 and 12% increase from 2010. Over the last three years there has not been a student who has scored in the proficient or advanced range.

Four 5th grade students with disabilities took the MEAP test. In the area of reading 50% of the students or 2 students were not proficient while one student scored in the partially proficient range and one student scored in the proficient range of the 2012 reading MEAP assessment. In 2011, 83% of the fifth grade students with disabilities tested scored in the not proficient range while 17% scored in the partially proficient range in the reading portion of the MEAP. In 2010, 50% of the fifth grade students with disabilities tested scored in the not proficient range while 50% also scored in the partially proficient range (reading). 75% or 3 students scored in the not proficient range on the mathematics portion of the MEAP. 1 student scored in the partially proficient range. 83% of the 6 students tested in 2011 scored within the not proficient range. These scores mirror the scores of the 2011 reading assessment. Over the last two years (2011 & 2012) 100% of the students with disabilities tested scored in the not proficient range of the science MEAP assessment.

The 2012-2013 school year was the first year for Mason Elementary/Middle School to have a middle school configuration; therefore, Mason does not have previous MEAP assessment data for the sixth, seventh, and eighth grade students.

Sixth grade students MEAP results are as follows: 48% of students tested in the not proficient range of the reading MEAP assessment. 23% scored in the partially proficient range, while 27% scored in the proficient range and 2% in the advanced range. 95% of the sixth grade students tested were successfully matched from Fall 2011 and Fall 2012 and 35% of students matched improved their performance on the reading MEAP assessment. 90% of sixth grade students scored in the not proficient range while 7% scored in the partially proficient range, and 3% in the proficient range of the mathematics portion of the MEAP. 21% of the sixth grade students that were successfully matched from Fall 2011 to Fall 2012 improved their performance on the MEAP. 61% students who took the social studies MEAP assessment scored in the not proficient range while 36% scored in the partially proficient range, and 3% in the proficient range.

14 sixth grade students with disabilities were tested 86% scored in the not proficient range in reading while 14% scored in the partially proficient range. 93% of sixth grade students with disabilities scored in the not proficient range in mathematics while 7% scored in the partially proficient range. 73% of the sixth grade students with disabilities scored in the not proficient range of the social studies assessment. 27% scored in the partially proficient range.

51% of seventh grade students scored in the not proficient range of the 2012 reading MEAP assessment. 19% scored in the partially proficient range while 29% scored in the proficient range and 2% scored in the advanced range. 92% of seventh grade students were successfully matched from Fall 2011 to Fall 2012 of those students who scores were matched 24% improved their performance on the

reading MEAP. 79% of seventh grade students scored in the not proficient range on the mathematics 2012 MEAP. 18% scored in the partially proficient range while 3% scored in the proficient range of the mathematics MEAP assessment. There was a 14% improvement of students whose MEAP mathematics test scores were successfully matched from Fall 2011 and 2012. 10% of the seventh grade students scored in the proficient range of the writing MEAP assessment while 21% scored in the partially proficient range, and 69% scored in the not proficient range.

The achievement gap for 3rd grade female to male students in the area of reading closed by 32%. The gap widened for 4th grade male students. 45% of 4th grade female students scored in the proficiency category levels 1&2 on the MEAP while only 17% of males scored in those categories, leaving a 28% gap between 4th grade girls and boy's proficiency levels 1&2. The gap widened for 5th grade male students compared to the 2011 MEAP scores as well, 25% of Mason's 5th grade female students scored in levels 1 & 2 of the reading MEAP while on 17% of males scored in categories 1 & 2 resulting in a 6% gap of achievement. The mathematics gaps in 3rd and 5th grade male and female students were consistent with last years gap for female and male students which ranged from 3% or less. The gap closed in the 4th grade by 13%. 9% of 4th grade male students scored in proficiency range of the mathematics MEAP assessment while only 3% of females scored in the proficiency range leaving a gap of 6%.

MAP TESTING:

The MAP assessment provides a projected proficiency summary report which aligns with the MEAP results based on student results of the MAP. 48% of 2nd-8th grade students tested scored in the not proficient range, 36.5% in the partially proficient range, 14.4% in proficient range, and .5% in the advanced range. 86.1% of our 2nd-8th grade students scored in the not-proficient range of the mathematics MAP test. 10.8% of students scored in the partially proficient range of the MAP mathematics assessment while 3.1% scored in the proficient range. This data directly aligns with our Fall 2012 MEAP mathematics data.

Based on the analysis of student achievement, school programs/process, demographic, and perception data the Leadership Team determined multiple causes for the academic struggles students are experiencing. Instructional delivery, designing lessons that provide greater depth of knowledge (rigor), instructional consistency, students working below grade level, student behavior, suspensions, parental involvement, and economic hardships were identified. Mason also merged with a neighboring school during the 2012-2013 school year which changed the culture and climate of the school and greatly increased student enrollment with nearly half of the new student population being introduced to Success for All for the first time.

Mason will implement the following programs and/or curriculum for improving instruction in the reading, writing, mathematics, science, and social studies.

Reading

Areas of concern for ELA were consistent across grade levels. Reading comprehension, drawing meaning from both informational and narrative text, inference, and word recognition are all areas of concern. Based on these concerns Mason will continue to implement the Success for All evidence based reform which was selected to close the achievement gap for at-risk children and to increase academic achievement for ALL students. The SFA program is based on Cooperative Learning, Differentiated Instruction, and Common Assessment Rubrics. Additional key focuses of the SFA model are getting the entire community to focus on high reading achievement in order to increase achievement scores across all content areas, and to continue to change the school climate into one that personifies high expectations for students, staff, and parents. The program strategies can and will be utilized across all content areas. These strategies include Cooperative Learning, Response to Intervention (RTI), Differentiated Instruction, Guided Practice, Independent Practice, and usage of readily available

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rubrics. This model includes a variety of embedded strategies to support struggling readers. Examples of such intervention strategies include extended time for English and reading instruction (90 minute daily reading block for K-5 and a 60 minute reading block for grades 6-8), Cooperative Learning, Differentiated Instruction, use of technology, the use of graphic organizers, the use of auditory materials, and project based learning. Targeted instruction, homogenous reading groups to support the needs of the individual student, literacy centers, and small group support by tutors.

The Success for All program has four major components: KinderCorner, Reading Roots, Reading Wings, and Edge.

The KinderCorner curriculum is based on research indicating that young children learn best when material is delivered holistically rather than in isolation. So the discussion of thematic concepts to support children's phonological awareness, phonemic awareness, and oral language development. These activities include interactive story reading and storytelling, actions songs and rhymes and verbal guessing games. Each day the children choose among learning labs and engage in reflection activities to promote their problem solving skills. Literacy Development emphasized in KinderCorner includes the development of phonics skills and during the second half of the year, a more formal introduction to reading through KinderRoots.

Reading Roots is a comprehensive curriculum that targets beginner readers, usually first grade. Roots provides a strong base for successful reading through its emphasis on systematic phonics instruction. This phonics instruction is supported by decodable stories and instruction in fluency and comprehension.

Reading Wings targets the needs of second thru fifth grade students who have successfully learned to decode, but who need to develop more sophisticated reading skills. To ensure that students become more proficient readers, Wings targets oral language development, fluency, reading comprehension, and written expression by providing, students with ample opportunities with both narrative and expository text.

Reading Edge targets middle school students from the struggling learner to the advanced learner and exposes students to both expository and narrative text that provide students opportunities to develop and extract a deeper meaning from the text.

Based on the students grade level and ability level student will matriculate through the Success for All program from year to year as the program has prescribed. Instructional staff will utilize the prescribed curriculum, cooperative learning groups, differentiation of instruction, small group interventions, and progress monitoring to support student learning.

Writing

Writing concerns are also consistent across all grade levels they include: using and identifying pre-writing strategies, write and identify correct grammar usage, writing genre, identify characteristics of a specific genre, identify information that is supported in the text, also an area of focus specifically process writing, consideration of the audience and purpose for writing, along with identifying or exhibit style to enhance the written message. Professional development will be provided instructional staff in the area of process writing. All Mason school students (K-8) will engage in weekly process writing from school-wide writing prompts. Writing rubrics have been developed for each grade level. Teachers will use the Houghton Mifflin Write Source Series alongside district recommended pacing guides and 6+1 writing traits to guide instruction. Students experiencing difficulty are identified at the classroom level by their teachers. Students not proficient in writing, participate in a variety of interventions and strategies which are implemented to provide additional student support. Examples of these interventions include Differentiated instruction, scaffolding instruction, tiered interventions using RTI, posted writing rubrics, the use of graphic organizers, classroom literacy centers/workshops to support writing, GLCE specific writing skills, and small group instruction during center/workshop time to provide individualized attention and support. Students will utilize both traditional practices and web based online

process writing enrichment programs that allow students to further practice and critique their writing in an interactive and highly engaging format.

Mathematics

Due to the lack of proficiency in the area of Mathematics and an item analysis review these are of the areas of concern for mathematics. They include the following: number recognition, (Kindergarten-1st) addition, subtraction, multiplication, and division fluency, fractions (2nd-6th), decimal fraction operations, compare two fractions using common denominator, properties of 2 dimensional angles (5th, 6th, 8th), whole number division (4th,5th, 6th), interpreting graphs (all grades), algebraic expressions and equations, use of letters with units to represent qualities, use of convention of writing algebraic expressions (7th grade), and recognizing proportional or linear relationships (8th). The Houghton Mifflin Scotts Foresman series will be utilized as a tool for academic instruction in conjunction with district grade level specific pacing guides. Teachers will identify and address grade level weaknesses and address them through grade level/content level meetings and through the differentiation of instruction for all students. Hands-on learning experiences to develop concrete understanding of mathematical concepts. Students use manipulatives such as counters and base ten blocks, technology, cooperative learning, math centers, the use of online enrichment programs, supplemental math programs i.e. Glory Math, individual plans when warranted, and measurement tools to build understanding.

Science

Mason has identified the following as areas of concern for all students in the area of science the scientific process, physical science, weight and mass, gravity, forces, light energy, life science, animal systems, cell development and growth. Elementary teachers and students will use the Harcourt series as a tool to sequence and introduce science material along with district grade level specific pacing guides. Middle School teachers and students will use the Pearson series as a tool to sequence, introduce and reinforce science grade level content expectations along with grade level specific pacing guides. All teachers will differentiate science instruction, scaffold instruction, incorporate project based learning, cooperative learning groups, and school wide science projects utilizing the scientific method with rubrics for guidance.

Social Studies

Mason has identified the following areas of concern for all students in the area of social studies they include: history of the American government/civics, Bill of rights, understanding of the 1st, 2nd, and 3rd amendment, Michigan history, natural resources, geography climate and population of the United States. Elementary teachers and students will use the Macmillan/McGraw-Hill series as a tool to introduce, guide, and reinforce social studies grade level content expectations along with district grade level specific pacing guides. Middle School will use the Prentice Hall series as a tool to introduce, guide, and reinforce social studies grade level content to students in conjunction with district grade level specific pacing guides. Teachers will differentiate instruction for all students through the use of scaffolding instruction, cooperative learning groups, and innovative hands-on projects.

Climate and Culture

Through the review of suspension data and infractions, teacher referrals, and Student Advocate sign-in sheets, Mason has identified the following areas of concern due to the Culture and Climate of the school they include: the merger of Mason and Farwell (a local neighborhood middle school), high rates of absenteeism, high rates of suspensions, poor peer to peer relationships, negative staff and student interactions, and a lack of shared beliefs. As a result, Mason will work to improve school spirit through a daily morning exercise which includes identifying school-wide expectations, frequent school assemblies and student workshops that build character and provide additional social, emotional,

and academic support/ Mason will incorporate extra-curricular activities into our program offerings. Furthermore Mason, will identify, implement and monitor positive behavior support interventions and incentives including but not limited to the Mason Positive Behavior Store and attendance initiatives. Mason will continue to employ Student Advocates who provide an alternative to suspensions and facilitate the Focus room while providing students opportunities to practice conflict resolution skills. Students will also be engaged in ongoing mentoring programs/and activities facilitated by Neighborhood Legal services and other participating staff members to provide them the opportunity to develop social and communication skills that will create a more conducive learning environment throughout the school community. These strategies and procedures will be on-going and increase student and staff engagement in the educational process increasing time on task and encouraging high levels of academic achievement.

Professional Learning Communities (PLC) and Differentiated Instruction strategies and activities will be implemented from August to July of each school year (2013-2014, 2014-2015, 2015-2016, and 2016-2017). Professional Development will occur throughout the duration of the school year, yearly from 2014-2017 and will be provided by the Instructional Specialists, Data Coach, Lead teachers, and lead by PLC groups. The coaching model will be used to provide follow-up and monitoring of all strategies and interventions.

Culture and Climate strategies and interventions will be implemented from August to July of each school year (2013-2014, 2014-2015, 2015-2016, and 2016-2017).

Question 6B

Mason's instructional program will develop effective Professional Learning Communities (PLC), establish a positive Culture and Climate, and will utilize Differentiated Instructional strategies in all classrooms as the BIG IDEA'S to improve student achievement and Mason's overall instructional program. Mason will work to develop teacher capacity to carry out effective and rigorous instruction that is supported through teacher participation in Professional Learning Communities that focus on improving and delivering quality instruction to all students through professional dialogue, data analysis (triangulation of data), professional reflection of teaching practices and strategies, awareness of student environmental barriers, and instructional delivery. Instructional staff will also build capacity to differentiate instruction by participating in professional development. All teachers will differentiate instruction through the use of scaffolding, integrating technology in the delivery of lessons, cooperative learning (groups), flexible groupings, learning centers, and hands-on project based learning with rubrics. Instructional staff will also work to further develop all students depth of knowledge by utilizing the Depth of Knowledge wheel and continuously incorporating higher order questioning into the classroom to improve students critical thinking. School-wide teachers will use cues, questions, and advanced organizers, adopted from Marzano's Nine Instructional Strategies for Effective Teaching and Learning, to deepen student knowledge of all content areas and encourage higher order thinking as a Tier I intervention.

School-wide, teachers will ensure that all students know what they should be learning through the use of the Lorraine Monroe Blackboard Configuration. All teachers will utilize the depth of knowledge wheel to develop grade level specific objectives and standards. All instructional staff will introduce the objective and explain to students what they will be learning and what the expectations are for the lesson. All teachers will evaluate students mastery of the daily objective through the implementation of the exit ticket strategy. The exit ticket will be a daily occurrence for all content areas.

Mason will utilize the Response to Intervention model. Mason has put in place and will continue perfecting Tier I, II, and III level interventions. All Mason staff will implement Tier I and II interventions by way of differentiated instruction and targeted small group instruction for struggling students. Instructional Staff will be provided on-going professional development in the area of tiered interventions.

RESEARCH

Instructional staff will implement Differentiated Instruction to improve instructional delivery and to increase student achievement. Differentiated Instruction will allow all students to learn and receive instruction and interventions based on their own individual learning needs and learning modalities. Implementation of Differentiated Instruction will envelop a multiplicity of evidence based practices that will help facilitate increased learning for children. Scaffolding instruction, guided practice, cooperative learning, independent practice, instruction through the use of technology, the use of audio visuals aids, and project based learning are ways in which teachers will differentiate instruction for students with disabilities and struggling learners. Students will experience working in collaborative groupings and small groups.

Smith, Jody. U.S. Department of Education. Promoting Excellence for all Americans. n.d. Montgomery

County Public Schools. Teachers assess where students are and build from that point, taking in account that all students have individual, unique, learning styles, and needs.

Tomilson, C. (1999). "The Differentiated Classroom - Responding to the Needs of All Learnings". ASCD Publications, By the Association for Supervision and Curriculum Development. The use of technology in the classroom and technology based learning programs is another strategy Mason will use to improve instruction and student engagement. The U.S. Department of Education (2008) Effects of Technology on Classrooms and Students, a study posted on the U.S. Department of Education website reported that when students are using technology as a tool or a support for communicating with others, they are in an active role rather than the passive role of recipient of information transmitted by a teacher, textbook, or broadcast. The student is actively making choices about how to generate, obtain, manipulate, or display information. Technology use allows many more students to be actively thinking about information, making choices, and executing skills than is typical in teacher-led lessons. Moreover, when technology is used as a tool to support students in performing authentic tasks, the students are in the position of defining their goals, making design decisions, and evaluating their progress.

Professional Learning Communities provide teachers an avenue to collaborate with colleagues and other stakeholders to ensure and facilitate academic success for students. After Vescio et al. (2008) review of 11 studies on Professional Learning Communities (PLC's) found that "establishing PLC's contribute to a fundamental shift in (teacher) habits" (p. 36). Vescio et al. (2008) also found that as teachers engaged in the process their practices became more student centered overtime and that student learning increased. The Success for All comprehensive School Reform strategy embodies many of the key components of Professional Learning Communities which is inclusive of peer collaboration and shared decision making, engaging in professional student centered dialogue, using data to drive academic instruction, identifying baseline student data and developing a plan to improve student learning, providing on-going professional development, RTI, coaching, and progress monitoring.

The components of Success for All (SFA) directly encompass the Professional Learning Communities Model. The school leadership team also referred to as the Success Network by SFA, and ancillary support teams will operate within the SFA model to address global issues and barriers that affect individual students' success. The Success Network meets quarterly to review all data derived from school-wide interventions, achievement data, attendance data, and behavioral data. Response to intervention strategies will be developed and monitored through the School-wide Intervention Team (RCT), to provide multi-tiered interventions for students. The School-wide Intervention Team will review data and teacher referrals to assist academically disadvantaged students. Based on the needs of the student an individualized action plan will be developed and monitored.

Success for All meets the What Works Clearinghouse (WWC) evidence standards and six studies meet WWC evidence standards with reservations. Altogether, the studies included nearly 4,000 students attending more than 70 elementary schools across the United States. The seven studies focused on students in grades K-3 who received the SFA intervention for varying amounts of time. Based on these seven studies, the WWC considers the extent of evidence for SFA to be medium to large for phonics, comprehension, and general reading achievement. No studies that meet WWC evidence standards with or without reservations addressed fluency. As a result, SFA was found to

have positive effects on phonics, mixed effects for comprehension, and potentially positive effects on general reading achievement. SFA is a program that is instrumental in moving children to a higher level of performance at a rapid pace.

Hands-on project based learning (PBL) is another strategy that Mason will utilize to enhance instructional delivery. Filippatou & Kaldi (2010) conducted a study on the effectiveness of project-based learning on elementary students regarding their academic performance, attitudes of self-efficacy, group work and teaching methods. The study included 6 fourth grade classrooms with ninety-four students of mixed learning ability. An eight week project-based learning task was implemented. Project based learning took place over the course eight weeks. At the conclusion of the study, the researchers found that students with learning difficulties improved academically, students motivation increased, and collaboration amongst students blossomed. Students were engaged in the learning process and felt a sense of group acceptance (Filippatou & Kaldi, 2010). The University Of Indianapolis Center Of Excellence in Leadership of Learning that Project-based Learning (PBL) has several positive effects on student content knowledge. PBL compared to traditional classrooms perform better on content knowledge assessments. Students with average to low verbal ability and little prior knowledge perform better in PBL classrooms. Like Filippatou & Kaldi (2010) Brush & Saye (2008) found that students were much more engaged in the learning process in a PBL classroom and were more motivated than students in a traditional class setting. Mergendoller & Michaelson (1999) also noted that students who participated in PBL also improved their critical thinking and problem solving skills.

Data Driven instruction is also a strategy that Instructional staff will utilize to drive classroom planning and instructional delivery. Teachers are provided professional support in an effort to build their capacity to analyze data and use the data to guide classroom planning and instructional delivery. Studies suggest that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Johnson, 1999; Lafee, 2002; McIntire, 2002). Earl & Katz (2006) also found "when school-level educators become more knowledgeable about data use, they can more effectively review their existing capacities, identify weaknesses, and better chart plans for improvement".

Process Writing is another strategy that will be utilized. Unger & Fleischman (2004) suggest that students who have been instructed and consistently practice processed writing score higher on standardized writing assessments. Unger & Fleischman (2004) explain that "the writing practices associated with higher scores on the NAEP test include planning the writing, making a formal outline prior to drafting, defining the purpose and audience, and writing more than one draft of a paper (p. 91). 6+1 Traits writing is a process writing model that provides students with common writing vocabulary while teaching students to prewrite, draft, revise, edit, and publish a final copy of a piece of writing. This process model uses the language and organizational structure of writing workshops which provide students with the opportunity to think, write, reflect, discuss, revise, and edit.

Research has revealed that elementary aged students tend to lack skills related to organization and revision in writing. Six-Trait Writing focuses on organization, ideas, word choice, sentence fluency, voice, and conventions (Kowalewski, Murphy, & Starns, 2002).

Coaching is a highly effective form of professional development that allows teachers to work with an expert in a particular subject area. A study conducted by Kansas University Center for Research and Learning noted that " within six weeks of working with an instructional coach 85% percent of teachers already were implementing at least one teaching practice that they learned. In contrast, earlier research suggested traditional in-service programs with no follow up are likely to get no more than a 10% implementation rate" (Knight, 2006, p. 37).

Knight, J. (2006) Instructional coaching: Eight factors for realizing better classroom teaching through support, feedback and intensive, individualized professional learning. *School Administrator*, 63(4).

Establishing a positive school Culture and Climate increases student engagement, attendance, achievement, and expectations, while reducing suspensions. In a study conducted by Cohen, Guffy, Higgins-D'Alessandro (2009) found that "the dimensions Goals focus and Adaptation describe aspects of school health and culture that are crucial to the academic success of students within the school" (p. 81). The

study also found that "exemplary schools were found to possess healthier climates (p.81).

INSTRUCTIONAL STRATEGIES

All teachers in all content areas will differentiate instruction and actively participate in Professional Learning Communities. The following programs and strategies will be utilized to improve student achievement at Mason.

Mason's instructional program is sequential in nature and is based on Grade Level Content Expectations and Common Core Standards and is aligned from grade to grade. The instructional program aligns with career and college readiness standards due to its alignment with the Common Core Standards. The district provides grade level/ content level pacing charts that identify the common core standards and /or grade level content expectations standards and strongly suggested timelines for specific content and standards. An opportunity for reteaching is built into the pacing schedule as well as the Success for All scripted curriculum.

Success for All (SFA) the evidenced based reading reform was selected to close the achievement gap for at-risk children and to increase academic achievement for ALL students. The SFA program is based on Cooperative Learning, Differentiated Instruction, and Common Assessment Rubrics. Additional key focuses of the SFA model are getting the entire community to focus on high reading achievement in order to increase achievement scores across all content areas, and to continue to change the school climate into one that personifies high expectations for students, staff, and parents. The program strategies can be utilized across all content areas. These strategies include Cooperative Learning, Response to Intervention (RTI), Differentiated Instruction, Scaffolding Instruction, Guided Practice, Independent Practice, and readily available rubrics that are used daily. This model includes a variety of strategies to support struggling readers. Examples of such intervention strategies include extended time for English and reading instruction (120 minute daily block for K-8), scaffolding instruction, cooperative learning, Differentiated Instruction, use of technology, the use of graphic organizers, the use of auditory materials, and project based learning. Targeted instruction, homogenous reading groups to support the needs of the individual student, literacy centers, and small group support by tutors. While students are receiving small group instruction other students will be involved in independent practice. Mason also offers an after school tutoring program and summer school for its struggling learners. For those students who need intensive support will also be referred to the Resource Coordinating Team, development of an individual academic plan, more time receiving targeted instruction, and bi-weekly progress monitoring. Mason adopted the Success for All program during the 2011-2012 school year for a five year period. Mason will continue implementing the Success for All program until the 2015-2016 school year at which time the program will be assessed for effectiveness after ensuring program implementation has taken place with fidelity.

All Mason school students (K-8) will engage in weekly process writing from school-wide writing prompts. Writing rubrics have been developed for each grade level. Students not proficient in writing, participate in a variety of interventions and strategies which are implemented to provide additional student support. Examples of these interventions include Differentiated instruction, scaffolding instruction, 6+1 writing traits, tiered interventions using RTI, posted writing rubrics, the use of graphic organizers, classroom literacy centers/workshops to support writing, GLCE specific writing skills, and small group instruction during center/workshop time to provide individualized attention and support. Students will also utilize My Access an online process writing enrichment program that allows students to further practice and critique their writing in an interactive and highly engaging format. For those students who need targeted assistance Mason also offers after school tutoring and summer school for its struggling learners. Students who need intensive support a referral to the Resource Coordinating Team, the development of an individual academic plan, more time receiving targeted instructional assistance, and frequent (bi-weekly) progress monitoring will also be provided.

All math Teachers will differentiate instruction for all students. All students are provided extended time (K-8), will participate in math stations, scaffolding instruction, cooperative learning, and supplemental math opportunities for targeted middle school students, and hands-on learning experiences to develop concrete understanding of mathematical concepts. Teachers will incorporate manipulatives such as counters

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and base ten blocks, technology, cooperative learning, math centers, the use of online enrichment programs, supplemental math programs i.e. Glory Math, individual plans when warranted, and measurement tools to build understanding. All students will use Accelerated Math. School Service Assistants provide assistance to the classroom teacher to support student pull-outs. Pull-outs occur only when independent practice is taking place and will be implemented in heterogeneous groupings to support inclusion. Students who need intensive support a referral to the Resource Coordinating Team, the development of an individual academic plan, more time receiving targeted instructional and assistance, and frequent (bi-weekly) progress monitoring will also be provided.

All science and elementary homeroom teachers teaching science will differentiate instruction for all students. All teachers will scaffold instruction, use graphic organizers, implement cooperative learning groups in the classroom, science centers, hands-on classroom projects and experiments, and school-wide science projects utilizing the scientific method with rubrics for guidance. Student who need intensive support will be provided an Individual Educational Plan, more intensive supplemental targeted instructional assistance, and bi-weekly progress monitoring.

All instructional staff will incorporate a Positive Behavioral Management/reward system into their classrooms and utilize the model with fidelity. This system, expectations, consequences, and rewards will be frequently communicated to students in a variety of ways. The school administrators and lead teachers will facilitate frequent school assemblies and student workshops that build character and provide additional social, emotional, and academic support. Mason will incorporate extra-curricular activities into our program offerings.

The Mason Leadership team will identify and facilitate implementation and monitor positive behavior support interventions and incentives including but not limited to the Mason Positive Behavior Store and attendance initiatives. Mason will continue to employ Student Advocates who provide an alternative to suspensions and facilitate the Focus room while providing students with opportunities to practice conflict resolution skills.

Students will also be engaged in ongoing mentoring programs/and activities facilitated by Neighborhood Legal services and other participating staff members to provide them the opportunity to develop social and communication skills that will create a more conducive learning environment throughout the school community.

These strategies and procedures will be on-going. All instructional staff and non-instructional staff will be active participants in the implementation of culture and climate strategies and all instructional staff and support staff will be active participants in the implementation of the academic strategies.

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

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

Goal 1:

Mason students, including students with disabilities, will improve academic achievement in Social Studies during the 2013-2014 school year.

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Measurable Objective 1:

26% of All Students will demonstrate a proficiency, including students with disabilities, as designated by the state differentiated proficiency target in Social Studies by 06/01/2014 as measured by Improvement on the 6th grade MEAP and improvement on the District Quarterly Social Studies Assessment.

Strategy1:

Differentiated Instruction - Instructional staff will implement Differentiated Instruction to improve instructional delivery and to increase student achievement. Differentiated Instruction will allow all students to learn and receive instruction and intervention based on their own individual learning needs and learning modalities. Implementation of Differentiated Instruction will envelop a multiplicity of evidence based practices that will help facilitate increased learning for children. Scaffolding instruction, guided practice, cooperative learning, independent practice, instruction through the use of technology, the use of audio visual aids, and project based learning are ways in which teachers will differentiate instruction for students with disabilities, and general education students. Students will experience working in collaborative groupings and small groups. Staff will receive training on how to use technology, smart boards, and laptop computers to enhance student achievement in the classroom. Staff will also be trained in specific technology based educational programs to improve higher order thinking skills and test scores. Training on "State of the arts" math labs will address students with disabilities, as well as those who need to be challenged. Research Cited: Smith, Jody. U.S. Department of Education. Promoting Excellence for all Americans. n.d. Montgomery, County Public Schools.

Teachers assess where students are and build from that point, taking in account that all students have individual, unique, learning styles, and needs.

Tomilson, C. (1999). "The Differentiated Classroom - Responding to the Needs of All Learnings". ASCD Publications, By the Association for Supervision and Curriculum Development

Activity - Cooperative Learning Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize cooperative learning as a teaching tool and a vehicle to deliver instruction. Students will be grouped with students of varying ability levels and engage in a variety of activities to improve, demonstrate, and or strengthen their understanding of key subject area concepts and content. Each student has a role and actively participated in the inquiry process which provides all students the opportunity to actively invest in their own learning. Teachers facilitate the learning activity and work with all groups utilizing higher order questioning to further student involvement and understanding.	Direct Instruction	09/09/2013	06/13/2014	\$0 - No Funding Required	All teaching staff will be responsible for implementing this activity.

Narrative:

All teachers are involved in student achievement data analysis to improve the academic achievement of all students. The staff analyzes academic data regularly in order to plan and inform all class instructional decisions. Data results are also used to guide the differentiation of instructional practices and strategies. The teachers use the results of teacher generated tests (quizzes pre and posttests), grade level common assessments (these assessments are created by teachers during their grade level meetings), unit assessments, school-wide projects, and Star Reading and Math results, MAP and MEAP assessment results both individual and grade summary reports to determine

to meet the academic needs of individual students. The data informs teacher's instructional decisions and lets them know if review is necessary, enrichment is needed, student focused interventions need to be implemented, or if mastery of the objective(s) has taken place and the teacher can transition to a new lesson and objective. Teacher analysis of student achievement data are also used to progress monitor and to create individual learning objectives and individual plans that can be used during the Resource Coordinating Team process. Results of specific achievement data also allow staff to place students in multi-aged reading groups based on their levels of performance. This allows the instructor to administer lessons that meet the immediate needs of all students, regardless of age which allows them to improve skills at a more rapid pace.

Instructional staff will work weekly with a data coach who assists and supports teachers through the data analysis process. During these weekly sessions teachers review student achievement data results, objectives, mastery levels, curriculum, along with instructional delivery strategies, classroom assignments, and student activities, in an effort to make instructional decisions that will improve academic achievement for students. Through the analysis process teachers are able to determine the effectiveness of instructional delivery, the need for modifications, re-teaching subject matter or the differentiation of the lesson, the level of student mastery, while also identifying targeted interventions and/or assistance for students furthest from mastery.

The data coach will work with teachers to provide on-going training on strategies and interventions for differentiating instruction to meet the needs of all students. The data coach will also provide teachers with necessary skills to work independently and in grade level team meetings. Through the instructional coaching process teachers will build their capacity to use data and during the 2015-1016 school year only meet with the data coach quarterly to review class data and data triangulation processes.

Review of individual data is used to create Individualized Learning Plans (ILP's) for students. Teachers facilitate and engage in data conversations (teacher/student data meetings) with students regarding their own personal data. Once students and teachers meet to discuss student data; students, with the assistance of the teacher, will select and identify a particular piece of data to focus on and develop short term goals based on the data along with possible interventions and strategies that can be used to help the student reach his/her goal. A timeline of implementation will be developed collaborative with the teacher and student. Implementation of the intervention will occur based on the pre-determined timeline. Review, refinement, modifications, or advancement will occur based on the results of the student/teacher data meeting.

Professional Learning Communities (PLC) and Differentiated Instruction strategies will be implemented from August to July of each school year (2013-2014, 2014-2015, 2015-2016, and 2016-2017). Professional Development will occur throughout the duration of the school year, yearly from 2014-2017 and will be provided by the Instructional Specialists, Data Coach, Lead teachers, and lead by PLC groups. The coaching model will be used to provide follow-up and monitoring of all strategies and interventions.

The Leadership Team will review both academic and behavioral data on a quarterly basis. Behavioral data (including referrals written by teachers, student advocate sign-in sheets, suspensions, and RCT behavioral referrals) will be reviewed by a subcommittee of the Leadership Team monthly and reported to the entire staff at monthly staff meetings. The Leadership team will use the data to review, develop, monitor, or refine school wide Culture and Climate practices, strategies, and interventions in an effort to ensure an educational environment conducive to student learning at high levels, increased attendance, positive relationships between peers and students and staff. Culture and Climate strategies and interventions will be implemented from August to July of each school year (2013-2014, 2014-2015, 2015-2016, and 2016-2017).

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

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

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

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

During the 2013-2014 calendar year all schools falling under the Priority School framework will participate in a four-week extended school year program. The extended school year program will provide an additional twenty (20) days of instructional time. The adopted model will include core-subject integrated project-based learning and enrichment activities. Enrichment activities will be scheduled during the school day. These activities will be utilized to promote pupil collaboration, enhance socialization skills, increase engagement and build self-esteem and efficacy.

During the program every student will have the opportunity to attend at least three culminating field trips for the purpose of making connections with content covered in the project-based educational program.

Specialized ESY/ Consultants will be utilized for job-embedded professional development. Consultants will be appointed based on needs identified by school-level leaders and teachers. In addition to the training provided specifically for teachers to have an additional hour before staff meetings that can be used for collaboration in PLC's, and/or job embedded professional development.

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

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

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

Mason understands that parental involvement is important and because of this Mason will put a variety of activities and protocols in place in an effort to engage parents in the overhaul of Mason's academic program. Mason will work to increase parental engagement and build parental buy-in that will in turn provide students with additional supports that will assist in accelerating their learning.

Mason staff will provide parents and families various opportunities to support their students learning through Student led conferences which allow the students, with the aid of their homeroom teachers and self-created portfolios, an opportunity to illustrate accountability for their own

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learning. During these conferences, students present to their parents, in their own words, their understanding of the expectations and objectives that they are expected to adopt and master, and also their awareness of their academic strengths and weaknesses. Students will be able to share knowledge of their achievement data, intervention plan, or individual learning goals to their parents who can then reinforce learning goals and objectives at home and through actively participating in this process.

Open house and the Annual Title 1 Meeting also allow parents the opportunity to become involved in the Mason community. During the Title 1 meeting (s) parents will be made aware of Title 1 guidelines as well as the Title 1 budget, which also includes the funds for parental involvement. District Progress reports and report cards will be sent out quarterly. Although district progress reports are sent out quarterly Mason will send biweekly progress reports out to ensure parents and students are thoroughly aware of student academic performance and standing.

School wide projects are assigned and the expectations are sent with students by way of a common assessment rubric, automatic phone calls are sent to parents to remind them of the expectations, standards, and deadlines. Parents will be provided multiple ways to monitor and understand state academic content standards and state and local academic assessments through the Annual Title 1 meeting, Open House, letters, progress reports, individual conferences, parent workshops, and student led conferences.

Parents will be provided both training and materials to assist their students with content materials in an effort to foster parental involvement. During monthly parent workshops parents have the opportunity to receive training and guidance on effective parenting skills and personal growth. Yearly, parents will have the opportunity to learn how to assist students with homework, literacy training, technology use, significance of standardized testing, (MEAP, MAP, and Star Reading and Math) and understanding Common Core Standards and Grade Level Content Expectations through Parent workshops.

Mason staff will continuously work to build a cohesive relationship between our staff and the parents in our community. In collaboration with the District, Parent Network and Mason's building level parent organization, Mason will develop and implement educational opportunities for staff to better build relationships with parents and families.

Mason will provide opportunities for all parents and families to participate in the educational process within our school community.

Parent volunteers are welcomed and will be utilized on a daily basis to help keep the school community a quiet and safe atmosphere during lunch and learning times. Parents will be involved in school-wide events such as Title 1 meetings, school programs, field trips, student-led conferences, fundraisers, classroom meetings and participation on teams and committees.

Mason will have an active parent representative on the Leadership Team to serve as a liaison between Mason parents and families and the school. The parent representative, along with other community members, will work with the Leadership Team to conduct program evaluations, program implementation strategies, review academic, demographic, perception and process data, and develop the Parental Involvement Plan and Parent Compact.

All parents will be indirectly involved in the program evaluation and instructional decisions through the completion of parent friendly surveys that address school climate, safety, school academic and enrichment programs, effectiveness of resource allocations, and overall satisfaction of Mason school. These results will be used as perception and process data that will be used during our Comprehensive Needs Assessment to shape Mason's climate and academic and enrichment programs.

Mason will work collaboratively with Parent Advisory Council for Student Achievement to provide reasonable support to parents to eliminate barriers that may impede them from being actively involved in their child's education. Parent workshops will be offered to assist with

Redesign Plan

Mason Elementary School

homework help; we will offer flexible times for voluntarism and opportunities for parents and Mason families to participate in school programs and activities. Mason plans to invite parents into the building bi-weekly to participate in a Coffee Social. This provides parents a non-threatening opportunity to come in and speak to staff and other parents regarding the education and development of their children.

MGM Grand Casino, Neighborhood Legal Services, Wayne County Community College, Mount Calvary AME Neighborhood Church, and the Coalition to Restore Hope have collaborated with Mason to remove barriers for learning and provide students additional resources and support to enrich their learning.

MGM Grand Casino has provided Mason with incentives for the school store, as part of our Positive Behavior Initiative; outerwear (coat, gloves, and hats) to remove barriers impeding student attendance and learning, and school supplies to support active participation and learning. MGM also has donated mini classroom library's to support the Accelerated Reading program in our building. The classroom libraries provide students with an array of books that can be used to further develop student fluency and reading comprehension skills.

Washtenaw County Community College provides Mason with character development and conflict resolution skills presentations and assemblies which provide teachers and students more time for instructional delivery and activities and minimizes disruptive behavior.

Local Block Clubs (Klinger Block Club and Fenelon/Conley Block Club), Mount Calvary AME Neighborhood Church and the Coalition to Restore Hope provides Mason students and teaching staff with school supplies and uniforms in an effort to remove barriers that interfere with student achievement.

Mason engages its community partners by welcoming them into our school for student programs, project learning activities as guest judges and collaborative service learning activities. Our community partners who work directly with our students are invited in for meetings to share student progress. Mason students' also participate in local neighborhood initiatives that are initiated by the surrounding neighborhood block clubs.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

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

The District 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.

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

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

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

The District has created an Office of School Turnaround which includes the following staff: (2) Assistant Superintendent for Priority Schools. The Assistant Superintendents are responsible for the coordination of all Priority Schools 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.



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:

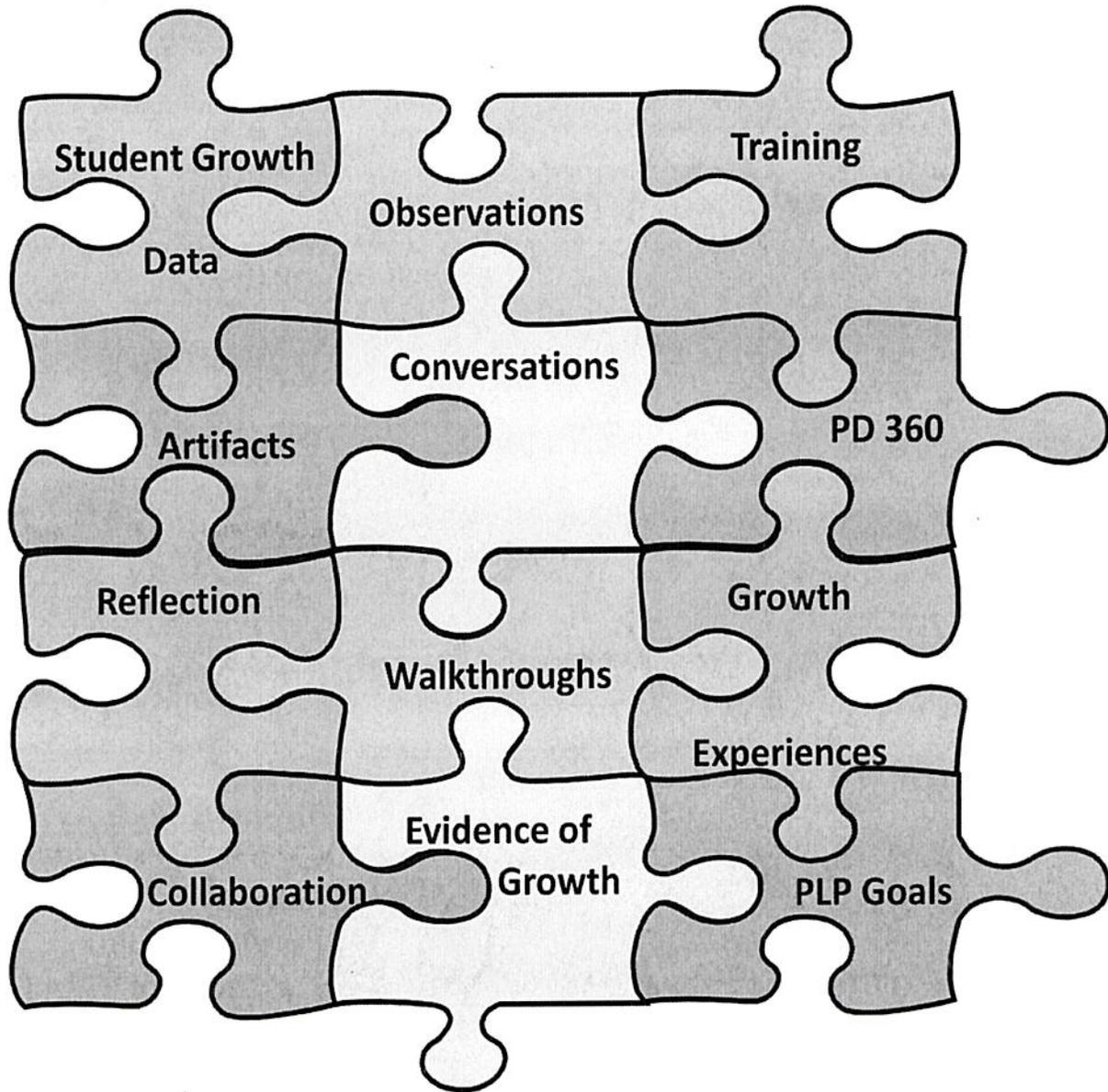
380.1249 Performance Evaluation System.

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. _____



Detroit Educator Evaluation Process

Published
2012

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 \(PLP\)](#)

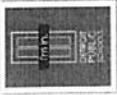
[End of Year Teacher Evaluation Form](#)

[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.

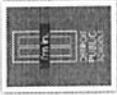


CORE ELEMENT II. STUDENT GROWTH AS A PREDOMINANT FACTOR

- 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>
---	------------------------------------

Goals for Elements	Activities/Actions	Expected outcomes and Evidence of Completion	Resources Needed	Timeline
Goal 1:				
Goal 2:				
Goal 1:				
Goal 2:				

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

<i>Element 1 Summary Rating Score</i>	_____ x	25	_____
<i>Element 2 Summary Rating Score</i>	_____ x	25	_____
<i>Element 3 Summary Rating Score</i>	_____ x	25	_____
<i>Element 4 Summary Rating Score</i>	_____ x	10	_____
<i>Element 5 Summary Rating Score</i>	_____ x	15	_____
		TOTAL ABOVE	_____
		<i>Divided by 100=SUMMARY TOTAL</i>	_____

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 _____
(Attach documentation)

Written Reprimands _____
(Attach documentation)

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

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)		PERFORMANCE EVALUATION (The performance evaluation rating is 0 to 3)	
0 to 3 days	15%	2.8 to 3	60%
4 to 6 days	12%	2.0 to 2.7	50%
7 to 9 days	10%	1.0 to 1.9	40%
10 to 12 days	5%	0.0 to 0.9	30%
13 days and up	0%		

¹ Excluding Approved Medical/FMLA Leave.

Leader Evaluation Report



Division of Curriculum and Instruction
Office of the Superintendent of Academics
Karen P. Ridgeway
3011 W. Grand Blvd.
Detroit, Michigan 48202
14th Floor Fisher Building
Phone: 313-873-4493 - Fax: 313-873-7439

Roy S. Roberts
Emergency Financial Manager

Shirley Mobley-Woods
Chief of Staff

Wilma Taylor-Costen
Assistant Superintendent

Clara Flowers
Assistant Superintendent

Rebeca Luna
Assistant Superintendent

Bilal Tawwab
Assistant Superintendent

Alvin Wood
Assistant Superintendent

LETTER OF ASSURANCE

February 6, 2013

Michigan Department of Education
608 Allegan
Lansing, Michigan 48909

To the Michigan Department of Education:

Detroit Public Schools hereby assures the Michigan Department of Education that an administrative evaluation will be developed and implemented by August 1, 2013.

Detroit Public Schools hereby further assures that Michigan Department of Education that the administrative evaluation tool will be aligned to the domains mandated by MDE and developed by our internal team.

Sincerely,

Karen Ridgeway
Superintendent of Academics

pc: Shirley Mobley-Woods
Assistant Superintendents
Nekeya Irby

Detroit Public Schools Performance Evaluation Report

Section I: Employee Information

Employee Identification Number: _____ Date: _____

Employee Name: _____

Employee Job Title: _____

Evaluator/supervisor's Name: _____

School/Office/Department: _____

Review Period: _____ to _____

Evaluation Type: _____ Annual _____ Other (specify) _____

Five Most Essential Job Performance Objectives

1.
2.
3.
4.
5.

Detroit Public Schools Performance Evaluation Report

Section II: Competencies Evaluator/supervisor Comments

Employee: _____ ID #: _____ Date: _____

Part A (General Competencies) COMMENTS

1) Quality of Work:
2) Quantity/Efficiency of Work:
3) Dependability:
4) Interpersonal Relations (Communications):
5) Initiative/Team Effort and Leadership/Obtaining Goals and Training:
6) Attendance:

Part B (Job Specific Competencies) COMMENTS

7) Technical/Job Skill:
8) Professional/Job Knowledge:
9) Problem Solving Ability:
10) Adherence to Applicable Policies, Laws, and/or Safety Guidelines:

Form 2.2

Detroit Public Schools Performance Evaluation Report

Employee: _____ ID #: _____ Date: _____

Evaluator/supervisor : _____

School/Office: _____

Competency	Evaluator/supervisor Ratings				
	4	3	2	1	n/a
PART A (General Competencies)	Exceptional	Commendable	Satisfactory	Unsatisfactory	Unable to Rate
1. Quality of Work					
• How well the employee knows duties of position					
• How well the employee knows how to perform duties accurately					
• Orderliness of work methods					
• Displays industriousness					
• Does acceptable work (meets established performance standards does not produce substandard products or services)					
2. Quantity/Efficiency of Work					
• Established according to the work considered necessary and reasonable for job and position					
• Completes work assignments					
3. Dependability					
• Ability of supervisor to rely on employee					
• Ability of employee to maintain confidentiality					
4. Interpersonal Relations/Communications					
• Work relationship with other employees					
• Work relationship with supervisors, administrators					
• Work relationship with general public (parents, students)					
• Telephone, electronic and verbal communication skills					
5. Initiative / Team Effort and Leadership / Obtaining Goals and Training					
• Ability to follow through on a plan with minimal or no direction					
6. Attendance					
• Ability to be at assigned place at prescribed time for duration expected					
• Considers absences, tardies, extended lunch, and other reasons for not being at assigned place					
Part A Total Number of Ratings:					
	Part A Total Points Awarded:				

Form 2.3

Performance Evaluation Report – Continued

Employee: _____ ID #: _____ Date: _____

Competency	Evaluator/supervisor Ratings				
	4	3	2	1	n/a
PART B (Job Specific Competencies)	Exceptional	Commendable	Satisfactory	Unsatisfactory	Unable to Rate
7. Technical/Job Skill					
• Skills Set Checklist					
8. Professional/Job Knowledge					
• Skills Set Checklist					
9. Problem Solving Ability					
• Skills Set Checklist					
10. Adherence to Applicable Policies, Laws, and/or Safety Guidelines					
• Skills Set Checklist					
Part B Total Number of Ratings:					
	Part B Total Points Awarded:				
Total Points Awarded: Add the Evaluator/supervisor's scores for Parts A and B:					
Total Number of Ratings: Add Total Number of Ratings for Parts A and B:					
Final Performance Rating: Divide the total points awarded by the total number of ratings:					
Employee Development Plan Successfully Implemented: (circle one) yes or no					



____ Referral to Staff Development
initial

Comments: _____

Employee Signature	Date
Evaluator/Supervisor Signature	Date
Division/Department Head Signature	Date

Original to: Human Resources, Office of Certification and Records **1 Copy** to employee **1 Copy** to school/office files

* Your signature does not mean that you agree. It means that you and your supervisor had this meeting.

The Detroit Board of Education does not discriminate in its programs or employment on the basis of race, color, religion, national origin, handicap/disability, sex or age.

Detroit Public Schools
Performance Evaluation Report

**Section II: Competencies
Employee Comments**

Employee: _____ ID #: _____ Date: _____

Part A (General Competencies) COMMENTS

1) Quality of Work:
2) Quantity/Efficiency of Work:
3) Dependability:
4) Interpersonal Relations (Communications):
5) Initiative/Team Effort and Leadership/Obtaining Goals and Training:
6) Attendance:

Part B (Job Specific Competencies) COMMENTS

7) Technical/Job Skill:
8) Professional/Job Knowledge:
9) Problem Solving Ability:
10) Adherence to Applicable Policies, Laws, and/or Safety Guidelines:



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Assistant Superintendent

Wilma Taylor-Costen
Assistant Superintendent

Rebecca Luna
Assistant Superintendent

Bilal Tawwab
Assistant Superintendent

Alvin Wood
Assistant Superintendent

LETTER OF ASSURANCE

November 20, 2013

Michigan Department of Education
608 Allegan
Lansing, MI 48909

To The Michigan Department of Education:

Detroit Public Schools hereby assures the Michigan Department of Education that an administrative evaluation has been developed and was implemented by August 1, 2013.

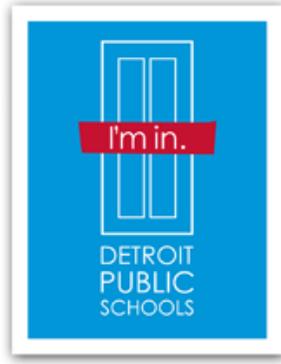
Detroit Public Schools hereby further assures that Michigan Department of Education that the administrative evaluation tool is aligned to the domains mandated by MDE was developed by our internal team.

Sincerely,

A handwritten signature in blue ink that reads 'Karen Ridgeway'.

Karen Ridgeway
Superintendent of Academics

Pc: Shirley Mobley-Woods
Assistant Superintendents
Nekeya Irby



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 the

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:

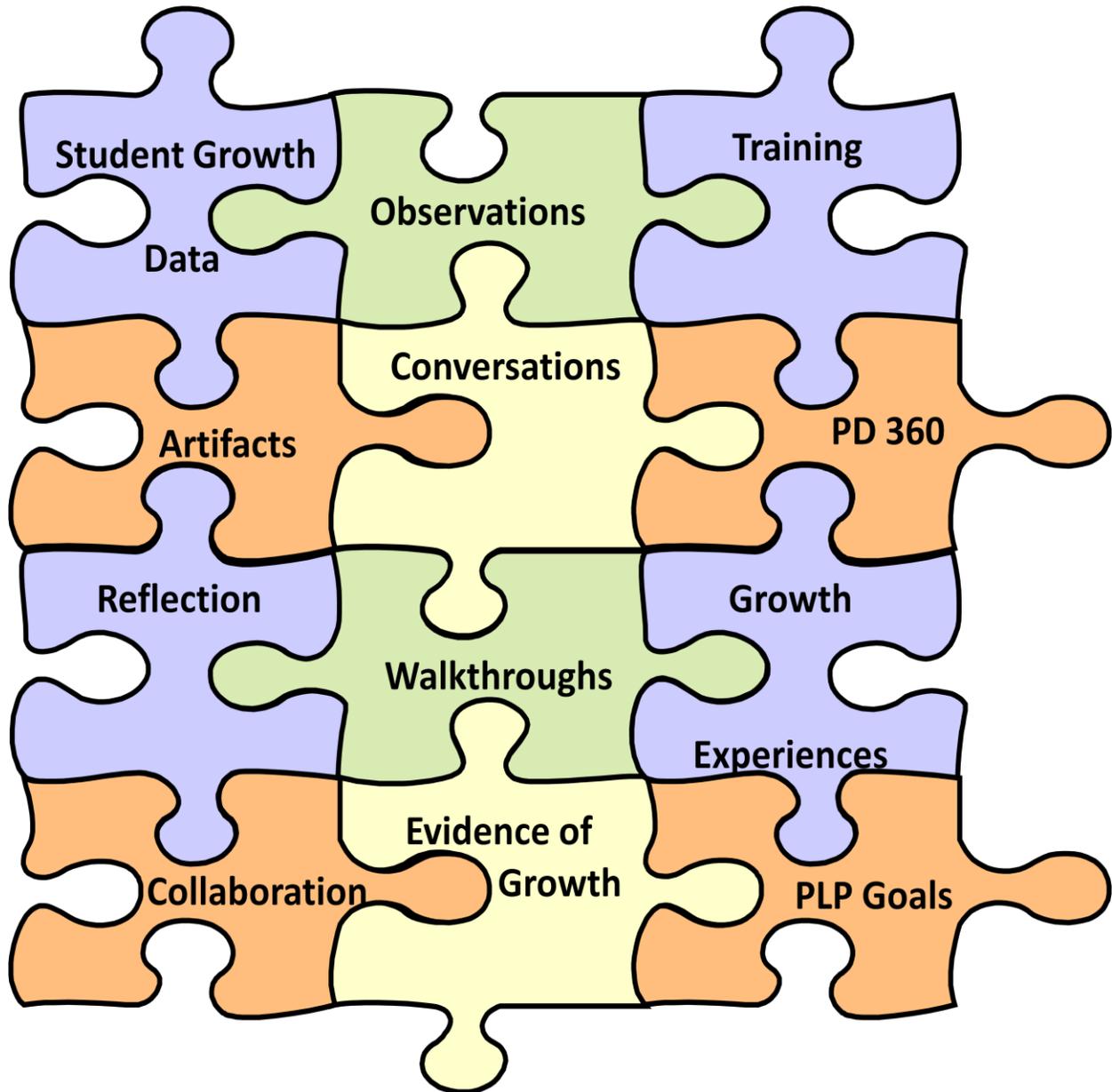
380.1249 Performance Evaluation System.

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 and a TOTAL ABOVE row.

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

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

Attendance & Discipline

Number of Absences _____

Number of Tardies _____

Disciplinary Incidents _____
(Attach documentation)

Written Reprimands _____
(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.