



Reform Redesign Report

Young, Coleman A. Elementary

Detroit City School District

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Coleman A. Young School is a Pre-K thru 5 elementary school providing educational services to 590 students during the 2012/2013 school year. CAY School is the recipient of School-wide Title 1 funding and has a student body that is 98% African American. The Instructional/social-emotional intervention services targeted for students are administered/implemented by 2 administrators, 2 ELA instructional specialists, 1 counselor, 28 teachers and 7 paraprofessionals. Coleman A. Young School was identified as a Priority Turnaround School at the beginning of the 2012/2013 school year and is in year one of its Reform/Redesign Plan.

CAY School opened its doors as a new school to the Cerveny Community in September, 1982 to respond to the heavy enrollment growth occurring at neighboring schools. It was named after the mayor of the city of Detroit, Coleman A. Young who was the first African American to be elected as Mayor in Detroit. It is a beautiful building! There is a historical mural in the hallway. It features pictures of many famous African Americans. There are plants in the atrium. The hallways and classrooms are stimulating and engaging. It is a wonderful place to come to learn each day. The school pledge is visible to students and parents and a reminder of the high expectations set by our staff for learning. Staff, students, and parents take pride in Coleman A. Young School. Through hard work and dedication CAY School established itself as a premiere school in the DPS District, receiving several honors and awards. There were several factors that contributed to the school's success.

1. Most of the students lived in the community.
2. Children were able to walk to school.
3. Most of the homes were occupied by home owners.
4. Many of the parents had graduated high school, college experience.
5. Many parents were involved as volunteers.
6. Most valued education and appreciated the work of educators.
7. There was a high attendance rate for staff and students.
8. Many homes had both parents in the house.

The DPS profile page reveals that CAY School made Annual Yearly Progress overall 7 out of 10 years during the 2001/2002 thru 2010/2011 school years. During the 2011/2012 school year, CAY School did not make AYP.

A closer examination of school data indicates that CAY School had began to experience several challenges that negatively impacted student achievement. The following are some factors that contribute to the school's Priority classification.

1. Cut scores changed for the MEAP.
2. Student proficiency rates in reading, math, science and social studies decreased significantly.
3. The student population is transient.
4. Many of the students have attend more than one school.
5. The community is no longer stable.
6. Many homes have single females as head of house.
7. Many homes are occupied by renters.
8. Many homes have been affected by the economy and many parents are not gainfully employed.

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.

Coleman A. Young School envisions a safe and respectful learning environment, where students are achieving at their highest educational potential under the Response to Intervention model. Instruction is meaningful and significant and meets the individual needs of all students. Group and individual assessments are on-going, reviewed and analyzed often, thereby allowing for the improvement of the delivery of instruction based on the needs of our students. Parents, students, staff and our community are active participants in this endeavor.

Mission Statement

Coleman A. Young School will ensure academic achievement in a nurturing and supportive environment that incorporates family, staff and community partnerships. The school will utilize a combination of the Response to Intervention strategies, technology and a broad range of academic, social and cultural experiences that will help our students to become contributing members of a global society.

Beliefs Statement

We at Coleman A. Young School believe that:

1. Learning is the chief priority of our school.
2. All students can learn.
3. Students with special needs are an important part of our school community.
4. Respect must be mutual.
5. Everyone has a voice.
6. Shared decision making drives continuous improvement.
7. The entire school community,(parents, students and staff) must be involved to promote a positive and productive learning environment.
8. All stakeholders are accountable for their own actions.
9. Data is the driving force behind instruction.

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.

The staff at Coleman A. Young School believe that it is important to develop the whole child. We are and have been dedicated to exposing students to learning activities that will develop the social- emotional, as well as, the academic skills and talents of every child. Because of our commitment to students we are constantly seeking ways to enhance their educational experience. We are educating students to be successful today and in the future.

Notable Achievements and Areas of Improvement in the Last Three Years:

Coleman A. Young School received a Skillman Grant in 2008 and a Good Schools Grant in 2009. Being the recipient of these grants provided students with the resources needed for extra curricula activities. CAY was able to purchase Project Seed and Glory Math. These educational programs gave students the opportunity to work at their level in ELA and Math. Gifted, average and at risk students were serviced.

Additional funding acquired from these funds exposed students to activities that were meaningful and out of the ordinary. Some of the activities and events are as follows: The Children Choir was a part of the Nutcracker Performance for several years at the Detroit Opera House. Students participated in Academic Games. They competed and won several Academic Games competitions. Students were involved in A Chess Club, Boy Scouts, Creative Dance, Basketball, Science Fair, Bible Club, Art Club, and Ceramics.

Areas of Improvement Identified by Coleman A. Young School for the Next Three Years:

2012-2013 School Year

All teachers were hand selected by the principal based on performance evaluations and are highly qualified.

Prior to opening the 2012/2013 school year our administration and several teachers thought CAY School was in need of a face lift. New flooring was installed in 10 classrooms. A custodial team was hired and teachers volunteered their time to clean and refurbish the building. Since opening in the fall more than 370 students have been scheduled and are being serviced in small tutorial groups in reading and math based on academic need. Progress in reading and math is closely monitored and instruction is adjusted according to individual student need. Individual learning plans for reading and math have been completed and are being utilized to further direct student learning.

2013-2014

Due to the high saturation of need based tutoring groups conducted during 2012-2013 we expect to see an extreme increase in math and ELA proficiency. As our need for intensive tutoring in ELA and Math declines we expect to increase our focus on Science and Social Studies content learning and achievement.

We expect to see increased staff collaboration across all disciplines with a strong web of curriculum connections. We expect this curriculum webbing to nurture overall student understandings and academic growth. We also expect to observe increased student social and emotional growth attributable to extracurricular activities.

2014-2015

We plan to institute project based learning for accelerated students and to have ILP's directing individual academic growth for 100% of our students.

We plan to implement some creative incentives for teaching staff designed to increase teacher moral, longevity and stability.

Parenting skills workshops will be introduced and will include healthy living initiatives including our healthy food and vegetables program.

2015-2016

Our goal is to have off campus learning for accelerated students and a fully developed workshop based parent university program.

Our healthy living initiatives will become a part of our parent university and will include some lessons in healthy cooking and eating.

Additional Information

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

No Response

Turnaround Redesign Diagnostic

Introduction

The Turnaround Model includes, among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.

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.

Melissa Scott, Principal, melissa.scott@detroitk12.org

Alicia Brown, Asst. Principal, alicia.brown@detroitk12.org

Loriann Bell, ELA Instructional Specialist, Title 1, Grades 3-5, loriann.bell@detroitk12.org

Nicola Turner, ELA Instructional Specialist, Title 1 Grades k-2, nicola.turner@detroitk12.org

Andrea Hollingshed, School Counselor, andrea.hollingshed@detroitk12.org

Catherine Hernandez, Teacher and Data Team Member, catherine.hernandez@detroitk12.org

Linda Lewis, 3rd Grade Teacher and School Improvement Team Member, linda.lewis@detroitk12.org

Carla Williams, Science Teacher and School Improvement Chairperson, carla.williams@detroitk12.org

Bevelyn Mitchell, MSU Intervention Specialist, mitch699@msu.edu

Shirley Daggs-Monroe, School Improvement Facilitator, MShirlmon@sbcglobal.net

PART B: TEACHING AND LEARNING PRIORITIES

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

1. Teaching for Learning: Whole School Intervention

a. Every student at CAY will be assigned an Individual Learning Plan, (ILP) in the subject areas of Reading and Math. The instructional specialists for grades K-2, (Phoenix House) and grades 3-5, (Eagles House) will review the data results for the STAR math, reading and DIBELS assessments to identify student rankings, strengths and weaknesses regarding student performance and achievement levels. The specialist will generate a plan using the STAR math and reading resources that is aligned with the Common Core State Standards and Grade Level Content Expectations. This information will be shared with teachers during our grade level and content level meetings. Teachers will collaborate within Professional Learning Communities to identify instructional strategies, resources and assessment tools to implement and monitor the ILP to insure that student achievement will increase. Pre and Post Assessments will be used by teachers once the ILP is in place. Teachers will make instructional adjustments to the ILP using data supported by the results of their pre and post assessments and any other assessment practices implemented in the classroom. Progress reports will be generated and sent home to the parents 4 times per year. Strategies will be included that parents can use to help their children improve and extend learning into their home environment three times per year.

b. Individual Learning Plans for science and social studies will be phased in during year 1 of implementation of our Reform/Redesign Plan. This decision was made to insure that time is given to prepare teachers for this shift in progress monitoring, that the tasks are manageable and that the administration and instructional staff are able to identify needed corrections prior to year one of implementation. All students in grades 4 and 5 are scheduled for a science class that integrates science process skills, scientific inquiry, science literacy and technology into their learning experiences. The lessons are student centered, include real world applications and differentiate instruction according to student need.

2. Teaching For Learning: Intensive Small Group Instruction- Reading

a. Students that fall below grade level in reading will be assigned an ILP that identifies them for small group instruction. The instructional specialists and/ or teacher manager will provide a skilled focus or guided reading lesson plan for students who have been ranked by the DIBELS and STAR Reading Assessment as 1 to 1 ½ years below grade level for grades k-2, (Phoenix House) and for grades 3-5, (Eagle House).

b. Grades K-3 will utilize Burst groups with the inclusion of 4th and 5th grade students who are identified as non-readers with limited decoding and comprehension skills. The Bursts groups will be taught by K-3 teachers and paraprofessionals. The paraprofessionals are trained and managed by a highly qualified teacher who monitors the student's progress and identifies skill deficiencies to be taught. Specifically, at the end of the 7 to 10 day period of direct instruction, the classroom teacher or teacher manager will Progress Monitor the BURST students to ensure there is measured success. This process of small group direct instruction continues until the next assessment window, at which time, it is determined if a student has shown substantial progress to move out of a BURST group or needs additional instruction for mastery. Differentiated instruction is embedded in this program and is a mandate for implementation. Once students have been monitored, progress reports that reflect student scores, needs, next steps and ideas to implement at home are made available to the parents, students, teachers, paraprofessionals and instructional specialist.

c. The reading program for grades 4 and 5 will use STAR reading generated lessons, leveled readers and accelerated reader to customize student learning. The lesson plans are aligned with the Common Core State Standards for ELA/GLCEs and target student reading deficiencies. The instructional specialists will access the Star assessment results and group students by ability with recommendations from the teaching staff. Teachers who are scheduled for small groups will provide direct instruction to students and progress monitor every 3-4 weeks to assess the level of student achievement. Differentiated instruction is embedded in this program and is a mandate for

implementation. Once students have been monitored, progress reports that reflect student scores, needs, next steps and ideas to implement at home are made available to the parents, students, teachers and instructional specialist.

3. Teaching for Learning: Intensive Small Group Instruction, Math

a. Two teachers will be identified to implement an instructional program for at risk math students. These teachers will provide intensive differentiated small group instruction to students who are 1-2 years below grade level in grades 2-5. The instructional plan will be determined by student rankings and proficiency levels on MEAP and STAR Math reports. The teachers will provide students with options that support differentiated instructional strategies. Such options include, Glory Math, Academic Games, and STAR math generated lessons that are aligned with the math Common Core State Standards and GLCEs. Progress monitoring will occur every 3-4 weeks. Once students have been monitored, progress reports that reflect student scores, needs, next steps and ideas to implement at home are made available to the parents, students, teachers and instructional specialist.

State what data were used to identify these ideas.

The review of academic data allows a baseline to be established in year one of planning for student performance in reading, writing, and math. Baseline data for science and social studies will be established by the end of year one for implementation of our Reform/Redesign plan. Using this data, instructional staff identify which students are at risk in the core subject areas and prepare an ILP to target learning gaps that are aligned with the curriculum standards. Teachers use formative assessments to monitor student progress and make instructional adjustments to support student achievement. The review of demographic, perception and process data annually informs the Reform /Redesign/School Improvement Plan. Administrative and instructional staff evaluate the effectiveness of key reform measures to determine their impact on student achievement.

The CAY School Leadership team reviewed the academic data during the first quarter of the 2012/2013 school year in the subject areas of ELA and math. The data used to identify the CAY reform and redesign measures include: MEAP summary reports, STAR Math and Reading Assessments, DIBELS, Parent Perception Surveys and Demographic Data. 590 students are enrolled at CAY during the 2012/2013 school year, 307 males and 283 females.

2011 MEAP English Language Arts Results: The MEAP Proficiency Level for Grade 3 students is 29% and the Proficiency Level for the state is 62%. There is a difference of 33 percentage points. The MEAP Proficiency Level for Grade 4 students is 32% and the Proficiency Level for the state is 68%. There is a difference of 36 percentage points. The MEAP Proficiency Level for Grade 5 students is 30% and the Proficiency Level for the state is 69%.

There is a difference of 39 percentage points. In the 2010-2011 school year, the percentage of students who scored proficient in English Language Arts were 24.1%. In the 2011-2012 school year, the percentage of students who scored proficient in English Language school-wide increased to 28.7%, an increase of 4.6% from the previous school year. When considering the subgroup gender, both males and females increased in proficiency in English Language Arts. Males improved by 8.5 percentage points from 16.1%, (2010) to 24.6% , (2011). Females improved by 0.6% from 32.7%, (2010) to 33.3%, (2011). Based on the 2011 MEAP data in comparison to the state, 11% of 4th grade students scored at or above proficiency in writing leaving a gap of 34%. 7% of male students scored at or above proficiency in writing leaving a gap of 10% between male and female students.

2011 MEAP Math Results: The MEAP proficiency level for the state for math is 36% in grade 3. 4% of grade 3 students at CAY scored at or above proficiency in math leaving a gap of 31%. The MEAP proficiency level for the state is 40% in grade 4. 1% of grade 4 students at CAY scored at or above proficiency in math leaving a gap of 39%. The MEAP proficiency level for the state is 40% in grade 5. 3% of grade 5 students at CAY scored at or above proficiency in math leaving a gap of 37%. When comparing 2011 MEAP results for gender at CAY: 6% of females and 4 % of males in grade 3 scored at or above proficiency in math leaving a gap of 2% between subgroups. 3% of females and 0% of males in grade 4 scored at or above proficiency in math leaving a gap of 3 %. 3% of females and 3% of males in grade 5 scored at or above proficiency in math leaving a gap of 0%. When comparing MEAP data between 2010 and 2011 at CAY: Grade 3 scores at or above

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proficiency did not change in math from 2010 (4%) to 2011 (4%) leaving a gap of 0%. Grade 4 scores at or above proficiency in math decreased by 1% from 2010(2%) to 2011. Grade 5 scores at or above proficiency in math decreased by 1% from 2010 (3%) to 2011 (2%).

2012 BOY DIBELS: DIBELS Reading Grades K-5: The combined school wide Composite Score shows that approximately 44% of our students are performing Well Below Benchmark, 23% are Below Benchmark & 33% are on Benchmark at the beginning of the 2012-2013 school year. The Composite Score by Gender shows that females are performing better in Reading. 38% female & 50% males are Well Below Benchmark, 26% female & 19% male are Below Benchmark and 36% female & 31% male on Benchmark. In Kindergarten, 39% are Well Below Benchmark, 29% are Below Benchmark & 32% are on Benchmark. In first grade, 61% are Well Below Benchmark, 21% are Below Benchmark & 18% are on Benchmark. In second grade, 41% are Well Below Benchmark, 12% are Below Benchmark & 47% are on Benchmark. In third grade, 38% are Well Below Benchmark, 20% are Below Benchmark & 42% are on Benchmark. In fourth grade, 53% are Well Below Benchmark, 14% are Below Benchmark & 33% are on Benchmark. In fifth grade, 26% are Well Below Benchmark, 43% are Below Benchmark & 31% are on Benchmark.

2012 BOY STAR Results for Reading and Math: Star Reading & Math Grades K-5: The combined mean score reveals that for (K-5) reading and math assessments, our students are performing at a first Grade Equivalent (GE) in math and a second Grade Equivalent in Reading. In Early Literacy, Kindergarten students scored 0.05, first grade students 1.04 and second 2.03. In STAR Reading Grade Equivalent for third grade was 1.8, fourth grade 2.2 and fifth grade 3.4. In STAR Math, Grade Equivalent for Kindergarten students was 0.1, first grade scored 0.3, second grade scored 1.2, third grade scored 1.8, fourth grade scored 2.0 and fifth grade was 2.9. STAR data by gender, in Early Literacy, both boy and girl students (Grades K-2) were scored as Late Emergent Readers. In STAR Math (GradesK-5), on average, girls had a Grade Equivalent of 1.4 and boys were 1.3. In STAR Reading (Grades 3-5), on average, girls scored a Grade Equivalent of 2.5 and boys were 2. Parent Perception data revealed that 69% believe that teachers use a variety of teaching strategies and learning activities to support learning in the classroom.

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

Detroit Public Schools has made a commitment to support the Reform/Redesign Plan at Coleman A. Young Elementary School (CAY) using the Turnaround Model. Support for this model began July 1, 2012, with the appointment of a new School Administrative Team led by Principal Melissa Scott.

Melissa Scott was selected as Principal for Coleman A. Young School based on her abilities, experience and Turnaround leadership qualities. Ms. Scott has over 20 years of experience in Education, all in the city of Detroit. She has held numerous positions that have given her the background and skills needed to examine problems within failing schools holistically and successfully turn schools around. As a teacher, Curriculum Coordinator, Assistant Principal, Union Representative, and Principal, Ms. Scott understands the need for schools to be successful. Although all of positions have been important in her own growth and experience, there lays a genuine care and concern for all students. She is aware that what we do or not do has a profound impact on their future. Her commitment and dedication to her craft is seen everyday all day no matter who the audience. She is often heard saying, "I answer one question only, Is it good for kids?"

Ms. Scott's previous position as Principal of Bethune Fitzgerald Academy, a Turnaround School that received the six million dollar School Improvement Grant while under her leadership was the beginning of her experience as a Turnaround leader. With the additional dollars received, Principal Scott and her team were able to design and implement a program that was specific in fulfilling the needs of all students, staff and parents. Under her leadership, the staff had a desire to work towards significant change and attended numerous staff developments that were held outside of contractual hours and had a 95% to 100% attendance rate at each session. Each professional development encouraged staff to think outside the box and try new research based strategies within their classrooms. The shared decision making concept was a priority and showed the commitment Principal Scott had toward the professional and career growth and development of her staff. Principal Scott was an advocate for technology in the classroom. Utilizing SIG dollars, she purchased equipment and human resources to establish (two) labs and (two) laptop carts. Smart boards and other technology were consistent in each classroom and used in the daily instruction. Training in technology was provided to all staff (i.e., Data Director, Renaissance Learning, Destination Learning, Smart board, Learning Village).

School Turnaround Leaders: Competencies for Success are as follows:

1. Driving for Results - Principal Scott and her team at Bethune Fitzgerald Academy and Coleman A. Young School interviewed and selected staff members that were noted as being highly effective and "fit" the Turnaround model and school vision. They were open to new strategies and willing to be trained so that implementation was successful.
2. Influencing for Results - Principal Scott motivated and influenced staff thinking and actions by developing an understanding of what the challenges are for a Turnaround school and how their specific talents and skills were needed to obtain positive results. Principal Scott also implemented flexible scheduling, small group instruction, Team teaching, Co-Teaching and Block Scheduling.
3. Problem Solving- Principal Scott encouraged divergent thinking and shared decision making. Data analysis was continuous and determined the resolution efforts. Principal Scott empowered the School Improvement team to logically use the talents of each member to develop components of the plan. This created strong collaboration among team members because they became interdependent and realized their effect on the ultimate goal.

Professional Experience:

Detroit Public Schools, Principal, Detroit, MI, 2010- present

Coordinate and schedule Pre-K - 8th Grade activities and programs

Designed, Wrote and received the 6 million dollar School Improvement Grant

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Re-establish and open new location for parent center

Establish business partner relationships

Coach, evaluate and ensure program implementation for all disciplines

Develop school transition team for grade 8 to High School for matriculation

Detroit Public Schools, Assistant Principal, Detroit, MI, 2008- 2010

Coordinate 10th - 12th Grade activities and programs

Establish business partner relationships

Coach, evaluate and ensure program implementation for math/science departments

Collaborate on school transition team for reconfiguration to grades 7 - 12 (Cleveland)

Detroit Public Schools, Acting A.P./ Curriculum Coordinator, Detroit, MI, 2006 - 2008

Coach, evaluate and ensure program implementation for math/science departments

Collaborate on school transition team for reconfiguration to grades 7 - 12 (Cleveland)

Coordinate Annual Enrollment Fair and supported LSCO activities

Implement the Student Code of Conduct

Coordinate Eighth Grade activities and programs

Detroit Public Schools, Certified Teacher, Detroit, MI, 1991 - 1997

Maintained student records

Mosaica Schools, Inc., Chief Administrative Officer, Detroit, MI, 2000 - 2003

Managed daily operations of a public charter school (K - 6)

Planned and implemented an annual budget of five million dollars

Edison Schools, Inc., Primary Academy Director, Detroit, MI, 1997 - 1999

Managed the start-up process of Public School Academy

Education:

Wayne State University, Detroit, MI, Currently enrolled: 2007

Major: General Supervision, Doctoral Program Candidate

Michigan Professional Certification, Clark Atlanta University, 1991

Major: Early Childhood Education Expiration Date: June 2011

Master of Arts in Public Administration, Southwest Missouri State University, 1991

Graduated: Summa Cum Laude

Bachelor of Arts in Early Childhood E

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

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school 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.

Principal Melissa Scott will execute operational flexibility at Coleman A. Young School in the following areas:

1. Staffing: Principal Melissa Scott and her administrative staff will have the ability to interview and recommend for hire to DPS Human Resources the instructional staff that are identified as effective or highly effective teachers, capable of implementing the CAY School's Reform/Redesign Plan. The data used for teacher placement is a composite score that includes the teacher evaluation process as defined by the Teacher Development and Evaluation Rubric and State and District standardized assessment results. The Detroit Public Schools District

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has assigned the teacher evaluations a weight of 60% and the standardized assessment results a weight of 25%. Using this data, Principal Scott is able to identify highly effective teachers that are able to demonstrate effective teaching and leadership in our school community. In addition, Human Resources examine teacher attendance / disciplinary actions before supporting Principal Scott's recommendations for hire of teacher applicants .

2. Teacher Evaluations: Principal Melissa Scott and her administrative staff will have the responsibility to observe and evaluate the instructional staff for teacher effectiveness. If teachers are found ineffective using the District's Teacher Development and Evaluation process, teachers can be recommended for transfer or dismissal from Coleman A. Young Elementary School by Melissa Scott.

3. Planning and Scheduling: Principal Melissa Scott will have some autonomy in planning and scheduling instructional time for students. Instructional options include team teaching, co-teaching, self-contained classrooms, small group instruction and block scheduling. Teachers in grades Pre-K thru 2 teach self-contained classes. Teachers in grades 3 thru 5 team teach or teach self-contained classes. Teachers that team teach are responsible for two core subject areas. In either case, teachers form instructional partnerships to offer students differentiated and quality instruction. All students at CAY School's receive 120 minutes of ELA instruction and 90 minutes of math instruction daily. Due to the reduction in teacher preparatory hours, Ms. Scott and her leadership team decided to use the additional time for small group instruction. Students in grades K-5 that are not proficient in reading, writing and math are scheduled for small group instruction for an additional 45 minutes daily. Also, Principal Scott and her leadership team elected to utilize block scheduling for science instruction. Fourth and fifth grade students are scheduled for 90 minute blocks of science instruction, twice per week. The science teacher partners with the third grade homeroom teachers to support lesson planning of science content and to provide additional inquiry activities in science once per week.

4. School Calendar: CAY's School Calendar will be set by Principal Melissa Scott and the School Leadership Team with input from the instructional staff. The calendar displays scheduled grade level, content level, general staff meetings, and student activities. It also reflects Professional Development activities scheduled by the school and district for teachers and the administrative staff and Parent Engagement activities scheduled for our parents.

5. Budgeting: The general and Title 1 budgeted amounts are set by the district. The principal, School Leadership Team, and parent liaison will decide how funds are allocated to support instructional and social-emotional interventions at our school. Principal Scott is able to make revisions to the Title 1 budget annually. A review of data, (perception, academic, demographic and process) will inform the recommendations submitted to the DPS district.

Resources and programs are selected that will support the academic and the social-emotional growth of our students. Also, Principal Scott will allocate funding to support the professional development of the instructional staff.

Teachers will be able to attend professional development conferences/ workshops and share with colleagues their expertise of best practices, skills, and pedagogy acquired from their professional learning experiences.

Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school.

Principal Evaluation Tool/Process

Effective school leaders are critical to the work required to improve teaching and learning.

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

Creating a shared vision of effective leadership

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Providing meaningful feedback to principals that support the refinement of their work

Providing qualitative and quantitative data that drive the design/adjustments of the comprehensive principal professional development plan

Creating a system of accountability

In addition, effective August 9, 2010, the District revamped principals' employment agreements and compensation structure to base each principal's tenure and compensation upon certain specified performance indicators, particularly student achievement. Article VIII of the District's Administrative Employment Agreement with principals provides that salary step advancements and annual performance reviews will include, but not be limited to, the following:

Achieving prescribed student performance targets

Management of budget - general purpose, school-based and federal;

Student attendance goals;

Suspension/expulsion goals;

Graduation goals;

Thoughtful implementation of program recommendations as a result of school diagnostic reviews;

Satisfactory completion and implementation of SIP academic plans;

Participation and engagement in prescribed professional development opportunities; and

Establish a school leadership team focused on strategies to dramatically increase student achievement as measured by national, state and District assessments.

Decisions regarding each principal's salary step advancement (i.e., compensation) and contract renewal will be based upon his/her performance with respect to the above indicators.

The District will conduct individual principal performance reviews to:

o Assess each principal's performance relative to expected outcomes

o Provide critical formative and summative feedback to inform each principal's work on how to effectively use resources to improve teaching and learning

o Determine professional growth needs and required district support

o Provide insight relative to critical organizational and contextual factors that impact improvements in teaching and learning in each principal's building

o Promote personal self-reflection and continuous professional learning

o Determine which principals meet the core requirements of a turnaround/transformation leader

In preparation for each performance conference, each principal will be required to prepare to discuss and bring supporting evidence in reference to the requirements listed below:

1. Describe the work that has been done to support improved teacher instructional practice.

2. Describe the work that has been done to improve learning for all students. (ELL, special needs students, etc.)

3. Describe how data and assessment is used in their respective buildings to drive continuous improvement in teaching and learning.

4. Describe how monetary, human, and community resources are maximized to support whole school improvement.

5. Describe how the principal engages parents and community members in efforts to improve student achievement.

The Teacher Development and Evaluation Rubric:

The Detroit District has adopted a rigorous evaluation tool, PD360 to measure teacher effectiveness. The Teacher Development and Evaluation Tool is based on the Framework for Michigan Educator Evaluations, 2009 PA 205 Section 1249. The tool is a continuous improvement model that includes the following:

1. Professional teaching standards that define effective teaching.

a. Planning and executing effective instruction

b. Creating and managing a learning environment

c. Maintaining a professional learning community through teacher leadership

2. Outcomes-Driven- Directly links student academic and non-academic performance measures to teacher practice.

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3. Evidence-Based-Evaluations are tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions
4. Guidelines for Evaluation Teacher Practice-Provides specific guidelines as to how to assess/measure teacher effectiveness.
5. System of Professional Development and Support-Aligns teacher learning needs, performance standards, and the appropriate professional development/support.
6. Self-Assessment- Designed to support self-evaluation and reflection on performance and planning for personal improvement.
7. Accountability-provides direction for the removal of ineffective teachers who do not improve.

A teacher and leadership evaluation rubric has been developed by the district and provided to all instructional staff. Teachers and the administrative staff have developed Professional Learning Plans. All teachers will be observed at the beginning and middle of the school year by the administrative staff. To ensure that we are assessing quality teaching in the classroom with most rigorous standards, the administrative team will weight a teacher's evaluation as 60% of the total teacher evaluation score. Standardized assessments will have a weight of 25% of the evaluation score.

Specify how the school will screen all existing staff and rehire no more than 50 percent.

At the beginning of the 2012/2013 school year, Coleman A. Young was identified as a Priority School and assigned the Turnaround Model for its reform/redesign plan. Two of the requirements for turnaround schools are to replace the Principal and to rehire no more than 50% of the existing staff. As the newly assigned principal at CAY School, Principal Melissa Scott and her selection committee utilized the DPS application and interview process, teacher evaluation results from PD360 and snap shot data to screen potential candidates for employment. Members of the selection committee included the assistant principal and other members of her administrative team. During the application process, existing teachers selected schools from a list to schedule an interview. This information was submitted online to the Human Resource. During the interview process, DPS provided Principal Scott with a set of questions that would be used to determine the qualifications of each candidate. The interview questions were aligned to the Teacher Evaluation Rubric. At the end of the interview process, a final list of candidates was selected by the committee and forwarded to DPS Human Resources. The final decision to assign teachers to CAY School was determined after selected candidates' certification and identification as ineffective, effective or highly effective was determined by the Human Resources Department. This included a three year review of the teacher's attendance and disciplinary action records. At the completion of this review by HR, a score was assigned to each candidate. Teachers who received a score of 70% or higher were placed in an eligibility pool from which Principal Scott made her selections for teachers to be placed at Coleman A. Young School.

Based on this hiring process, Principal Scott rehired 36%% of the existing staff. 64% of the teachers hired came from other schools within the DPS district. Due to contractual stipulations of several bargaining units, Principal Scott was unable to select non-instructional staff.

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

The teaching staff at CAY School are afforded a variety of opportunities for promotion and career growth because we are committed to professional growth and development. We realize that student success is contingent upon teachers who are committed to continuous learning. We believe it is imperative that teachers remain current of the latest research in the field of education regarding effective teaching practices. It is our profound belief that every staff member must be willing to collaborate regarding the best practices that promote rapid school turnaround. The following strategies are used to support this outcome at Coleman A. Young School:

1. Shared Leadership/Decision Making: Coleman A. Young's learning community is represented by the Reform/Redesign Leadership Team.

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A partnership is formed between teachers and team leaders that is based on a shared vision for school improvement. Team Leaders and the instructional staff play a crucial role in the design, implementation, evaluation of an effective Reform/Redesign/School Improvement Plan at our school. All teachers must participate in CAY's governance structure as grade level, content level or committee members to insure that the goals of the Turnaround Plan are met. Title 1 funding is allocated to support the professional development of our educators and to build teacher capacity. Teacher expectations are identified. One expectation states, 100% of the CAY staff will demonstrate growth in leadership as measured by the district's teacher evaluation rubric by year 2 of the Reform/Redesign Plan. Currently, 85% of our staff has selected and is actively engaged in a School Improvement Governance Committee to support rapid school turnaround.

2. Flexible Scheduling: Coleman A. Young School offers block scheduling daily in Math and English Language Arts and 90 minutes of Science Instruction twice per week for grades 4 & 5. Teachers at Coleman A. Young School have the option to team teach or teach in a self contained classroom. 75% of the 3rd, 4th, & 5th grade teach in collaborative teams. Teachers are paired in the core subject areas of Math, ELA, Social Studies and Science. The aim is to increase learning time, focus instruction, increase student engagement to optimal learning levels and provide students with successful learning experiences. Flexible Scheduling affords teachers some choice in the selection process of curriculum content and allows teachers to work in their areas of expertise.

3. Staff Recruitment: Detroit Public Schools utilizing job fairs and maintains a website to promote its program and to recruit highly effective teachers into the district. Candidates and current employees are encouraged to search the website regarding recruitment events and career growth opportunities. Coleman A. Young School recruits new staff by establishing professional networks with community partners such as colleges, universities, and service providers. Student

Teachers are placed at Coleman A. Young School from local universities. Principal Scott is able to observe and identify potential candidates that would effectively contribute our School Turnaround Plan. Perspective teachers can also determine if CAY would be their choice for future employment.

4. Career Growth:

a. Job Shadowing is afforded to aspiring administrators to develop leadership abilities. Para-Professionals are able to shadow teachers in classrooms. The school staff utilizes online professional development provided by PD360. This online training is being used during content level, grade level and general staff meetings. Teachers are able to have professional conversations about current trends in education. They also conduct data dialogues to insure that data informs classroom instruction. The staff at CAY is committed to operating as a Professional Learning Community. We meet bi-monthly to focus on instruction as a collaborative team of educators. Our topics of discussion include, but are not limited to, team building, vertical/horizontal curriculum alignment, curriculum mapping, literature review, book study, pedagogy, and methodology.

b. Staff is allowed to attend Professional Development and Leadership Conferences. When they return, they are required to share their PD experiences with their professional learning community.

c. In addition to the district assigned responsibilities, Para-Professionals are being utilized in our small group intervention program for reading, in grades K - 5. Career growth benefits to Para-Professionals include improved leadership skills, strategies for effective instruction, and management of student engagement and achievement.

5. Retention of Staff:

a. Retention of staff is sustained when it members perceive that they are bonded by a shared belief and value system that is the basis for educating children. CAY School conducts staff perception surveys 3 times a year to encourage teachers to express their concern and recommendations for our school community. Survey responses are reviewed during general staff meetings to foster strategies, ideas, and plans to respond to the issues.

Currently 87% of our staff believes that our school leaders support an innovative and collaborative culture. When we address our reform/redesign issues in this manner, CAY demonstrates that we value the opinions and contributions of our staff. CAY employees are more likely to remain.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

The Coleman A. Young School Leadership/School Improvement Team believes that quality professional development is a vital tool for developing effective teaching and improving student learning. Educators must be well prepared when entering the classroom and continue to improve their knowledge and skills throughout their careers. This approach to teacher preparedness and student learning can have a positive impact on school culture, instructional design and parent and community engagement.

The following are the Professional Development Descriptors for Coleman A. Young School:

1. Our plan for professional development is designed to:
 - a. Improve student achievement
 - b. Improve instructional leadership
 - c. Engage parents in the educational process
 - d. Incorporate technology into all areas of instruction
 - e. Provide awareness to parents of Instructional Practices
 - f. Provide awareness to parents of school assessments and student achievement
 2. We have separated professional development activities by category, and have identified the School Improvement Strand with which it correlates.
 3. Content/ Grade Level Team meetings are held monthly. Professional Development training needs are discussed during the meetings.
 4. Professional Development activities are determined by a review of data, (Process, Academic, Demographic and Perception) and identified by CAY L/SIT.
 5. Resources available to support Professional Development/Professional Learning activities at CAY are offered by Detroit Public Schools, Wayne RESA-School Improvement Facilitator, Michigan State University-Intervention Specialist, and representatives from Wireless Generation and Renaissance Learning. Other resources may become available at a later date.
 6. Professional Development at CAY occurs at least once per month and is available to all staff. PD activities may be scheduled during staff meetings, and on Saturdays.
 7. Professional Development activities identified to support classroom teachers' use of student achievement data to guide instruction & remediation activities are based on the district's information systems that currently include, MClass (DIBELS), Renaissance Learning (STAR Reading/Math), and Data Director.
 8. Job embedded Professional Development is offered to teachers by the Instructional Specialists.
 9. An evaluation is given at the end of each Professional Development activity and reviewed by the School Leadership Team. Decisions regarding future Professional Development activities are made to support teacher comments. Teachers are expected to reflect and decide how they utilize and share the information in their classrooms and with their colleagues.
- School administrators, instructional specialists and teachers will also utilize PD360 as a job embedded professional development tool. Teachers will manage an online professional portfolio through PD360 as evidence of the mandate for job embedded professional development.

The Professional Development Timeline was completed with data/information that was currently available. Coleman A. Young School will add, adjust or cancel professional development activities based upon our school needs and data outcomes.

Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent.

The school and district has developed a set of roles/responsibilities and an organizational framework for key leaders to implement the turnaround efforts in priority schools.

Coleman A. Young School will implement a new governance model that includes the following:

1. A School Leadership Team that includes the principal, counselor, both instructional specialists, four teachers, and one parent. The Leadership/School Improvement Team members were either appointed by the principal or elected by parent members of the LSCO for the first year, and the structure of the team will stay in place for the duration of the plan. This team is directly involved in the oversight of the Reform/Redesign Plan through the use of academic, perception, demographic, and process data.
 2. Grade/Content Level teams are established within our structure of Houses (i.e. Phoenix: Grades Pre-K - 2 and Eagles: Grades 3 - 5). They are chaired by Teacher Leaders and meetings are conducted bi-weekly to discuss student data and instructional strategies with their team members. Information from both Houses is brought back to the Leadership/School Improvement Team and shared with all members of the L/SI Team. This will allow all stakeholders the opportunity to become aware of all information that is being disseminated and activities that are occurring in building. The L/SI Team will meet each semester facilitated by the chairperson of the team to review/discuss the components of the Turnaround Plan.
 2. School Improvement Committees are represented by the instructional staff. Teachers have the option of selecting to serve on committees that include, (School Improvement, Parent Engagement, Technology, Data Management, Culture and Climate, School wide Activities, and Professional Learning). Committee Chairpersons are elected. These committees must meet at least once per month. Time is allocated during the 2 hour time blocked reserved by the district for staff meetings. The committee chairpersons will report to the staff during general staff meetings. All committees must establish norms, prepare agendas and submit minutes to the School Leadership Chairperson. Coleman A. Young is planning to construct and utilize a school website to coordinate our Reform/Redesign Initiatives for our rapid school Turnaround. The website will be accessible to all stakeholders.
- Coleman A. Young has been assigned an Intervention Specialist and a School Improvement Facilitator, who will meet with the L/SI Team members on a regular basis to support rapid school turnaround. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.
- Instructional time for students has been increased due to the reduction of teacher preparatory time from 5 to 2 periods per week. Also, teachers are no longer scheduled for weekly common preps.. Consequently, Principal Scott and the School Leadership has elected to extend the instructional time with small group instruction for reading and math, currently being implemented during year one of planning of our Reform/Redesign Plan.

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

A Data Analysis team has been formed whose membership consists of two school improvement team members, a grade level teacher from each house and school administrators. The Data Team meets at least once per month and conducts a review of the following:

1. Summative and formative assessment
2. Targeted demographic and perception data
3. School process data

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The review of demographic data examines the correlation between academic achievement, attendance and behavioral issues among our student body. The review of school process data examines the correlation between the effectiveness of the instructional program identified in our reform model and student achievement. The review of academic data examines the correlation between our general student body, students with special needs and gender specific comparisons. Data analysis outcomes are provided to the instructional staff and reviewed by teachers during staff, grade level and content level meetings. Teachers within their learning communities make informed decisions about instructional programs using the Instructional Learning Cycle that are researched based and identified as best practices.

The Detroit Public School district has provided an instructional program that is vertically aligned with the Common Core State standards in Math, Reading and Writing. The Michigan Department of Education is adopting the Next Generation for the Science Program. It is currently under review and scheduled to be rolled out at a later date.

Coleman A. Young is implementing the district's tool for data management, Learning Village, which is the umbrella that organizes the individual data management systems. Individual management systems include MClass, Renaissance Place, & Data Director. Learning Village enables staff members to access information critical to the teaching and learning process. Michigan State University is providing an Intervention Specialist to support the implementation of the Collaborative Learning Cycle and the use of data to drive decision making.

Our plan for whole group instruction includes the use of the following: curriculum mapping and standards alignment for the core subject areas; supplemental content to support the literacy and math models; differentiated instructional resources; formative and summative assessment data; benchmark assessment item banks; and online instructional content. Small group instructional decisions utilize all of the above components as well as being informed by rigorous and continuous data review. The data for small group instruction is ever changing, being reviewed and revised by teachers during content level meetings on a bi-monthly basis.

Coleman A. Young staff utilizes a wide range of summative and formative assessments that support the implementation of our reading and math programs. The assessment sources include the following:

1. In the subject area of reading, DIBELS (K-5), TRC (4-5), Burst (K-3), STAR Early Literacy and Reading (1-5), MAP (2-5) and MEAP (3-5)
2. In the subject area of math, STAR Math (1-5) MAP (2-5) and MEAP (3-5)
3. Formative and Summative Assessments for Writing, Social Studies and Science are to be developed

Data from these assessment will be used by teachers to drill down the State Common Core Standards/Grade Level Expectations, target strengths and weaknesses and focus instruction. Teachers will progress monitor their students in all core subject areas at least every 10 days. Teachers will update their student's ILPs to demonstrate student achievement. Progress reports will be provided to parents at least quarterly.

With the application of curriculum mapping and data analysis, teachers are able to make informed decisions regarding the content that must be taught to improve student achievement as measured by the assessment models used by the district and the state.

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

The staff of Coleman A. Young School believe that data, (perception, demographic, process and academic) should inform and determine the decisions made regarding instruction, social-emotional interventions and parent engagement. Such decisions must align with state and

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district mandates for educating children to support their growth and development and mastery of the Common Core State Standards. The professional development of educators is a crucial part of this equation and requires a continuous assessment of their pedagogy and instructional practices to ensure student proficiency.

Primarily, Professional Development is provided to staff on the effective use of data during our general staff and Content/Grade Level Team meetings. Presenters from the district or service organizations are scheduled to train staff about current trends in data collection and analysis. Members of the Leadership/School Improvement Team also explain and model the effective use of data to inform instruction. A review of the district's data information systems and their support of progress monitoring is offered to instructional staff throughout the school year. Job embedded instructional coaching is offered to teachers by the Instructional Specialists. Teachers are able to utilize a vast amount of resources found on the PD360 online Professional Development website. The instructional staff will be required to set goals and devise a plan of action in their Professional Learning Plan on how they will use data to increase student achievement.

Teachers prepare standard aligned lessons that include differentiated activities for students with different abilities and learning styles. Teachers engage in data dialogues with their colleagues regarding the success of our instructional programs, student proficiency levels, student interventions, and school perceptions to identify best practices that increase student achievement. Cooperative learning, inquiry based learning, and flexibility in grouping and scheduling represent some of the differentiated practices implemented by CAY educators. Teachers use data to determine small group placement for students with low proficiency levels in content areas. Lesson plans are reviewed by the Instructional Specialist weekly to ensure that they are aligned with the Common Core State Standards.

A wide variety of formative and summative assessments are used by teachers to determine the specific needs of CAY students. The MEAP test is administered annually for grades 3 thru 8 in the subject areas of reading and math. Fourth graders take the MEAP Writing test and 5th graders are scheduled for the MEAP Science. Coleman A. Young School is planning to develop Exit Skills that monitor student performance at grades 3 thru 5 in science, writing and social studies using the district's online information system, Data Director to create assessments. Teachers will monitor student achievement in reading and math using DIBELS and STAR Reading and Math three times per year. Students scheduled for BURST groups are progress monitored every 7-10 days. CAY teachers will develop / use existing Pre/ Post Assessments for the core subjects every six to eight weeks. Authentic Assessment strategies will be used daily to monitor student engagement and comprehension during classroom instruction.

Data dialogues will occur during our grade level, content level, and data team meetings. The instructional staff will examine data trends and identify data correlations that occur within and between our school data, (perception, demographic, academic and process data).

Recommendations for revisions in our Reform/Redesign Turnaround Plan will be informed by the analysis of school data.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year. How much extra time has been added? Also how will the increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers?

The Detroit Public School District and the Collective Bargaining Unit has elected to decrease the number of teacher preparation periods from 5 to 2 at the K - 5 grade levels. A review of student data by staff has informed our decision to extend instructional time in all core subject areas beyond the state mandate. Students are scheduled for 120 minutes of English Language Arts and 90 minutes of Math daily. Students in grades 4 and 5 receives 90 minutes of instructional time in Science twice per week. Furthermore, the school has examined the data & determined which students are most at risk and developed skill specific small groups that are taught by trained personnel for 30 to 45 minutes daily. These groups are progress monitored every 7 to 10 days to monitor progress or the lack thereof.

To further develop our students, extend learning time and solidify skills necessary for academic success, we have created specific courses. WACKY Wednesday and Trashy Treasures are flexible, hands-on, and an integration of the Common Core Curriculum. This approach is devoted to differentiation of instruction and real world applications to maximize our efforts to improve and reform. Plans are in place to incorporate online computer applications of math and reading utilizing Accelerated Reading, Accelerated Math, and Glory Math.

CAY has selected to utilize 21st century programs to enrich this student population. A student/community survey was done to gain data as it relates to interest and need so appropriate planning could be actualized for this program. Staff and vendors were carefully selected by the school staff that directs and administers the 21st Century program. Weekly evaluations are done by 21st Century and shared with building administration to ensure desired outcomes are realized. These successful evaluations, student attendance and parent involvement show that all stakeholders have buy-in.

Detail how the school will provide appropriate social, emotional and community services that support students.

The Warrior Project- (Grade 3, 4, 5) The activities in this group help students refine their skills in assertiveness. These students are often unnoticed, feel they have no voice, or have misguided leadership skills. Activities focus on self-esteem building, and self-reliance. Building students self esteem, promotes students willingness to seek help on information in the class. Once students seek information, comprehension can be obtained and student achievement for this will increase. Referrals are made from parents, teachers and other staff observations. This will also result in decreases in the number of office referrals. Statistics show there is a direct correlation between student behavior and student achievement. This program should now bring about a positive correlation.

Student Ambassadors-(Grades 1,2,3,4,5) The activities in this group help develop a spirit of service within our students. These students are ambassadors of good will and integrity. The students support activities that affect both their classroom and the greater school-wide community. They also serve as classroom representatives to keep their homeroom informed of school-wide activities.

Sister-2-Sister (Grades 2, 3, 4, 5) This is an all female-group designed to help the young ladies develop skills that help sustain healthy friendships. The young ladies also participate in a mini-etiquette, self-improvement sessions. The results for this activity is that there will be a decrease in the number of female office referrals.

The Comrades I - (Grades 1 - 5) The activities in this group help male students to develop age appropriate skills for elementary students to

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make and sustain healthy friendships in school and beyond. Activities will focus on developing organizational and comprehensive study habits. Assisting students in developing organizational skills and comprehensive study habits promote strategies for gaining comprehension in core subjects. Students can also study notes taken in class with organization skills. This will increase student academic achievement and increase test scores. An additional result will be a decrease in the number of office referrals.

P.A. Guild (Grades 2,3,4, 5) - This co-ed group is designed to improve public speaking skills within our student body. Students do a daily broadcast announcing the schools upcoming events and monthly character building themes. This also fosters public speaking skills for students. For these students, they are also able to build reading skills, such as expression.

READ-IN Program Grades (Pre-K -5) - Volunteers from the National Council of Jewish Women of Greater Detroit visit our school monthly to read a story to every classroom in the entire school. This program was birthed into existence to foster a "love of literacy" for our student body. Twice a year the organization purchases a new book for every child in the entire student body. We are the only Detroit Public School in the district affiliated with this organization. Reading orally for students demonstrates reading fluency and expression. Once students hear how stories are read, they will model/imitate the same skill, which increase reading skills, and impact comprehension.

Visiting Tutors (Grades 1 & 2) - Volunteers from the National Council of Jewish Women of Greater Detroit visit our school bi-weekly on Monday's and Tuesday's to tutor our most at-risk 1st and 2nd grade students . They administer a benchmark reading test before tutoring each child. Then they focus on sounds, phonics, decoding, and site words. They also provided feedback notes on every child after each visit. We are the only Detroit Public School in the district affiliated with this organization. Small group instruction and one-on-one instruction has been proven to improve student academic achievement. With small group instruction, skills can be target and focused on. Student academic achievement scores should increase and details are seen during Progress Monitoring and in Progress Reports, Report Cards, formative & summative assessments.

Resource Coordinating Team (RCT) (Grades K-5) - This team consists of Administrators, School Psychologist, Social Worker, Counselor, Speech Therapist, Resource Room Teachers, and Homeroom Teachers. They convene at least once a month to provide resources, assistance, and services to students who are in need of extra support, academically, socially, & physically. Students identified as needing additional support, their parents and teachers receive strategies, techniques and modified lessons/activities to promote self-esteem and student achievement. if students need additional academic, social, to discuss the strength and weaknesses of the students who might be a candidate for Special Education. Report cards, progress reports, standardized tests, formative & summative assessments will show an increase scores.

21st Century (Grades 3-5) There are two portions to this program. The first part is dedicated to academics. Students who participate in this program receive additional support in Reading, Math, & Science. These lessons are structure to be fun and interactive, something different from the regular school day. The second part of the program is where students are involved in extra curricular activities. Students can learn to play the drums or learn how to surf the internet and work on computers.

After-school tutoring: Programs were developed to assist students during MEAP preparation. Students were selected by teachers to receive additional tutoring in Math, Reading, Science and Writing. This group met 3 times a week, prior to the MEAP test. Test scores will increase due to this tutoring program for those students.

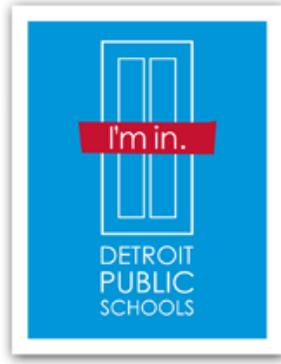
Other extra-curricular activities support Physical Education. Students engage in soccer, gymnastics and basketball. Students were selected by the Physical Education Teacher and participate in these activities 2 or more times a week.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	Detroit_Educator_Evaluation_Process_Manual(revised).pdf
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	Coleman Professional Development Timeline for Advance Ed-1 PDF.pdf
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	Appendix C Increased Learning Time - School Calendar-1.pdf
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	CAY Enrichment programs PDF.pdf
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	CAY Collaboration Calendar PDF.pub
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	DAEOE.LOA.PrioritySchools.pdf



Detroit Educator Evaluation Process

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

Published 2012

Detroit Public Schools



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Overview

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

The Purpose of Evaluations:

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

Why We Need an Updated Teacher Evaluation System

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

AND MOST OF ALL THAT EVERYONE IS LEARNING!

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

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

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



Executive Order

DETROIT PUBLIC SCHOOLS

Roy S. Roberts
Emergency Manager

ORDER

Adopting a Teacher Staffing and Reduction Policy

Order 2012-EMRR-8

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

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

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

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

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

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



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

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

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

IT IS HEREBY ORDERED:

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

NEW POLICY

Teacher Staffing and Reduction Policy

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

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



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

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

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

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

By:

Roy S. Roberts

Emergency Manager

School District of the City of Detroit

Dated: May 4, 2012



Michigan Law

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

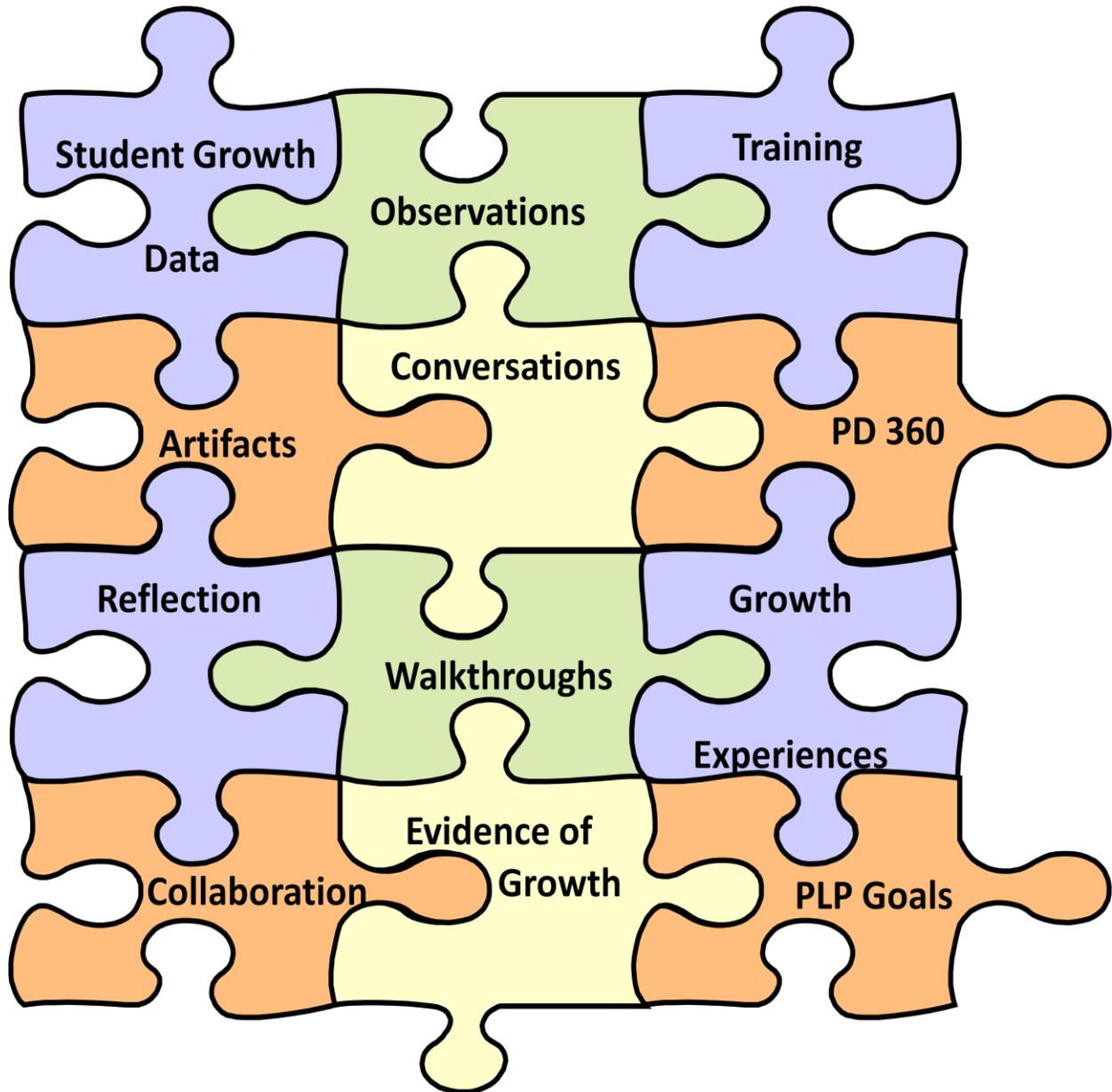
380.1249 Performance Evaluation System.

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

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



Pieces of the Teacher Evaluation Process





Five Core Elements

I. Demonstrated Pedagogical Skills

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

II. Student Growth as Predominant Factor

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

III. Classroom Management

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

IV. Relevant Special Training

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

V. Educator Responsibilities

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

ADDITIONAL ELEMENTS THAT FACTOR INTO TEACHER EVALUATION ARE:

ATTENDANCE, DISCIPLINARY RECORD, ACCOMPLISHMENTS, AND CONTRIBUTIONS



Performance Level Ratings

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

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

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

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

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



Student Growth Information

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

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

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

LIST OF DATA SOURCES

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



Observer Guidelines

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

September – November

All teachers receive an initial observation

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

Have each teacher complete a Professional Learning Plan (PLP)

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

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

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



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

Support and assist teachers

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

April-May

Conduct end-of-year observation

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

Conduct teacher conference

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

Complete Annual Rating Form

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

June – June

Year-Round Activities

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



Request for Assistance and Support

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

NAME OF EMPLOYEE: _____ SCHOOL: _____

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

AREA(S) OF CONCERN:

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

SUPPORT PROVIDED:

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

SUPPORT REQUESTED:

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

Principal’s Signature

Request Date

School Phone No.



Teacher Evaluation At - A - Glance

Sept.-Nov.

Nov.-April

April-May

June

- Initial Observation
- Develop PLP

Development and Support Which May Include:

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

- Final Observation
- Conference
- Review PLP

- Final Rating Report to State

← August

July →

On-going Professional Growth and Development

PD360 and OBSERVATION360

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

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

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

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

FORMS

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

[Request for Assistance and Support](#)

[Teacher Evaluation Rubric](#)

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

[End of Year Teacher Evaluation Form](#)

[Teacher Evaluation Annual Rating Form](#)

Teacher Evaluation Rubric Overview

CORE ELEMENT I. DEMONSTRATED PEDAGOGICAL SKILLS

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



CORE ELEMENT II. STUDENT GROWTH AS A PREDOMINANT FACTOR

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

CORE ELEMENT III. CLASSROOM MANAGEMENT

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



CORE ELEMENT IV. RELEVANT SPECIAL TRAINING

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

CORE ELEMENT V. EDUCATOR RESPONSIBILITIES

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

Professional Learning Plan

School Year: _____ Date: _____

Name: _____

File ID#: _____ Position/Subject Area: _____

School: _____ Grade: _____

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

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

Effectiveness Label:

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

Attendance & Discipline

Number of Absences _____ Number of Tardies _____

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

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

Four horizontal lines for listing contributions and accomplishments.

Evaluator Signature _____ Teacher Signature _____



RETENTION RATING SCORING

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

The following four categories will have the following ratings:

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

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

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

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

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

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

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

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

¹ Excluding Approved Medical/FMLA Leave.

Appendix B
Coleman A. Young
Professional Development Timeline 2012-2013

The following is a listing our Professional Development Timeline by Term, Month and Individual Strategy. Some PD activities will be listed in more than one strategy.

Collaborative Learning Cycle: Ms. Bevelyn Mitchell, MSU Intervention Specialist

Reform/Redesign Plan: Members of Leadership/School Improvement Team

Common Core State Standards by Subject Area: Lead Teachers for Reading, Writing, Math, Science and Social Studies

Strategy: Mathematics

Lead Teachers: Pre-K – 2: Ms. Machnik & Grades 3-5: Ms. S. Mathews

School Improvement Strand	Activity	Description	Time Line	Person/People Responsible
Teaching For Learning	Renaissance Learning: STAR & Accelerated Math	Staff trained on how to use Accelerated Math (& its equipment) in the classroom.	October 2012, Yearly	Ms. L. Bell; A. Washington; Renaissance Learning Representative
Teaching For Learning	Destination Learning	Using the District provided piece as a supplemental resource tool of the curriculum	Yearly	Instructional Specialist
Teaching For Learning	Data Director	Staff instructed on how to use the system for the Quarterly Benchmark Assessments & how to use the equipment	September 2012 Quarterly, Yearly	L. A. Lewis, Data Team
Teaching for Learning	Glory Math	Staff/Teachers will be instructed on how to utilize Glory Math to improve student achievement.	October 2012, Yearly	L. Lewis, Glory Math Representative

Strategy: Science

Lead Teachers: Pre-K – 2: & Grades 3 – 5: C. Williams

School Improvement Strand	Activity	Description	Time Line	Person/People Responsible
Teaching For Learning	Let's Talk About The Rainforest	Modeling an interesting way to teach students about the Rainforest. Activity: Rainforest Café Field Trip	Yearly	K. Springer or Science Lead Teacher
Teaching for Learning	Next Generation Science Standards	Learning and utilizing the national standards for	November 2012, Yearly	C. Williams, Lead Science

	(NGSS)	Science instruction.		Teacher
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Strategy: Social Studies

Lead Teachers: Pre-K – 2: C. Bower & Grades 3-5: N. Burton

School Improvement Strand	Activity	Description	Time Line	Person/People Responsible
Teaching For Learning	Multicultural: Social Studies	The team will provide professional development, techniques, & activities to the staff from their training.	Yearly	

Strategy: English Language Arts (ELA)

Lead Teachers: Pre-K – 2: M. Wallace & Grades 3 – 5: L. Jabari

School Improvement Strand	Activity	Description	Time Line	Person/People Responsible
Teaching For Learning	Leveled Readers	Instruct staff on how to use Leveled Readers in the classroom to improve student achievement	Annually	School Improvement Team, Wayne RESA, Literacy Coach
Teaching For Learning	6 + 1 Traits of Writing	Instruct staff on how to use 6 + 1 Traits of Writing during the Creative Writing Time to improve student writing for the MEAP test and other assessments.	Quarterly, Yearly	School Improvement Team, Instructional Specialist
Teaching For Learning	Renaissance Learning: Accelerated Reader	Teachers trained on how to use & the various components of the program to improve student reading skills.	September 2012, twice per year	Ms. L. Bell; A. Washington; Renaissance Learning Representative
Teaching For Learning	Wireless Generation DIBELS, TRC, & Burst	Reinstruct/Instruct the staff on how to implement the Wireless Generation system to drive the Response to Intervention (RTI) piece.	Quarterly, Yearly	L. Bell; Instructional Specialist, L. A. Lewis & C. Hernandez
Teaching For Learning	Progress Monitoring	Reinstruct Staff on how & when to progress monitor their students view the results, & share with the students.	Annually	L. Bell: Instructional Specialist & C. Hernandez; Burst Coordinator

Teaching For Learning	Michigan Reading Association (MRA)	1 teacher (possibly a team) will travel to receive updates on Reading, & come back & inform staff of the most recent strategies of best practices in reading.	March 2013, Annually	
Teaching For Learning	International Reading Association (IRA)	Ms. Scott (possibly a team) will travel to receive updates on Reading, & come back & inform staff of the most recent strategies of best practices in reading.	May 2013, Annually	M. Scott

Strategy: Data Management

School Improvement Strand	Activity	Description	Time Line	Person/People Responsible
Data & Information Management	Data Director	Staff instructed on how to use the system for the Quarterly Benchmark Assessments & how to use the equipment	September 2012, Quarterly, Yearly	L. A. Lewis & the Data Director Team
Data & Information Management	Wireless Generation DIBELS, TRC, & Burst, Progress Monitoring	Reinstruct/Instruct the staff on how to implement the Wireless Generation system to drive small group instruction.	Quarterly, Yearly	DPS, Wireless Generation Representative; L. Bell; Instructional Specialist & C. Hernandez
Data & Information Management	Renaissance Learning: STAR Reading/Math	Instruct staff how to view and read the data to implement small group instruction to improve student achievement.	Summer 2012, Quarterly, Yearly	L. Bell; instructional Specialist & Mr. A. Washington; Renaissance Learning Representative

Strategy: Small Group Instruction

School Improvement Strand	Activity	Description	Time Line	Person/People Responsible
Leadership	Small Group Instruction: What does it Look Like?	Introduce/model extended learning in the classroom.	10-24-12, Monthly	M. Scott, School Improvement Team
Leadership	One Way to do Small Group Instruction Using DIBELS and STAR DATA	Show staff one way they can organize their data to create groups for intervention.	10-17-12 & 10-24-12, Quarterly	M. Scott; Principal & C. Hernandez Burst Coordinator

Strategy: School Improvement

School Improvement Strand	Activity	Description	Time Line	Person/People Responsible
Leadership	Effective Teaching: Discipline	Modeling different approaches, strategies, and/or techniques in classroom management.	As needed based on observation	Administration, DPS, Wayne RESA; PD360 videos
Leadership	“What is a Reform/Redesign School”	Introduce/Reintroduce what a “Turn-Around” school looks like & how we, as a school, must continue the efforts.	February 2013, yearly	School Improvement Executive Team
Leadership	School Improvement: The Living Breathing Document	Discuss and review with staff the School Improvement Plan	April, 2013, annually	Executive School Improvement Team
Leadership	Zangle	Inform & instruct on all forms of Zangle	Quarterly	K. Springer
Leadership	PD 360	On-line PD and Teacher Evaluation Tool	Bi-annually	Administration, K. Springer, L. A. Lewis

Strategy: Technology

School Improvement Strand	Activity	Description	Time Line	Person/People Responsible
Personnel & Professional Development	SMARTBoard	Training on how to use the Smart Board and its applications.	Quarterly, Yearly	K. Springer
Personnel & Professional Development	Grade Book	Introduce/model/practice the district’s grading procedures.	Annually	DPS, K. Springer, Wayne RESA
Personnel & Professional Development	Cyber Bullying	To instruct/inform students of the appropriate use of the internet and the dangers/consequences of cyber bullying	October	Hollingshead, K. Springer
Personnel & Professional Development	School Website and Blog Development (Wiki Page)	A way to let all know the events and happenings.	January, Annually	C. Bower, K. Springer, & A. Leavy
Personnel & Professional Development	Parent Connect	DPS system that allows parents to view how their child is performing in school.	December, Yearly	K. Springer

	A	B	C	D	E	F	G	H	I	J		
1	Coleman A. Young											
2	Appendix C: Increased Learning Time - School Calendar											
3	Para-Pro Name	Taylor	Byles	Honey	Ellis	Wilson	Isom	Dubose	Turner	Bell		
4		grd/group #	grd/group #	grd/group #	grd/group #	grd/group #	grd/group #					
5	8:45-8:55	AM Setup	AM Setup	AM Setup	Redd	Lewis	Crosby	AM Setup	AM Setup	AM Setup		
6	5 min travel											
7	1. 9:00 - 9:30	3/1	3/2	3/3							3/5	
8	5 min travel											
9	2. 9:35 - 10:05	3/6	3/7	3/8	3/9	3/10	3/4					
10	5 min travel											
11	3. 10:10 - 10:40	2/11	2/12	2/13	2/14	(Burton)	AM Setup					
12	5 min travel											
13	4. 10:45 - 11:15	2/15	2/16	2/17	2/18	(Burton)	(Burton)					
14	5 min travel											
15	11:20 - 12:20	tonLunch & Break	Lunch & Break									
16												
17	15 min setup	PM Setup	PM Setup	PM Setup	PM Setup	PM Setup	PM Setup	PM Setup	PM Setup	PM Setup		
18	5. 12:40 - 1:10	1/29	1/20	1/21	1/22	1/23	1/19	1/31	1/33			
19	5 min travel											
20	6. 1:15 - 1:45	1/24	1/25	1/26	1/27	1/28	1/30	1/32	1/34			
21	5 min travel											
22	7. 1:50 - 2:20	K41	K42	K44	AM Setup	AM Setup	K43					
23	5 min travel											
24	8. 2:35 - 3:05	k/35/REDD	k/36/REDD	k/39/LEWIS	k/40/LEWIS	k/37/CROSBY	k/38/CROSBY					
25	5 min travel	Ms. Bower	Ms. Young	Ms. Curry	Redd	Lewis	Crosby					
26	9. 3:10 - 3:40	Classrooms	Classrooms	Classrooms	Classrooms	Classrooms	Classrooms	Classrooms	Classrooms	Classrooms		
27	Classrooms	Bus/Door	Bus/Door	Bus/Door	Bus/Door	Buss/Door	Bus/Door					

Coleman A. Young
 Monthly Staff Meeting &
 Collaboration Calendar
 Appendix E

Narrative: This calendar is designed to show how & when our staff meet to discuss school data, student achievement and school improvement. Each Wednesday is designated for a particular group. If there is a 5th Wednesday, as in this case, 1 hour will be devoted to assisting staff in completing their weekly lesson plans.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3 <i><u>1st Hour:</u> Gen- eral Staff Meeting <u>2nd Hour:</u> House Meeting</i>	4	5	6
7	8	9	10 <i><u>1st Hour:</u> Gen- eral Staff Meeting <u>2nd Hour:</u> Content Meeting</i>	11	12	13
14	15	16	17 <i><u>1st Hour:</u> Gen- eral Staff Meeting <u>2nd Hour:</u> House Meeting</i>	18	19	20
21	22	23	24 <i><u>1st Hour:</u> Gen- eral Staff Meeting <u>2nd Hour:</u> Grade Level Meeting</i>	25	26	27
28	29	30	31 <i><u>1st Hour:</u> Lesson Plans <u>2nd Hour:</u> General Staff Meeting</i>			

**Letter of Agreement
between
The School District of the City of Detroit
and
The Detroit Association of Educational Office Employees
AFT Local No. 4168, AFL-CIO**

INSTRUCTIONAL REFORM -- PRIORITY SCHOOLS

The School District of the City of Detroit ("District") and the Detroit Association of Educational Office Employees, ("Union") agree, by their representatives' signatures below, to abide by the following procedures for the establishment of Priority Schools.

The Priority Schools intend to offer a rigorous educational program which includes extended day/year and measurable expectations. The District shall provide all adopted instructional materials to effectively address the educational and instructional needs of students and staff, including textbooks, supplemental supplies, and equipment.

To implement the Priority Schools' educational program it is essential that there be cooperation between the District and the Union, which parties have agreed to accommodate necessary and unusual requirements in order to implement the Priority Schools – creative teaching methods; acceleration of improved student achievement as measured by MDE standards; creative scheduling; dedicated staff assigned to each school; extended school day/extended year; and parental and community engagement.

This Letter of Agreement ("Agreement") is made by and between the District and the Union for the purpose of establishing certain work rules to govern the operation of Priority Schools. The parameters for the Priority Schools will accommodate the following:

1. The District shall identify the criteria for the establishment of "Priority Schools." Determination of such schools shall be based upon data inclusive of, but not limited to, student performance on standardized tests, student attendance, transiency, chronic discipline and/or violence concerns, and Adequate Yearly Progress (AYP) status, and other provisions identified by No Child Left Behind (NCLB). Priority schools shall not be limited to low performing schools.
2. Schools identified as Priority Schools shall participate in the Shared Decision-Making Program as outlined in the collective bargaining agreement. Upon the selection of the staff, each Priority School shall select a School Leadership Team (SLT) as described in the collective bargaining agreement.
3. The District shall determine which schools will be designated Priority Schools. The Principal will be responsible for interviewing and selecting staff at Priority Schools.
4. Staffing at Priority Schools shall be on an application basis. Criteria for selection shall be pre-determined.

5. In the event a Priority School is unable to fill positions, any qualified member from a lay-off list may apply based on a job posting and be selected regardless of position on the lay-off list. If no one from the lay-off list applies or is selected, the position may be posted on the District's website for external candidates.
6. There shall be an extended day/school year for the Priority Schools contingent upon funding. If the Priority Schools have an extended school year, members of the bargaining unit shall be paid at their regular hourly rate. Any hours worked beyond the regular school day will be paid at the hourly rate and in compliance with the Fair Labor Standards Act (FLSA).
7. Upon selection to serve in a Priority School, a member will be required to complete prescribed professional development specifically designed to meet the instructional needs of the Priority Schools. During employment at a Priority School, members selected and assigned to a Priority School shall do so with the understanding that their ongoing assignment at the Priority School shall be contingent upon staff meeting evaluative criteria in an annual review process.

The evaluative criteria shall include, but not be limited to, the member maintaining the requirements of the job posting, meeting pre-established benchmarks and targets, making a continuing commitment to all that is prescribed in this Agreement. The established goals and objectives along with the evaluative criteria must be clearly articulated to all members of the bargaining unit at the time of the job posting and selection.

A member who is not meeting the evaluative criteria required by the Priority School, using supportive evidence and data, will be informed of the basis for evaluative findings and may be subject to termination based upon the evaluative findings.

8. In the event a member decides not to return to the Priority School or the Principal advises a member that he/she will not be retained for the following school year, the District shall post the position and the Principal will interview and select a replacement.
9. In the event a member decides not to return to the Priority School or the Principal advises a member that he/she will not be retained for the following school year, that member shall maintain the same rights as any other Union member and be referred to the Division of Human Resources for placement in a vacancy.
10. District-wide layoffs shall occur in accordance with the layoff provisions of the collective bargaining agreement. However, should the district decide to retain members assigned to Priority Schools who would otherwise be laid off, the member with the next highest seniority shall be released from their current assignment until a vacancy becomes available for which the member is qualified.
11. All other members of the bargaining unit who are laid off shall maintain the same rights as any other member.

For the Union:

Ruby J. Neubold
Louis J. Moore

For the School District of the City of Detroit:

Gwendolyn A. deGuzman

Date: 5/19/2010

Date: 5/19/10

Approved: Robert C. Bobb / RAS
Robert C. Bobb, Emergency Financial Manager