Redesign Plan

Edsel Ford High School

Dearborn City School District

Mr. Scott Casebolt, Principal
20601 Rotunda
Dearborn, MI 48124-3999

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Executive Summary

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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.

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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?

Edsel Ford High School is located in Dearborn, Michigan, a city that borders Detroit and that has a population of 97,000. Edsel Ford houses students in grades 9 through 12. 2013-2014 school data indicates a total population of 1,449 students. While our student enrollment has been fairly stable, we continue to see shifting demographics. The majority of our students are classified as Caucasian, and include a large number of Arab Americans and students from Arabic-speaking countries. There have been minor increases in the number of Hispanic and African American students. Our economically disadvantaged population ranges from 50% to 60% (53% in 2012-2013; 59% in 2011-2012; 54% in 2012-2011). English Language Learners typically represent @ 25% of our population. Less than 15% of our students are identified as Students with Disabilities (@14% in both 2012-2013 and 2011-2012). We do experience high transiency rates, with over 25% of our students not completing a full academic year. We continue to have more male students than females, with a roughly 60% male to 40% female ratio.

Many of our families continue to face economic challenges due to our community's dependence on the auto industry. Several homes in our community have become rental properties, which has encouraged transiency. Many of the families moving into our attendance area represent newcomers, including immigrants, and economically disadvantaged individuals.

We have seen staff changes beyond typical expected retirements and reassignments. Our principal is beginning his second year. We experienced a number of teaching staff and teaching assignment changes for the 2013-2014 school year, due to our Priority School designation. We also made changes in counseling staff and support staff (e.g. the addition of two Priority School Data Coaches, a Priority School Teacher Leader, and a Title I Resource Teacher to assist with Family outreach).

Edsel Ford is extremely proud of our positive reputation in the community and of our many successful graduates. We have a caring and committed staff, involved students and parents, and enjoy an excellent rapport with our community. We were designated a Michigan Department of Education Priority School in August of 2013. We are treating this designation as an opportunity to improve and are determined to accelerate and increase our student achievement.

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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.

EFHS Vision Statement

We see:

1. A school community that supports and builds on the strengths of each student; uses innovative instructional practices; inspires students to think critically, globally, and creatively; and fosters collaboration with its stakeholders.
2. An educational partnership in which school staff, families, and members of the community share the responsibility for educating each student in an atmosphere of trust and mutual respect.
3..A continually improving teaching and learning environment that uses appropriate assessments, technology and best practices as the basis for developing and implementing sound educational programs and instructional practices.
4. A school community that respects government mandates and insists its students meet or exceed those mandated expectations.
5. A school community that respects our similarities and differences and celebrates our diversity.
6. A school community whose members model the Core Values of Honesty, Responsibility, Respect for Self and Others, Integrity, Courtesy, and Citizenship.

EFHS Mission Statement

The Edsel Ford High School community is committed to educating all students and providing them with academic and social skills essential to become lifelong learners

EFHS Beliefs Statement

We believe:

1. All students can learn.
2. Education is a lifelong process.
3. Students have different learning styles that affect their learning experiences.
4. Differing backgrounds of students affect learning.
5. Values are part of the educational process.
6. Students academic achievement can be improved and measured.
7. All students need to experience success.
8. Students, parents, teachers, administrators and support staff share in the responsibility for the students learning experience.
9. The teaching process can be enhanced by providing opportunities for teachers to learn about educational research, technology, and best practices.
10. "What I do makes a difference in student outcomes."

EFHS Student Agreement

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Follow the District's Core Values
- Come to each class on time and prepared
- Take an active role in the learning process
- Take pride in my work and give my best effort

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- Understand that effort plays a big role in achieving my absolute best; I must persevere when things get difficult
- Remember that grades are based on results and demonstrate academic performance
- Ask for help when I do not understand, BEFORE I am in danger of failing
- Work ethic and persistence matter
- Use a planner to stay organized and beware of due dates for assignments and tests
- Communicate with my family regarding my daily activities
- Read and write everyday outside of school hours
- Understand that I am the key person responsible for my academic success

We will adopt building-wide PBIS (Positive Behavior Interventions and Supports) beginning in the fall of 2013. We anticipate that this program will have a positive impact on student behavior, attendance, and motivation. We have also established several support positions to help keep students on track and remove distractions from teaching and learning, such as a graduation interventionist, a 9th grade team leader, an additional security guard, and a Title I Parental Involvement Resource Teacher. We are working to improve culture and climate throughout the school, for both students and staff, through workshops, professional development and training, peer mentoring, and student-sponsored diversity days. We are also committed to dong a better job of communicating to students and parents the importance and worth of high-stakes testing.

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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.

Edsel Ford was designated a Priority School in August of 2013. While we did show gains in many tested areas, our greatest areas of concern are reading and science proficiency as measured by the MME and sub-group achievement gaps across all tested areas.
Both reading and writing MME scores demonstrate modest gains or stable scores over the past three years. Math and science show very slight declines (math: 21% proficient in 2010-2011 to 20% proficient in 2012-2013; science 20% proficient in 2010-2011 to 19% in 2012-2013). Social students has fluctuated from 45% proficient in 2012-2011 to 32% in 2011-2012 to 40% in 2012-2013. Considerable achievement gaps between sub-groups (ELL, SWD, ED, and the bottom 30%) exist in all tested areas.
ACT scores rose across the board in 2012-2013. The Composite score rose from 18.4 to 19; English from 17.7 to 18.1; Math from 18.5 to 18.7; Science from 18.8 to 19.6. and the largest gain is reading from 18.2 to 19.2. These scores all reflect increases from 2010-2011, with the exception of math (tied at 18.7) and science (down from 19.7 in 2010-2011 to 19.6 in 2012-2013).

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Additional Information

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

Edsel Ford will implement a number of initiatives to change the culture and climate of the school, including school-wide Positive Behavior Interventions and Supports (PBIS). To be successful, students need to be present and engaged. Teachers need to be able to teach without unnecessary distractions. PBIS creates a positive atmosphere conducive to learning.This program will address attendance, behavior, and motivation and promote positive relationships between students and staff..
The school is also adding an hour of instruction to the school day. Students who are not proficient in one or more tested areas will take intervention classes that focus in on specific student needs. Additionally, staff will have one additional hour of PLC time every week. The Edsel Ford staff will participate in sustained and embedded professional development training that will provide them with the skills they need to effectively reach and teach struggling students.

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Priority School Assurances

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Introduction

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

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Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	2013-14 Teacher Evaluation Weights to Comply with State Legislation 75% will be based on Observation Protocol and the 5 Standards for Effective Teaching. 25% will be based on Student Growth Data: 10% District growth; 10% School growth; and 5% Classroom growth. Indicators will include: SRI, DRA & DRA task analysis, Star Math, 6+1 writing traits, Building/District/Grade/Department Common Assessments, NWEA, MEAP, MME, ACT, PLAN, EXPLORE, AP exams, and performance or product measures or other formative assessments (pre and post tests are required).	Dearborn Teacher Evaluation Program

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

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Operational Flexibility Assurance

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Introduction

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

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Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 204.

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

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

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	August 23, 2013	Dearborn Edsel Ford Letter of Understanding

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

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Transformation Redesign Diagnostic

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Introduction

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

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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.

Scott Casebolt, Edsel Ford High School Principal casebos@dearbornschools.org
Susan Noland, EFHS Assistant Principal nolands@dearbornschools.org
Zeina Jebril, EFHS Assistant Principal jebrilz@dearbornschools.org
Dana Addis, EFHS Math/Science Data Coach addisd@dearbornschools,org
Gretchen Bajorek, EFHS Reading/Literacy Data Coach bajoreg@dearbornschools.org
Pete Kotsogiannis, EFHS Priority School Teacher Leader
Dr. Gail Shenkman, Associate Superintendent for Student Achievement shenkmg@dearbornschools.org
Kathleen McBroom, Director, School Improvement mcbrook@dearbornschools.org

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PART B: TEACHING AND LEARNING PRIORITIES

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

1. Implement the Common Core through Differentiated Instruction
Student demographics are changing. Data indicates that students in sub-groups (ELL, SWD, ED, the bottom 30%) are performing significantly below average student scores on standardized tests in every tested area. For example, on the 2013 MME, no ELL were proficient in Math, Writing, Science, or Social Studies, and only 13% were proficient in Reading. Our ED population scored higher across the board, but our SWD scores were comparatively low. To address these achievement gaps, Edsel Ford teachers across the content areas are being trained in differentiated instruction to maximize success for all learners as we implement the Common Core. We will concentrate on depth of knowledge and formative assessment.

2. Implement Reading and Writing Across the Content Areas
Data indicates that a large portion of students at Edsel Ford are not reading at grade level, and that sub-groups are especially struggling (as evidenced by increasing achievement gaps on standardized tests).
2013 MME Reading gaps were substantial: while the 11th grade average proficiency rate was 49%, ED averaged 38%; SWD 0%, and ELL 0%. For Writing, the school average was 46% proficient, compared to 29% proficient for ED; 11% proficient for SWD, and 0% for ELL. 2013 Science and Social Studies results, which reflect reading ability, were similarly skewed (Science: school average: 19% proficient; Ed 13%, SWD and ELL 0%. Social Studies: school average 40%; ED 29%; SWD and ELL 0%).
Reading skills and writing proficiency are crucial to success in every subject area, and affect student performance on standardized tests. To address these concerns, Edsel Ford will implement reading and writing across the content areas as a school-wide focus to increase student achievement in all content areas, including science and social studies. Specific interventions will include Reading Apprenticeship, 6+1 Writing Traits, and Reading Plus Intervention classes. These interventions are effective for all students, including ELL, SWD, ED, and students who struggle (bottom 30%). Again, our focus will be on depth of knowledge and formative assessment.

3. Professional Development to Change Science and Math Instructional Practices
Data indicates that Edsel Ford students are struggling in science and math. MME scores indicate that Edsel consistently performs below state averages in Math (20% proficient compared to 29% in 2013; 18% proficient in 20102 compared to the state average of 29%) and Science (19% Edsel Ford proficiency compared to 26% state; 2012 17% proficient compared to 26% state average). Teacher observations, surveys, grades, pass/fail rates and anecdotal evidence all indicate that classroom instruction needs to change. Edsel Ford will implement transformative initiatives that address depth of knowledge to change science and math classroom instruction, including Learning Targets, Hands-On/Experiential Learning, Math Plus Intervention Classes, and Science Plus Intervention classes,to provide students with experience, knowledge and skills to apply in problem solving-situations. Edsel Ford will also train teachers in multiple ways of assessing student understanding and learning (e.g. formative assessment).. These initiatives are effective with all students, including members of sub-groups (ELL, SWD, ED, bottom 30%), and can be applied across content areas.

State what data were used to identify these ideas

Disaggregated MME scores for all tested areas:

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Reading: While Edsel's Reading scores improved from 2011 (46% proficient) to 49% proficient in 2012, they remained at 49% proficient in 2013. These scores are well below state averages: 53% proficient in 2011, 56% in 2012, and 54% in 2013. There are substantial subgroup achievement gaps for SWD (no students proficient in 2011, 2012, or 2013). ELL have seen growth; from 0% proficient in 2011 and 2012 to 13% proficient in 2013. Despite this one positive result, the overall school average remained the same for the past two years. This data indicates that all Edsel Ford students need help in reading and comprehending text across all content areas (and especially as we move towards implementation of the Common Core)..

Writing: Edsel's Writing scores have fluctuated from 43% proficient in 2011 to 41% in 2012 to 46% in 2013. Edsel remains below state averages: (47% in 2011, 49% in 2012 and 2013). ELL struggle in this area (O% proficient in the past three years). SWD scores have declined from 23% proficient in Writing in 2011 to 11% proficient in both 2012 and 2013. Writing is another area that affects all content areas, and students need to improve their ability to effectively communicate their ideas in writing in various genres. A school-wide system (6+1 Writing Traits) needs to be implemented so that students and teachers recognize effective writing.

Math: Edsel Math scores remain low, with 21% proficient in 2011, 18% in 2012, and 20% in 2013. These scores fall below state averages (27%, 29%, 29%). ED students perform below school average: 15% proficient in 2011, 13% in 2012, and 11% in 2013. There are significant gaps for both SWD and ELL (less than 10% in each category for the past three years). African American students struggle in Math as well; the proficiency rate in 2011 was 8%, 11% in 2012, and 0% in 2013. StarMath, an online assessment program adopted by the district in 2012, confirms that 8th and 9th graders struggle with basic math skills, let alone algebraic applications. Scores are low across all subgroups, especially ELL and SWD, and teachers have expressed concerns (through staff surveys administered through Advanc-ED in 2012 and through building PD surveys) about teaching strategies and interventions that are effective with lowest-achieving students. This would indicate the need for intensive professional development for math teachers, especially in-class coaching and modeling of best practices to assist them with differentiating instruction. Teachers also need to be trained in formative assessment, a classroom intervention that has a high impact on struggling learners (and that provides teachers with continuing feedback so that they can adjust instruction accordingly).

Science: Again, Edsel Ford's scores lag behind state averages. In 2011, Edsel was 20% proficient compared to the state 25%, 2012 was a difference of 17% proficient compared to the state 26%, and 2013 19% proficient compared to 26% at the state. Edsel SWD and ELL have both achieved less than 10% proficient for the past two years. Students' inability to read and comprehend grade-level text (as indicated not only by MME reading scores, but also confirmed by ACT scores, and 8th and 9th grade Scholastic Reading Inventory (SRI) results) undoubtedly contribute to these low test scores, but teachers have also expressed concern (through staff surveys) about content and teaching alignment with current research-based best practices and emerging Next Generation Science Standards. Teachers need professional training in differentiating instruction to scaffold learning, and in implementing best instructional practices in science classrooms, such as project-based learning.

Social Studies: Edsel Ford actually meets or surpasses the state in Social Studies: Edsel had 45% proficient in 2011 compared to the state average of 41%, Edsel dipped to 32% in 2012 (the state average for that year was 41% proficient) but rebounded to 40% proficient in 2012, surpassing the state average of 39%. However, SWD and ELL performed very low, with less that 10% proficiency for the past three years. MME disaggregation indicates that problems with reading and comprehending grade-level text and the inability to interpret information presented through charts and graphs are issues for these sub-groups. Differentiating instruction through Reading Apprenticeship (which concentrates on reading across the content areas) and SIOP (which benefits all students) will help these students increase learning.

ACT Scores: Math. Edsel Ford students have not meet the ACT Math benchmark score of 22 for the past three years (2011 average score: 18.7, 2012: 18.5, 2013 18.7). In 2011 26% of tested students met the mark; in 2012, 23%, and in 2013 25%. Currently only one quarter of tested students meet the ACT Benchmark, indicating a need for math interventions.

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English: Less than/barely half of students have met the ACT English benchmark: 49% in 2011, 48% in 2012, and 52% in 2013.

Reading: Less students meet ACT Reading benchmarks: 40% in 2011, only 29% in 2012, and 39% in 2013. These scores reinforce the need for reading and writing support across the content areas.

Science: ACT Science scores are very low, with only 21% of students meeting the ACT benchmark score in 2011, 16% in 2012, and 18% in 2013. Some of the blame may lie with students' inability to read and comprehend text, but they also indicate that science instruction needs to be reconsidered.

Top-to-Bottom Rankings including achievement data and Z-scores: Edsel Ford was rated 23 in 2011 on the MDE Top-to-Bottom list. The rating fell to 7 in 2012, and to 0 in 2013. The greatest areas of concern as indicated by Z-scores were 2013 Reading: overall -2.2283, and 2013 Science: overall -2.2791.

Additional data: grades/credits awarded/graduation rates; research into best-practices; staff surveys about professional development needs; student and staff climate surveys; attendance and deportment data; school class schedules, and daily time allocations. Additional data came from a State of the School Report: A Comprehensive Overview of Data, Course Structure and Rigor of Curriculum Survey conducted by Peggy Black of Black/Black Associates.

This data was analyzed during staff meetings, PD release days, and PLC time. Additional data analysis sessions will be facilitated by representatives from Michigan State University (Karen White and JoAnn Andries), the Michigan Department of Education (Gloria Chapman), and Wayne County RESA (Markita Hall). The staff surveys were conducted last year through Advanc-ED as part of our Systems Accreditation renewal process. Policies and procedures and resource allocation evaluations were also conducted through the Advanc-Ed system. Peggy Black and her team conducted the on-site overview starting on September 9th, 2013 and shared results on September 25th. District and school representatives will continue to analyze data throughout the school year.

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PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.
Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all four turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.
Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

Edsel Ford High School Principal Scott Casebolt has demonstrated the ability to identify priorities and solutions, break organizational norms, collect and analyze data, motivate and galvanize staff around big ideas, focus on high-priority goals, act quickly and competently, and improve academic and social outcomes as evidenced by the following examples:
As an assistant principal at Fordson High School he planned for and successfully implemented the 9th grade academy. Collecting and analyzing student data led Mr. Casebolt to successfully establish this school within a school concept that reduced the number of failures and increased student achievement. To ensure initial buy-in and early returns, Mr. Casebolt also implemented the Link Crew 9th grade transition program at Fordson High School in order to improve the culture and climate and ensure that students successfully completed their ninth grade year. The key to the success of the 9th grade academy was to break organizational norms. Teachers needed to be convinced of the importance of working together to ensure the success of incoming high school students.
Mr. Casebolt demonstrated early on that his style of leadership is that of shared leadership within the organization. In his first year as principal at O.L. Smith Middle School, Principal Casebolt identified and focused in on establishing a School-wide Positive Behavior Intervention and Support program that reduced office referrals by over 50%, reduced tardies by 50%, and reduced absences by 20%. This program not only improved the school climate and culture but it improved student achievement as demonstrated by Smith standardized test scores exceeding the ISD scores while making gains on the state standardized test scores. The key to the success of SWPBIS was making data based decisions, assessing what works, and creating a problem solving culture that allowed for the program to grow and succeed. SWPBIS addressed the behavioral needs of all students, allowed Smith to create the "right fit" for them, created a positive school climate and resulted in increased instructional time due to the drastic reduction in office referrals. This model required a break with organizational norms, considerable collection and analysis of data, fast action, a keen focus, and the need to establish staff understanding and cooperation. Smith Middle School was the first school in the district to embrace SWPBIS. Smith staff and Mr. Casebolt have subsequently reached out to assist other district and out-of-district schools with the implementation of this program.
Mr. Casebolt was appointed principal of Edsel Ford High School in September, 2012. Last year, during his first year at Edsel Ford, Principal Casebolt swiftly identified priorities, established systems and processes that lie outside of organizational norms, and motivated staff around a few focused big ideas. Principal Casebolt redefined department head roles and revamped curriculum council meetings from information sessions to true PLCs. Department chair roles now include identifying students who need intervention classes or advanced classes, attending curriculum council meetings and sharing information within departments, providing coverage in order to allow for teacher peer observations, performing walkthroughs to verify implementation of the Edsel Ford SIP plan and established best practices, and developing and fostering department-level PLCs committed to maximizing student achievement. Principal Casebolt has galvanized the Edsel Staff around the following big ideas: Reading Apprenticeship, Formative Assessment, SIOP, 6+1 Traits and SWPBIS. The SWPBIS program was designed to begin in the 9th grade academy but the entire Edsel staff asked for the program to be implemented school-wide. Another vote of confidence was an overwhelmingly positive staff vote to implement an extended period in order to improve performance on standardized tests. The selection of the aforementioned big ideas was based on intense collection and analysis of data regarding the academic performance of Edsel students.

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Principal Casebolt has identified that Reading and Science are the most challenging areas of immediate focus. The Edsel staff understands the need to break away from established norms and implement the effective use of formative assessment in PLC's, not only to ensure the largest gains in student achievement but also to inform ongoing professional development. Principal Casebolt has identified that Formative Assessment will benefit student achievement in of the core areas. Principal Casebolt has also identified the SIOP model as one of the big ideas in order to help our ELL students while serving as a best practice that teaches language and content effectively. Finally, Reading Apprenticeship has been selected by Principal Casebolt in order to allow students and teachers to focus on comprehension, create a climate of collaboration and place an emphasis on student independence that allows students to apply effective reading strategies in all subject areas, identify and use text features, and increase topic knowledge. Principal Casebolt has a strong desire to create a brand and legacy at Edsel Ford High School that will motivate others and influence their thinking and behavior to obtain results. Principal Casebolt also understands the importance of continued data analysis and making informed decisions. Principal Casebolt and the Edsel staff share a common vision and have committed to ensuring a strong connection between our goals and classroom activities. Lastly, Principal Casebolt has communicated and demonstrated the ability to stay visibly focused, committed, and self-assured despite the challenges that will arise during a turnaround of this magnitude. The district has every confidence in Mr. Casebolt, and will support him in all of his endeavors.

The district will increase leadership capacity through several avenues, including creating new staff positions: Math Data Coach; Literacy Data Coach, and Priority School Teacher Leader. These individuals will receive training both in content (implementing the Common Core, differentiating instruction, and formative assessment) and in process (coaching; working with adult learners, and culture and climate training, such as culturally sensitive teaching through RESA). These three in turn will coordinate sustained professional training for department chairs and members of the school improvement team to build leadership capacity utilizing central office administrators: Kellie Bugaiski and Megdieh Jawad, secondary Bilingual Resource coordinators; Margaret King-Ahmed, Title I Resource Teacher, and Clayton Burch, secondary Special Education Coordinator. The district will fully support Edsel Ford staff with training, materials, and the necessary operational flexibility needed to implement and sustain turnaround initiatives.

Additionally, the district will bring in Peggy Black and Associates (Center for Diverse Student Learning) to help build staff leadership capacity to accelerate turnaround activities. Peggy Black conducted a State of the School survey in September, and has suggested the following plan of action: Step 1 Process Current SIP plan to fortify and revise with Administration and Department Chairs; Step 2 Create Action Plans for all SIP Goals that include timelines and responsibilities; Step 3 Train the responsible parties on the Action Plans with a Plan, Do, Study, Act Process; Step 4 Examine Common Core State Standards and begin the alignment of current course documents.
The district fully supports this proposal, which promises the following deliverables: Increased leadership capacity for Department Chairs; Targeted, focused and meaningful School Improvement Plan with measurable outcomes; a Professional Development Plan for 2013-14 and beyond, incorporating leadership training, and the Creation of Edsel Ford protocols and process for PLC, Department Meeting and Administration Meetings. The implementation of the Plan, Do, Study, Act process will serve as a building-wide system to build and support staff leadership capacity.
Additionally, the district will do the following to increase leadership capacity within the five key competency areas:
Early wins and big payoffs: Provide sustained and continuing support in identifying and communicating positive aspects of the school, including students who are showing growth, teachers who are providing positive and effective instruction, and creating a district-wide circle of support. David Mustonen, Director of Communication, will share ongoing progress, long-range goals, and measures of success with stakeholders, including Board members and the local media. The district will support additional staff positions, increased support from central office personnel (Dr. Kathy Klee, Director of Assessment; Michael Shelton, Special Education Director; Rose Aldubaily, ELL Director), and embedded and sustained professional development in data analysis, school improvement and PLC protocols, and climate and culture. This assistance will be provided in a timely and sustained manner, through as-needed on-site visits and training sessions, and specific assistance will be identified during weekly Superintendent's Cabinet meetings (Edsel Ford will be a standing agenda item, where additional support and on-going progress will be discussed). Central office staff will also attend and present (and be available to answer questions) at Edsel Ford staff and parent meetings.

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Break organizational norms: The district will support and facilitate the following changes: Work with school leadership team to reorganize PLC and school improvement protocols (meeting times, number and duration of meetings, processes for monitoring agendas, minutes, and deliverables, meeting norms, attendance and participation expectations); train and empower department chairs (e.g. classroom walkthroughs to monitor fidelity of implementation of turn-around initiatives); alter the school day to add hours of instruction and PLC time; reconfigure cross-grade intervention classes based on student need; establish an additional schoolwide test day in November that mimics an MME testing scenario to provide practice for students, address any logistical testing concerns that might arise during the March testing window, and provide additional data to determine student placement in intervention classes for second semester; and will completely reconfigure the Edsel Ford counseling department (staff changes, creating supplemental 10th grade and 11th grade intervention specialists, etc.).
Act quickly in a fast cycle: Kathleen McBroom, central office liaison, will facilitate timely responses to assist with building leadership capacity, such as arranging for Title I and TItle II funds for training and bringing in consultants, working with RESA and MSU staff to provide assistance with data digs and other Priority school requirements, and working with district HR staff to ensure smooth transition and implementation of changed and/or staff positions. Kathleen will also work with members of the school leadership team to identify avenues and contacts to accelerate turnaround initiatives. e.g. the schoolwide testing day, Title I priority school set-aside orders, etc. To assist with these efforts, Margaret King-Ahmed, a district TItle I resource teacher, has been assigned to Edsel full-time.
Collect and analyze data: The district will build leadership capacity through new data coach positions, training for members of the school leadership team, and by conducting internal data reviews, such as resource allocation diagnostics and system evaluations (all members of the Superintendent's Cabinet will participate in these activities).
Galvanize staff around big ideas; The district will build leadership capacity by supporting Edsel Ford administration and staff in climate and culture training; creating a K-12 feeder school cohort group to increase horizontal communication and cooperation, and supporting professional learning to support the implementation of the school's big ideas.

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

A team of Dearborn staff members, including teachers, administrators, central office staff, and the Dearborn Federation of Teachers (DFT) president and officers, jointly developed the Dearborn Teacher Evaluation System. The team met several times over an eighteen-month period (2010-2012) to review various evaluation plans and rubrics used by other districts, and worked collaboratively to establish a system based on Principles for Effective Teaching. The system is based on the work of Charlotte Danielson and incorporates elements of her standards and rubrics.
During the past school year, the Dearborn Teacher Evaluation Committee (representatives include teachers, administrators, central office staff, and the president of the DFT) met several times to revise the district Evaluation Process to ensure compliance with state legislation. Two of the biggest changes are the addition of a Growth Data Formula and evaluation timeline modifications regarding district policy on layoff, recall and teacher placement. Evaluations must now be completed and submitted to HR annually by May 10th to meet the state-required June report regarding specific rankings for teachers. State legislation requires 25% growth data during the 2013-14 school year for all administrator and teacher evaluations. That will increase each of the subsequent two years to 40% in 2014-15 and 50% in 2015-16. For

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2013-2014, the formula calls for 10% of the 25% achievement indicator to be based on district growth, 10% on school growth, and 5% on classroom growth. This formula allows for flexibility while complying with state legislation. Individual teachers (with administrative approval) have the ability to choose assessments within each category listed in the formula. We took this multiple measures approach to provide maximum flexibility to teachers and administrators. This formula is in alignment with the recent report that was released by the Michigan Council for Educator Effectiveness (MCEE). The MCEE council was created by the legislature to make specific recommendations regarding teacher evaluations. All Dearborn Teacher Evaluation Documents and Templates can be found at the following link: http://iblog.dearbornschools.org/humanresources/evaluations/

In August of 2012 a committee of four district administrators, the Director of Human Resources, and the Associate Superintendents of Elementary and Secondary Education finalized an administrator evaluation/improvement program. The team had met several times during the 2011-2012 school year. The end product is modeled after the district teacher evaluation tool, and addresses the areas of Diagnosis and Planning; Priority Management and Communication; Curriculum and Data; Supervision, Evaluation, and Professional Development; Discipline and Family Involvement, and Management and External Relations. The process consists of self-evaluation, consultation with the evaluator, the setting of individual goals and measures/artifacts indicating success, and progress reports throughout the year.

The evaluation includes student growth as a significant factor. Specific data measures include Accountability Assessment Growth indicators including sub-group achievement (the last three years of MEAP ELA and Math data/ MME data and at least three data sources from multiple years, including their school's overall proficiency index percent proficient and annual proficiency targets. Examples of data that may be used in other categories include: DRA, ELPA, Common Assessment Data, Explore, Plan, SRI, StarMath, or other assessment data that is being used in a systematic manner in the administrator's school or department. Administrators are also evaluated on graduation rates, attendance rates, and implemented interventions for struggling students.

State legislation requires that evaluations are based on 25% growth data during the 2013-14 school year for all administratos. That percentage will increase each of the next two years to 40% in 2014-15 and 50% in 2015-16.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.
Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).
Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

Twelve 2012-2013 Edsel Ford staff members were reassigned at the start of the 2013-2014 school year. These moves were based on a variety of factors, including teacher effectiveness in the classroom, student achievement, student growth success rates, teaching team

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dynamics, teacher attendance, and attitude. These moves were made by central office after consultation with the Edsel Ford leadership team. These staff were replaced by district teachers (and some new hires) who possess specific abilities (e.g. experience with working effectively with ELL, SWD, and/or ED populations; teachers who have received "highly effective" ratings and who can serve as model teachers/model classrooms; teachers and staff with experience in successfully increasing student achievement). Central office and Edsel Ford administrators will continue to closely monitor student achievement, and, utilizing the district teacher and administrator evaluation systems, continue to evaluate staff (positions as well as teaching assignments).
Teachers and staff members who do increase student achievement will be recognized at the building level during weekly PLCs and/or staff meetings, will have congratulatory letters included in their personnel files, and will receive formal recognition by school and central office staff at School Board meetings. The district will also reward teachers for increased student achievement by paying stipends for the extended learning day. The district will also offer stipends to teachers for participating in extended weekly PLC time. Stipends may be offered to administrators at the completion of the school year, based on the amount of increased student achievement.
Teachers who are struggling to increase student achievement will receive support through increased monitoring, modeling and coaching provided by Edsel's Priority School Teacher Leader, Data Coaches, and/or administrators. These individuals will model best practices and create opportunities for additional professional development for identified teachers (e.g. peer observations, classroom visits, attendance at workshops or conferences, online professional development support). Teachers will participate in regular and timely feedback sessions that address demonstrated improvement. Department chairs will ensure that teachers have adequate resources and classroom materials and supplies to be effective.
Teachers who are determined to be minimally effective or not effective based on the Dearborn Standards for Effective Teaching will follow the procedures outlined in the Dearborn Teacher Evaluation Plan, which involves creating personal growth goals and identifying specific indicators of success. Teachers who do not improve based on established criteria, or who do not cooperate with the evaluation process, will be removed from Edsel Ford and released by the district, according to evaluation guidelines.

Those teachers who receive a rating of Highly Effective based on the Dearborn Teacher Evaluation Program and who demonstrate fidelity of implementation and adherence to Edsel Ford turnaround initiatives (the Edsel Ford School Leadership team will collect and monitor indicators of progress regarding implementing the Common Core through differentiated instruction, incorporating formative assessment as an indicator of student progress and making positive contributions to school climate and culture) will receive special recognition from the Board of Education. They will be recognized at a public Board Meeting live-streamed to the entire community and will receive congratulatory letters in their personnel files. Additionally, the district will provide media releases to local newspapers and online forums including these teachers' names and accomplishments.

These efforts will be in addition to building-wide celebrations involving all staff to recognize academic and climate improvements.
Student data will be closely monitored, and all staff members will be recognized for positive results (e.g. improved attendance, academic gains, reduced failure rates, etc.) This recognition will take the form of principal recognition (posted lists, morning announcements, private and public thank-you notes, occasional pizza lunches on PD days, etc.).

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.
Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the “Big Ideas” (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of PD on instructional practices.

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Goal 1:

All students will improve their math proficiency.

Measurable Objective 1:

45% of All Students will demonstrate a proficiency in Mathematics by 05/02/2016 as measured by State and local assessments.

Strategy1:

Sheltered Instruction Observation Protocol (SIOP) - Through systemic and systematic professional development, teachers will use SIOP to support student learning. SIOP is designed to differentiate instruction, SIOP is a scientifically based research model that focuses on the development of Cognitive Academic Vocabulary and building of oral language designed for English language learners. The SIOP method is a program that was designed by Jana Echevarria, MaryEllen Vogt and Deborah J. Short. SIOP focuses on 8 specific components that assists in devlopiing student attainment of content and academic language. These 8 components include: #1 Lesson preparation #2 Building student background #3 Developing comprehensible input #4 Strategies #5 Interaction # 6 Practice and application #7 Lesson Delivery #8 Review and assessment

Research Cited: Vogt, MaryEllen and Jana Echevarria. 99 Ideas and Activities for Teaching English Learners with The SIOP Model. (2008). Pearson Education,Inc.

This book was purchased for all teachers and will be used during professional development as a resource tool for implementation of SIOP strategies in all classrooms.

Echevarria, Jana, MaryEllen Vogy, and Deborha J. Short. The SIOP MOdel for Teaching Mathematics to English Learners. (2010). Pearson Inc.

This book was purchased for all teachers and will be used during professional development as a resource tool for implementation of SIOP strategies in all classrooms.

Activity - SIOP Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kellie Bugajski will present at staff meetings and professional learning community meetings. In addition, Kellie will develop and sustain Cohort #2.	Professional Learning	09/23/2013	05/05/2014	$2220 - Title I Schoolwide	Kellie Bugajski

Strategy2:

Formative Assessment - Formative assessment is a research based process that organizes assessment practices into an instructional framework that will improve student achievement. The seven strategies are structured around three formative assessment questions: #1 Where am I going? #2 Where am I now? #3 How can I close the gap? The framework is sequenced as to easily weave assessment for learning practices into daily teaching and assessement activities. Formative assessment has an effect size ranging from .4 to .7 standard deviations, larger then most effects of intended instructional programs which are usually considered impressive with a .25 effective size. The research has shown that the largest gain is for the lowest achievers.

Research Cited: Chappuis, Jan (2009). Seven Strategies of Assessment for Learning. Boston, MA.

Teachers will be provided with the research through professional development.

Teachers will be provided with the book Seven Strategies of Assessment for Learning and it will be used during Professional Learning

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Communities and Professional Development.

Pearson.Black,Paul and Wiliam, Dylan. Inside the Balck Box: Raising Standards Through Classroom Assessment. Phi Delta Kappan, v80 n2 p139-44, Oct. 1998.

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dana Addis will provide professional development for the teachers via Professional Learning Communities and staff meetings. In addition, Cohort #1 will be sustained.	Professional Learning	08/27/2013	05/30/2014	$1332 - Title I Schoolwide	Dana Addis

Activity - Teacher Coaching and Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job-embedded, instructional coaching for individual support for all math teachers on Formative Assessment by Math Consultant Melissa Cragg.	Professional Learning	09/03/2013	01/24/2014	$6155 - Title I Schoolwide	Dana Addis

Strategy3:

Differentiated Instruction - Teachers will differentiate instruction and assessment in math through various forms of student output, including constructed response, verbal assessments, demonstrations, and student-created projects that incorporate products. Teachers will incorporate muliple checks for undertanding into daily instruction.

Research Cited: Small, Marion and Amy Lin. Great Ways to Differentiate secondary Mathematics Instruction. (2010). Teachers College Press.

This book will be used in professional development.

Posamentier, Alfred., Jaye Daniel. & Krulik,Stephen. Exemplary Practices for Secondary Math Teachers (2007) ASCD.

The contents of this book will be used during professional development.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will go through the video series of Differentiated Instruction in Action at staff meetings and professional learning communities.	Professional Learning	08/27/2013	05/26/2014	$0 - No Funding Required	Dana Addis

Goal 2:

All students will improve their reading proficiency.

Measurable Objective 1:

5% of All Students will demonstrate a proficiency increase in English Language Arts by 05/02/2014 as measured by state and local assessments.

Strategy1:

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Priority School Interventions - Edsel Ford has been designated as Priority School by the Michigan Department of Education (August 2013). The school, working in partnership with the district and MDE, has prepared a rapid turn-around proposal.

The district will support research-based rapid turn-around interventions. These will include extended instructional time, staff professional learning in interpreting and using student achievement data to change daily classroom instruction, implementing and effectively using formative assessment as an instructional tool, and changing the climate and culture of the school to increase staff knowledge and awareness of the challenges inherent in ensuring that every student's academic needs are being addressed. The district will also support on-site, embedded professional development for teachers and administrators by utilizing school and district resource staff (data coaches, literacy and numeracy coaches, teacher leader, Bilingual and Special Education coordinators) and outside consultants (West Ed/Reading Apprenticeship; 6+1 Trainers; Dr. Ellen Vorencamp from Wayne RESA, etc.). Edsel Ford will use district Priority School set-aside funds to provide substitutes so that teachers can attend trainings and in-services and participate in embedded, on-site professional development activities during the school day (peer observations, in-class modeling, timely and immediate feedback sessions, PLC, etc.).

Research Cited: Parrett, William H. Kathleen M. Budge. Turning High-Poverty Schools into High-Performing Schools. ASCD, 2012. A team of five Edsel Ford teachers plus two central office administrators attended a two-day summer institute offered through MIExcel (MSU/MDE) in August. These presenters provided intense an intense review of this resource, and also reviewed other best-practice, research-based strategies and interventions that have proven to be successful in turning around struggling schools. This book will be used throughout the coming school year with Edsel Ford staff to guide school reform efforts.

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Activity - Priority School Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Edsel Ford staff will participate in embedded and sustained professional learning during weekly extended day sessions, scheduled PLC, staff, and departmental meeting time, school day in-class modeling, local conferences and workshops, and scheduled school and district release time. Roving subs will be provided throughout the school year so that teachers can participate in embedded training during the school day (subs will provide release time so that teachers can participate in classroom observations, collaboration, data analysis, and feedback sessions). Professional development will address formative assessment (a continuation and expansion of training with Dr. Ellen Vorenkamp from Wayne RESA) and supplemental online assessment (NWEA MAP and Science assessments; a series of four workshops); Reading Apprenticeship (additional teachers will receive on-site training from WestEd consultants and district staff); 6+1 Writing Traits (implementation of 6+1 writing for instruction and assessment across the content areas); research based best practice interventions designed to address the needs of all learners (e.g. SIOP, project based learning/PBL; sustained silent reading); identifying learning targets to focus instruction and strengthening co-teaching to better meet the needs of all students, especially SWD (Dr. Margaret Black); intensive math professional learning (embedded classroom coaching with Melissa Cragg and a series of Six Star Saturday sessions on interventions that have been successful at Fordson High School); additional student achievement data analysis and collaboration time to inform student placement in intervention or enrichment classes, and supplemental planning time. The staff will also participate in Culture and Climate training with Baruti Kafele, author of Motivating Black Males to Achieve in School and in Life. Professional development support materials (book study sets; Reading Apprenticeship binders and classroom guides, make and take materials for Six Star Saturdays, etc.) will be provided for staff.	Professional Learning	08/26/2013	08/15/2014	$210000 - Title I Part A $35000 - Title I Part A	Data Coaches; RESA, district, and school staff; outside consultants (e.g. WestEd, Dr. Peggy Black, Dr. Ellen Vorenkamp, Melissa Cragg, Baruti Kafele).

Measurable Objective 2:

61% of All Students will demonstrate a proficiency in English Language Arts by 05/02/2016 as measured by PLAN and ACT test.

Strategy1:

Formative Assessment - Formative Assessment is research based process that organizes assessment practices into an instructional framework that will improve student achievement. The seven strategies are structured around three formative assessment questions: 1. Where am I going?, 2. Where am I now? and 3. How can I close the gap? The framework is sequenced as to easily weave assessment for learning practices into daily teaching and assessment activities. Formative assessment has an effect size ranging from .4-.7 standard deviations, larger than most effects of intended instructional programs which are usually considered impressive with a .25 effect size. The research has shown that the largest gain is for the lowest achievers.

Research Cited: Chappuis, Jan (2009). Seven Strategies of Assessment for Learning. Boston, MA. Pearson Edu., Inc.

Teachers will be provided with the book titled Seven Strategies for Learning and it will be used during professional learning communities and professional development.

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Black, Paul and Wiliam Dylan. Inside the Black Box: Raising Standards through Classroom Assessments. Phi Delta Kappan, v.80 n.2 p.139-44, Oct.1998.

Teachers will be provided with the research through professional development.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dana Addis and Ellen Vorenkamp (from Wayne-Resa) will provide professional development for the teachers via professional learning communities and staff meetings. In addition, teachers of Cohort #2 will be provided sub days for professional development at Wayne-Resa.	Professional Learning	08/27/2013	05/30/2014	$2220 - Title I Schoolwide	Dana Addis

Strategy2:

Differentiated Instruction - Teachers will incorporate to increase student achievement in reading comprehension across all content areas.

Research Cited: Marzano, Robert. Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction (First Edition, pg. 1-67). Boston, MA. Heinle.

Marzano, Robert. (2005). Building Background Knowledge for Academic Achievement. (First Edition pg. 1-81). Alexandria, VA. ASCD

Tomlinson, Carol Ann and Cindy A. Strickland. (2005) Differentiation in Practice; A Resource Guide for Differentiating Curriculum Grades 9-12. Alexandria, VA. ASCD

Differentiated Instruction DVD. (2008). ASCD

Activity - Student Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be provided with professional development on grouping students to differentiate reading activities and instruction. Teachers will incorporate small group instruction into daily instruction and classroom reading activities. Specific activities will include Think-Pair-Share, Shared Reading and Writing, Group Presentations, Group Projects that actively involve students in discourse, text analysis, making predictions, summarizing, and critical thinking.	Professional Learning	09/03/2013	06/12/2014	$0 - No Funding Required	Literacy Coordinator

Strategy3:

Reading Apprenticeship - Reading Apprenticeship is designed to increase teacher effectiveness and improve students' reading and writing skills in content area classes. Reading Apprenticship draws on teachers' untapped expertise as discipline base readers and on students' untapped strengths as learners. Staff will receive training by West ED during the summer (basic strategies and cross-curricular applications) and then have follow-up reinforcement during the school year (both embedded, in-class coaching and sessions at Wayne County RESA).

Research Cited: Schoenbach, Ruth, Cynthia Greenleaf and Lynn Murphy. Reading for Understanding (2012). San Francisco, CA. Jossey-Bass.

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive release time to observe and reflect on Reading Apprenticeship strategies that were observed in a model classroom. Teachers will continue with professional development at Wayne-Resa.	Professional Learning	09/23/2013	05/30/2014	$2861 - Title I Schoolwide	Literacy Coordinator.

Goal 3:

All students will improve their writing proficiency.

Measurable Objective 1:

58% of All Students will demonstrate a proficiency increase in English Language Arts by 05/06/2016 as measured by State and Local Assessments.

Strategy1:

Formative Assessement in Writing - Formative assessment is a research based process that organizes assessment practices into an instructional framework that will improve student achievement. The seven strategies are structured around three formative assessment questions: #1 Where am I going? #2 Where am I now? #3 How can I close the gap? A rubric will be used to assess student work.
The framework is sequenced as to easily weave assessment for learning practices into daily teaching and assessement activities. Formative assessment has an effect size ranging from .4 to .7 standard deviations, larger then most effects of intended instructional programs which are usually considered impressive with a .25 effective size. The research has shown that the largest gain is for the lowest achievers.
Research Cited: Chappuis, Jan (2009). Seven Strategies of Assessment for Learning. Boston, MA.
Teachers will be provided with the research through professional development.
Teachers will be provided with the book Seven Strategies of Assessment for Learning and it will be used during Professional Learning Communities and Professional Development.

Pearson.Black,Paul and Wiliam, Dylan. Inside the Balck Box: Raising Standards Through Classroom Assessment. Phi Delta Kappan, v80 n2 p139-44, Oct. 1998.

Activity - Professional Development for Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Literacy Coordinator will provide professional development for the teachers via Professional Learning Communities and staff meetings.	Professional Learning	09/09/2013	05/30/2014	$0 - No Funding Required	Literacy Coordinator

Strategy2:

Sheltered Instruction Observation Protocol (SIOP) - Through systemic and systematic professional development, teachers will use SIOP to support student learning. SIOP is designed to differentiate instruction, SIOP is a scientifically based research model that focuses on the development of Cognitive Academic Vocabulary and building of oral language designed for English language learners. The SIOP method is a program that was designed by Jana Echevarria, MaryEllen Vogt and Deborah J. Short. SIOP focuses on 8 specific components that assists in devlopiing student attainment of content and academic language. These 8 components include: #1 Lesson preparation #2

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Building student background #3 Developing comprehensible input #4 Strategies #5 Interaction # 6 Practice and application #7 Lesson Delivery #8 Review and assessment

Research Cited: Vogt, MaryEllen and Jana Echevarria. 99 Ideas and Activities for Teaching English Learners with The SIOP Model. (2008). Pearson Education,Inc.

This book was purchased for all teachers and will be used during professional development as a resource tool for implementation of SIOP strategies in all classrooms.

Echevarria, Jana, MaryEllen Vogy, and Deborha J. Short. The SIOP MOdel for Teaching Mathematics to English Learners. (2010). Pearson Inc.

This book was purchased for all teachers and will be used during professional development as a resource tool for implementation of SIOP strategies in all classrooms.

Activity - Writing Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kellie Bugajski and the Literacy Coordinator will present at staff meetings and professional learning community meetings.	Professional Learning	09/03/2013	05/30/2014	$0 - No Funding Required	Literacy Coordinator and Kellie Bugajski.

Strategy3:

Differentiated Instruction in Writing - Teachers will differentiate assessment in writing through various forms of student output, including writing assessments, verbal assessments, student examples, exemplars. Teachers will incoporate multiple checks for understanding into daily instruction. Weekly PLC time will be used to examine student products.

Research Cited: Daniels, Harvey, Steven Zemelman and Nancy Steineke. Content Area Writing: Every Teacher's Guide. (2007). Heinemann.

Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Writing in the content Areas. (2009). Corwin.

These books will be used during professional development and professional learning communities.

Activity - Professional Development in Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will go through the video series of Differentiated Instruction in Action at staff meetings and professional learning communities.	Professional Learning	09/16/2013	05/30/2014	$0 - No Funding Required	Literacy Coordinator

Strategy4:

6 + 1 Traits of Writing - All core and extended core teachers will help students with the writing process by scaffolding writing through the use of 6+1 traits. Teachers will differentiate the writing prompt and rubric based on the subject their teaching and the writer's ability level. The 6 traits are: Ideas and content, Organization, Voice, Word Choice, Sentence Fluency, Conventions and Presentation. Teachers will use exemplars which will include read alouds, other students samples to model the traits and assist in the writing process. The focus of using this writing strategy program is to establish a building wide writing strategy that all teachers can use to improve writing across all grades and curriculum.

Research Cited: Culham, Ruth. 6+1 Traits of Writing: The Complete Guide. (2003). New York, New York.

Teachers will be using the book during professional learning communities and professional development.

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Bellamy, Peter and Michael Kozlow. Experimental Study on the 6+1 Traits Writing Model on Student Achievement in Writing. (2004). Northwest Regional Educational Laboratory. Portland Oregon.

Activity - 6+1 Writing Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NWREL presenters will provide professional development on 6+1 Writing Traits to the teachers.	Professional Learning	09/23/2013	05/30/2014	$18996 - Other	Literacy Coordinator

Narrative:

Edsel Ford teachers will participate in an ongoing, sustained and embedded program of professional development. To ensure that teachers have daily support, three new positions have been created for the 2013-2014 school year: a Priority School Teacher-Leader who will model best practices in classrooms and ensure teachers have needed supplies and materials, and two Data Coaches (administrative positions) who will also provide daily on-site assistance to teachers through classroom modeling and coaching, immediate feedback, and in analyzing and using formative assessment to modify instruction.

Major initiatives include Reading Apprenticeship and 6+1 Writing Traits (reading and writing across the content areas), Differentiated Instruction (SIOP, etc.), changing math and science instructional practices (e.g. project-based learning, integrating technology and manipulatives/hands-on learning experiences into the classroom, implementing the Common Core and New Generation Science Standards, unpacking the Math COmmon Core, training for Special Education and Bilingual resource staff, etc.), implementing formative assessments across all content areas, and Climate and Culture professional learning.

Many of these initiatives started last year, with Edsel Ford's identification as a Focus School, and will continue to be phased in over multiple years. Cohort groups have been formed, and PD will be differentiated to meet the ongoing needs of staff. PD will be presented in various formats, including group presentations (both on-site and at state and local workshops and conference locations, such as Wayne County RESA), on-site, in-class modeling and peer observations, feedback sessions, online offerings, after-school and Saturday sessions (e.g. Six Star Math Sessions on meeting the needs of struggling students), and regular walk-throughs and classroom visits by school and district administrators.

Daily support will be provided by school resource teachers, the two Priority School Data Coaches, the Priority School Teacher Leader, department chairs, and the district Literacy and Numeracy Coordinators. Outside consultants (e.g. Peggy Black, co-teaching for SWD and curriculum alignment; Dr. Ellen Vorenkamp, formative assessment; Melissa Cragg, math consultant; Peggy Kittle, 6+1 Writing; and various consultants from West Ed for Reading Apprenticeship) will be brought in throughout the school year to offer on-site, in-class modeling and coaching during the school day (subs will be provided so that teachers can participate in immediate feedback and reflection sessions.)

An additional weekly hour of PLC time has been added (students are dismissed one hour early every Wednesday). This PLC time is tightly controlled (attendance, meeting norms, agendas, and minutes are monitored by the school leadership team). This weekly meeting provides teachers with additional time to examine student work and identify effective interventions and teaching strategies.

All of these offerings are in addition to PD time and mandatory staff meetings offered through the district. The impact of professional learning on instructional practice will be assessed through administrative walkthroughs,department chair feedback and agendas and notes from monthly departmental meetings, individual teacher evaluation goal achievement, monitored PLC agendas and meeting minutes, and quarterly data analysis.

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

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

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

Edsel Ford has seen considerable change in student demographics over the past six years. Edsel became a Title I targeted assistance school in 2008 and went school-wide in 2010-2011. Extensive demographic data analysis indicates that Edsel Ford students have become much more transient (due in part to an increase in rental properties), and that there have been sharp annual increases in the number of students new to the school and new to the district (in addition to expected incoming ninth graders). These new students often lack the necessary academic skills to be successful, and also do not feel a personal or social connection with the school. There has been an accompanying increase in immigrants and/or English learners, students who also require academic assistance and social support. Student needs dictate the necessity of providing teachers who have the ability to accelerate learning and establish strong relationships with students. Multiple forms of data are considered when determining student class assignments, both for core and intervention classes. In addition to specific teachers, scheduling also considers such components as class size, the time of day the class is offered, the class format (e,g, online, off campus), paraprofessional/Bilingual Resource teacher support, and assignment to co-taught classes (to provide support for SWD). Teachers are assigned to specific teaching schedules by the building principal based on student needs. Teaching positions are reevaluated on a annual basis to ensure optimum results. Dearborn has adopted a results-based evaluation system which determines teacher placement and no longer relies on seniority or tenure as determinants.

Dearborn actively recruits teachers with unique skills (e.g. ESL and Special Education endorsements; educators who have had demonstrated success in turning around failing schools; teachers who have Arabic language skills and/or are familiar with the Edsel Ford community) through aggressive advertising and attendance at local and state teacher recruitment events. The district offers a variety of career ladders, including on-site ESL endorsement classes and leadership training (Galileo Leadership cohorts; district and county sponsored Aspiring Administrators Workshops and Principal Training Academies). In addition to administration, teachers have several opportunities for career growth through such positions as literacy and numeracy coordinators, data coaches, intervention specialists, grade level lead teachers, and graduation interventionists.
Teachers with a history of successful teaching and student success have been asked to join the Edsel staff. In return for their leadership and willingness to take on this challenge, the teachers will receive a $500 stipend and an additional $500 to spend in their classrooms. If they decide that they would like to return to their former assignment, the teachers were promised the superintendent would facilitate reassignment. Further, teachers at Edsel will earn approximately an additional $5000 per year in consideration of their teaching the extended learning time.

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PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.
Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b)links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.
Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies for building-wide implementation, (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research, and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program.

Goal 1:
All students will improve their reading proficiency.

Measurable Objective 1:
5% of All Students will demonstrate a proficiency increase in English Language Arts by 05/02/2014 as measured by state and local assessments.

Strategy1:
Priority School Interventions - Edsel Ford has been designated as Priority School by the Michigan Department of Education (August 2013). The school, working in partnership with the district and MDE, has prepared a rapid turn-around proposal.
The district will support research-based rapid turn-around interventions. These will include extended instructional time, staff professional learning in interpreting and using student achievement data to change daily classroom instruction, implementing and effectively using formative assessment as an instructional tool, and changing the climate and culture of the school to increase staff knowledge and awareness of the challenges inherent in ensuring that every student's academic needs are being addressed. The district will also support on-site, embedded professional development for teachers and administrators by utilizing school and district resource staff (data coaches, literacy and numeracy coaches, teacher leader, Bilingual and Special Education coordinators) and outside consultants (West Ed/Reading Apprenticeship; 6+1 Trainers; Dr. Ellen Vorencamp from Wayne RESA, etc.). Edsel Ford will use district Priority School set-aside funds to provide substitutes so that teachers can attend trainings and in-services and participate in embedded, on-site professional development activities during the school day (peer observations, in-class modeling, timely and immediate feedback sessions, PLC, etc.).
Research Cited: Parrett, William H. Kathleen M. Budge. Turning High-Poverty Schools into High-Performing Schools. ASCD, 2012. A team of five Edsel Ford teachers plus two central office administrators attended a two-day summer institute offered through MIExcel (MSU/MDE) in August. These presenters provided intense an intense review of this resource, and also reviewed other best-practice, research-based strategies and interventions that have proven to be successful in turning around struggling schools. This book will be used throughout the coming school year with Edsel Ford staff to guide school reform efforts.

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Activity - Extended Learning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Edsel Ford will extend the school day by one hour. Four days will be devoted to additional instructional time (one extra class period) for every student and one day per week will be devoted to an hour of staff professional learning (alternating schedules will be implemented). Each student will be enrolled in either an additional intervention class or enrichment class as indicated by individual student achievement. Staff professional development will include formal presentations by district personnel and/or outside consultants and active student achievement data analysis conducted by instructional staff. District Priority School set-aside funds will be used to provide staff stipends, transportation home at the end of the extended day, supplemental instructional materials, fees for additional dual enrollment courses and additional licenses/fees for online courses, professional learning consultant fees, and professional development materials.	Direct Instruction	09/03/2013	06/06/2014	$500000 - Title I Part A $400000 - Title I Part A	Math/Science Data Coach; Reading/Literacy Data Coach; Priority School Facilitator; district and school administrators; department chairs

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Activity - Priority School Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Edsel Ford staff will participate in embedded and sustained professional learning during weekly extended day sessions, scheduled PLC, staff, and departmental meeting time, school day in-class modeling, local conferences and workshops, and scheduled school and district release time. Roving subs will be provided throughout the school year so that teachers can participate in embedded training during the school day (subs will provide release time so that teachers can participate in classroom observations, collaboration, data analysis, and feedback sessions). Professional development will address formative assessment (a continuation and expansion of training with Dr. Ellen Vorenkamp from Wayne RESA) and supplemental online assessment (NWEA MAP and Science assessments; a series of four workshops); Reading Apprenticeship (additional teachers will receive on-site training from WestEd consultants and district staff); 6+1 Writing Traits (implementation of 6+1 writing for instruction and assessment across the content areas); research based best practice interventions designed to address the needs of all learners (e.g. SIOP, project based learning/PBL; sustained silent reading); identifying learning targets to focus instruction and strengthening co-teaching to better meet the needs of all students, especially SWD (Dr. Margaret Black); intensive math professional learning (embedded classroom coaching with Melissa Cragg and a series of Six Star Saturday sessions on interventions that have been successful at Fordson High School); additional student achievement data analysis and collaboration time to inform student placement in intervention or enrichment classes, and supplemental planning time. The staff will also participate in Culture and Climate training with Baruti Kafele, author of Motivating Black Males to Achieve in School and in Life. Professional development support materials (book study sets; Reading Apprenticeship binders and classroom guides, make and take materials for Six Star Saturdays, etc.) will be provided for staff.	Professional Learning	08/26/2013	08/15/2014	$35000 - Title I Part A $210000 - Title I Part A	Data Coaches; RESA, district, and school staff; outside consultants (e.g. WestEd, Dr. Peggy Black, Dr. Ellen Vorenkamp, Melissa Cragg, Baruti Kafele).

Activity - Supplemental Instructional Materials to Support Priority School Initiatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental instructional materials will support rapid turn-around innovations. Examples include science materials for project-based learning (PBL) and reading materials in various genres to support sustained silent reading (SSR) across curricular areas, a major component of the Reading Apprenticeship Program. Title I funds will also be used to purchase additional online access (site licenses, virtual learning courses, enrichment courses, targeted intervention programs) to expand class choices and provide targeted assistance to students. Specific programs include E2020, Michigan Virtual High School, and expanded second semester dual enrollment options.	Direct Instruction	09/04/2013	06/06/2014	$190000 - Title I Part A $180000 - Title I Part A	Department chairs; Literacy Coach; Data Coaches

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Activity - Supplemental Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Edsel Ford will implement additional student achievement assessments to help monitor student academic achievement. These supplemental assessments will provide data that will guide teachers in offering more focused classroom instruction and targeted interventions. These supplemental assessments will be administered throughout the school year and will supplement existing formative and summative assessments. Data coaches will assist classroom teachers with interpreting results, determining indicated actions, and implementing changes to daily classroom instruction. Specific assessments will include NWEA MAP, NWEA Science, and Folio (an on- line writing assessment).	Academic Support Program	09/23/2013	04/30/2014	$55000 - Title I Part A	Edsel Ford Data Coaches; District Assessment Staff

Activity - State of the School Instructional Audit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Black/Black Associates (Peggy Black) will conduct a comprehensive overview of data, course structure, and rigor of curriculum survey to assess the Edsel Ford instructional program.	Getting Ready	10/01/2013	11/15/2013	$12500 - Title I Part A	Peggy Black, Black/Black Associates, Data Coaches, Leadership Team

Activity - Priority School Teacher Leader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Priority School Teacher Leader position will be created for the 2013-2014 school year. This individual will be responsible for providing technical assistance to school and district stakeholders to understand Edsel Ford's reform-redesign requirements, and to Incorporate elements of the reform-redesign plan into the school and district's improvement plans.	Implementation	08/26/2013	06/13/2014	$150000 - Title I Part A	Edsel Ford Priority School Teacher Leader, District Director of Compensatory Education and School Improvement

Activity - Priority School Extended Year	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Edsel Ford will use Title I Priority School set aside funds to expand and extend summer school offerings. The 9th Grade Early Start Program for incoming 9th graders who struggled in middle school will expand from 28 students to 100 students. Achievement data will determine focused interventions. Edsel Ford will also provide an additional six teachers for the district credit recovery high school program to allow for extra student participants while keeping class sizes as small as possible.	Direct Instruction	06/23/2014	08/15/2014	$70000 - Title I Part A	Data coaches, summer school staff, counselors, 9th grade team leader

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Activity - Data Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two new positions will be created, Edsel Ford Reading/Literacy Data Coach and Edsel Ford Math/Science Data Coach. Responsibilities will include providing push-in classroom support to teachers on creating and implementing formative assessments and interpreting and using student achievement data to identify student needs, focus instruction, and change classroom practice. These individuals will also be responsible to facilitate weekly guided collaboration time for staff and monitoring and assisting with the implementation of turn-around strategies, including PBL, SSR (sustained silent reading), SIOP, 6+1 Writing, and formative assessment as an instructional guide.	Academic Support Program	08/26/2013	06/30/2014	$250000 - Title I Part A	Math/Science Data Coach; Reading/Literacy Data Coach; Priority School Facilitator; district and school administrators; department chairs

Strategy2:

ED Timely and Additional Interventions - Timely and additional interventions will be provided for eligible students. These will include enhanced and extended learning opportunities specifically suited for students that struggle.

Research Cited: Vogt, MaryEllen and Jana Echevarria. 99 Ideas and Activities for Teaching English Learners with the SIOP Model. (2008). Pearson Education, Inc.

All teachers will continue with SIOP professional development throughout the school year.

Activity - Intervention Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention course taught by highly qualified teachers in that subject area. The course is designed to help students that struggle in that subject area. The students are monitored throughout the semester to determine progress and placement.	Academic Support Program	09/03/2013	06/12/2014	$142000 - Title I Schoolwide	Literacy Coordinator

Activity - After School Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified teachers assist students in core area subjects after school.	Academic Support Program	09/16/2013	05/30/2014	$4570 - Title I Schoolwide	Tara Haddad

Activity - Early Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program designed for incoming freshmen students that have been identifed as at-risk by their previous middle school. The program helps students transition into the high school by providing various study skill strategies along with team building activities. The students are introduced to the ninth grade teachers and each core area provides building blocks needed to succeed in the ninth grade.	Academic Support Program	07/08/2013	07/24/2013	$6120 - Title I Schoolwide	Tara Haddad and ninth grade teachers.

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Activity - Lunch Time Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified teachers assist students with class work and homework during with the students lunch period.	Tutoring	09/16/2013	05/30/2014	$0 - No Funding Required	Tara Haddad and Counseling Staff

Measurable Objective 2:

61% of All Students will demonstrate a proficiency in English Language Arts by 05/02/2016 as measured by PLAN and ACT test.

Strategy1:

Timely and Additional Interventions - Timely and additional interventions will be provided for eligible students. These will include enhanced and extended learning opportunities specifically suited for students that struggle.

Research Cited: Vogt, MaryEllen and Jana Echevarria. 99 Ideas and Activities for Teaching English Learners with the SIOP Model. (2008). Pearson Education, Inc.

All teachers will continue with SIOP professional development throughout the school year.

Activity - Intervention Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention course taught by highly qualified teachers in that subject area. The course is designed to help students that struggle in that subject area. The students are monitored throughout the semester to determine progress and placement	Academic Support Program	09/03/2013	06/12/2014	$142000 - Title I Schoolwide	Literacy Coordinator and Sue Beck

Activity - After School Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified teachers assist students in core area subjects after school	Academic Support Program	09/16/2013	05/30/2014	$4570 - Title I Schoolwide	Tara Haddad

Activity - Early Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program designed for incoming freshmen students that have been identifed as at-risk by their previous middle school. The program helps students transition into the high school by providing various study skill strategies along with team building activities. The students are introduced to the ninth grade teachers and each core area provides building blocks needed to succeed in the ninth grade.	Academic Support Program	09/03/2013	06/12/2014	$6120 - Title I Schoolwide	Tara Haddad and ninth grade teachers.

Activity - Lunch Time Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified teachers assist students with class work and homework during with the students lunch period	Academic Support Program	09/16/2013	05/30/2014	$0 - No Funding Required	Tara Haddad and counseling staff

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Strategy2:

Differentiated Instruction - Teachers will incorporate to increase student achievement in reading comprehension across all content areas.

Research Cited: Marzano, Robert. Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction (First Edition, pg. 1-67). Boston, MA. Heinle.

Marzano, Robert. (2005). Building Background Knowledge for Academic Achievement. (First Edition pg. 1-81). Alexandria, VA. ASCD

Tomlinson, Carol Ann and Cindy A. Strickland. (2005) Differentiation in Practice; A Resource Guide for Differentiating Curriculum Grades 9-12. Alexandria, VA. ASCD

Differentiated Instruction DVD. (2008). ASCD

Activity - Student Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be provided with professional development on grouping students to differentiate reading activities and instruction. Teachers will incorporate small group instruction into daily instruction and classroom reading activities. Specific activities will include Think-Pair-Share, Shared Reading and Writing, Group Presentations, Group Projects that actively involve students in discourse, text analysis, making predictions, summarizing, and critical thinking.	Professional Learning	09/03/2013	06/12/2014	$0 - No Funding Required	Literacy Coordinator

Strategy3:

Reading Apprenticeship - Reading Apprenticeship is designed to increase teacher effectiveness and improve students' reading and writing skills in content area classes. Reading Apprenticship draws on teachers' untapped expertise as discipline base readers and on students' untapped strengths as learners. Staff will receive training by West ED during the summer (basic strategies and cross-curricular applications) and then have follow-up reinforcement during the school year (both embedded, in-class coaching and sessions at Wayne County RESA).

Research Cited: Schoenbach, Ruth, Cynthia Greenleaf and Lynn Murphy. Reading for Understanding (2012). San Francisco, CA. Jossey-Bass.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive release time to observe and reflect on Reading Apprenticeship strategies that were observed in a model classroom. Teachers will continue with professional development at Wayne-Resa.	Professional Learning	09/23/2013	05/30/2014	$2861 - Title I Schoolwide	Literacy Coordinator.

Strategy4:

Formative Assessment - Formative Assessment is research based process that organizes assessment practices into an instructional framework that will improve student achievement. The seven strategies are structured around three formative assessment questions: 1. Where am I going?, 2. Where am I now? and 3. How can I close the gap? The framework is sequenced as to easily weave assessment for learning practices into daily teaching and assessment activities. Formative assessment has an effect size ranging from .4-.7 standard deviations, larger than most effects of intended instructional programs which are usually considered impressive with a .25 effect size. The research has shown that the largest gain is for the lowest achievers.

Research Cited: Chappuis, Jan (2009). Seven Strategies of Assessment for Learning. Boston, MA. Pearson Edu., Inc.

Teachers will be provided with the book titled Seven Strategies for Learning and it will be used during professional learning communities and

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professional development.

Black, Paul and Wiliam Dylan. Inside the Black Box: Raising Standards through Classroom Assessments. Phi Delta Kappan, v.80 n.2 p.139-44, Oct.1998.

Teachers will be provided with the research through professional development.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dana Addis and Ellen Vorenkamp (from Wayne-Resa) will provide professional development for the teachers via professional learning communities and staff meetings. In addition, teachers of Cohort #2 will be provided sub days for professional development at Wayne-Resa.	Professional Learning	08/27/2013	05/30/2014	$2220 - Title I Schoolwide	Dana Addis

Measurable Objective 3:

5% of All Students will demonstrate a proficiency increase in English Language Arts by 05/02/2014 as measured by state and local assessments.

Strategy1:

SWD Timely and Additional Interventions - Timely and additional interventions will be provided for eligible students. These will include enhanced and extended learning opportunities specifically suited for students that struggle.

Research Cited: Vogt, MaryEllen and Jana Echevarria. 99 Ideas and Activities for Teaching English Learners with the SIOP Model. (2008). Pearson Education, Inc.

All teachers will continue with SIOP professional development throughout the school year.

Activity - Co-teaching and Inclusion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will push in to classrooms to facilitate and differentiate instruction for students with learning disabilities. They assist and collaborate with general education teachers to ensure accommodations are met for students with IEP's.	Academic Support Program	09/03/2013	06/12/2014	$0 - Special Education	Michael Shelton

Activity - Academic Resource Assistance Room	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will have access to additional academic assistance during the school day by having access to a certified paraprofessional to adhere to students' IEPs.	Academic Support Program	09/03/2013	06/12/2014	$0 - Special Education	Michael Shelton

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Activity - SWD Intervention Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention course taught by highly qualified teachers in that subject area. The course is designed to help students with disabilities that struggle in that subject area. The students are monitored throughout the semester to determine progress and placement.	Academic Support Program	09/03/2013	06/12/2014	$0 - Special Education	Michael Shelton

Measurable Objective 4:

5% of All Students will demonstrate a proficiency increase in English Language Arts by 05/30/2014 as measured by state and local assessments.

Strategy1:

ELL Timely and Additional Interventions - Timely and additional interventions will be provided for eligible students. These will include enhanced and extended learning opportunities specifically suited for students that struggle.

Research Cited: Vogt, MaryEllen and Jana Echevarria. 99 Ideas and Activities for Teaching English Learners with the SIOP Model. (2008). Pearson Education, Inc.

All teachers will continue with SIOP professional development throughout the school year.

Activity - Early Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program designed for incoming freshmen students that have been identifed as at-risk by their previous middle school. The program helps students transition into the high school by providing various study skill strategies along with team building activities. The students are introduced to the ninth grade teachers and each core area provides building blocks needed to succeed in the ninth grade	Academic Support Program	07/08/2013	07/24/2013	$6120 - Title I Schoolwide	Tara Haddad

Activity - Intervention Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention course taught by highly qualified teachers in that subject area. The course is designed to help students that struggle in that subject area. The students are monitored throughout the semester to determine progress and placement.	Academic Support Program	09/03/2013	06/12/2014	$0 - No Funding Required	Leila Kanso

Activity - After School Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified teachers assist students in core area subjects after school.	Academic Support Program	09/16/2013	05/30/2014	$0 - Title III	Leila Kanso

Goal 2:

All students will improve their writing proficiency.

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Measurable Objective 1:

5% of All Students will demonstrate a proficiency increase in English Language Arts by 05/30/2014 as measured by State and Local Assessments.

Strategy1:

SWD Timely and Additional Assistance for Writing - Timely and additional interventions will be provided for eligible students. These will include enhanced and extended learning opportunities specifically suited for students with disabilities.

Research Cited: Friend, Marilyn. Co-Teach! A Handbook for Creating and Sustaining Classroom Partnership in Inclusive Schools (2008). Black, Peggy. Consultant.

Activity - Co-teaching/Inclusion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will push in to classrooms to facilitate and differentiate instruction for students with learning disabilities. They assist and collaborate with general education teachers to ensure accommodations are met for students with IEP's.	Academic Support Program	09/03/2013	06/12/2014	$0 - Special Education	Michael Shelton

Activity - Academic Resource Assistance Room	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will have access to additional academic assistance during the school day by having access to a certified paraprofessional to adhere to students' IEPs.	Academic Support Program	09/03/2013	06/20/2014	$0 - Special Education	Michael Shelton

Activity - SWD Intervention Courses for Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention course taught by highly qualified teachers in that subject area. The course is designed to help students with disabilities that struggle in that subject area. The students are monitored throughout the semester to determine progress and placement.	Academic Support Program	09/09/2013	06/12/2014	$0 - Special Education	Michael Shelton

Measurable Objective 2:

58% of All Students will demonstrate a proficiency increase in English Language Arts by 05/06/2016 as measured by State and Local Assessments.

Strategy1:

6 + 1 Traits of Writing - All core and extended core teachers will help students with the writing process by scaffolding writing through the use of 6+1 traits. Teachers will differentiate the writing prompt and rubric based on the subject their teaching and the writer's ability level. The 6 traits are: Ideas and content, Organization, Voice, Word Choice, Sentence Fluency, Conventions and Presentation. Teachers will use exemplars which will include read alouds, other students samples to model the traits and assist in the writing process. The focus of using

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this writing strategy program is to establish a building wide writing strategy that all teachers can use to improve writing across all grades and curriculum.

Research Cited: Culham, Ruth. 6+1 Traits of Writing: The Complete Guide. (2003). New York, New York.

Teachers will be using the book during professional learning communities and professional development.

Bellamy, Peter and Michael Kozlow. Experimental Study on the 6+1 Traits Writing Model on Student Achievement in Writing. (2004). Northwest Regional Educational Laboratory. Portland Oregon.

Activity - 6+1 Writing Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NWREL presenters will provide professional development on 6+1 Writing Traits to the teachers.	Professional Learning	09/23/2013	05/30/2014	$18996 - Other	Literacy Coordinator

Strategy2:

Differentiated Instruction in Writing - Teachers will differentiate assessment in writing through various forms of student output, including writing assessments, verbal assessments, student examples, exemplars. Teachers will incoporate multiple checks for understanding into daily instruction. Weekly PLC time will be used to examine student products.

Research Cited: Daniels, Harvey, Steven Zemelman and Nancy Steineke. Content Area Writing: Every Teacher's Guide. (2007). Heinemann.

Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Writing in the content Areas. (2009). Corwin.

These books will be used during professional development and professional learning communities.

Activity - Professional Development in Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will go through the video series of Differentiated Instruction in Action at staff meetings and professional learning communities.	Professional Learning	09/16/2013	05/30/2014	$0 - No Funding Required	Literacy Coordinator

Strategy3:

Formative Assessement in Writing - Formative assessment is a research based process that organizes assessment practices into an instructional framework that will improve student achievement. The seven strategies are structured around three formative assessment questions: #1 Where am I going? #2 Where am I now? #3 How can I close the gap? A rubric will be used to assess student work.

The framework is sequenced as to easily weave assessment for learning practices into daily teaching and assessement activities. Formative assessment has an effect size ranging from .4 to .7 standard deviations, larger then most effects of intended instructional programs which are usually considered impressive with a .25 effective size. The research has shown that the largest gain is for the lowest achievers.

Research Cited: Chappuis, Jan (2009). Seven Strategies of Assessment for Learning. Boston, MA.

Teachers will be provided with the research through professional development.

Teachers will be provided with the book Seven Strategies of Assessment for Learning and it will be used during Professional Learning Communities and Professional Development.

Pearson.Black,Paul and Wiliam, Dylan. Inside the Balck Box: Raising Standards Through Classroom Assessment. Phi Delta Kappan, v80 n2 p139-44, Oct. 1998.

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Activity - Professional Development for Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Literacy Coordinator will provide professional development for the teachers via Professional Learning Communities and staff meetings.	Professional Learning	09/09/2013	05/30/2014	$0 - No Funding Required	Literacy Coordinator

Strategy4:

Sheltered Instruction Observation Protocol (SIOP) - Through systemic and systematic professional development, teachers will use SIOP to support student learning. SIOP is designed to differentiate instruction, SIOP is a scientifically based research model that focuses on the development of Cognitive Academic Vocabulary and building of oral language designed for English language learners. The SIOP method is a program that was designed by Jana Echevarria, MaryEllen Vogt and Deborah J. Short. SIOP focuses on 8 specific components that assists in devlopiing student attainment of content and academic language. These 8 components include: #1 Lesson preparation #2 Building student background #3 Developing comprehensible input #4 Strategies #5 Interaction # 6 Practice and application #7 Lesson Delivery #8 Review and assessment

Research Cited: Vogt, MaryEllen and Jana Echevarria. 99 Ideas and Activities for Teaching English Learners with The SIOP Model. (2008). Pearson Education,Inc.

This book was purchased for all teachers and will be used during professional development as a resource tool for implementation of SIOP strategies in all classrooms.

Echevarria, Jana, MaryEllen Vogy, and Deborha J. Short. The SIOP MOdel for Teaching Mathematics to English Learners. (2010). Pearson Inc.

This book was purchased for all teachers and will be used during professional development as a resource tool for implementation of SIOP strategies in all classrooms.

Activity - Intervention Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention course taught by highly qualified teachers in that subject area. The course is designed to help students that struggle in that subject area. The students are monitored throughout the semester to determine progress and placement.	Academic Support Program	09/03/2013	06/12/2014	$142000 - Title I Schoolwide	Literacy Coordinator

Activity - Writing Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kellie Bugajski and the Literacy Coordinator will present at staff meetings and professional learning community meetings.	Professional Learning	09/03/2013	05/30/2014	$0 - No Funding Required	Literacy Coordinator and Kellie Bugajski.

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Activity - Early Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program designed for incoming freshmen students that have been identifed as at-risk by their previous middle school. The program helps students transition into the high school by providing various study skill strategies along with team building activities. The students are introduced to the ninth grade teachers and each core area provides building blocks needed to succeed in the ninth grade.	Academic Support Program	07/08/2013	07/24/2013	$6120 - Title I Schoolwide	Tara Haddad and ninth grade teachers.

Activity - Lunch Time Turtoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified teachers assist students with class work and homework during with the students lunch period.	Tutoring	09/16/2013	05/30/2014	$0 - No Funding Required	Tara Haddad and counseling staff

Activity - After School Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified teachers assist students in core area subjects after school.	Academic Support Program	09/16/2013	05/30/2014	$4570 - Title I Schoolwide	Tara Haddad

Measurable Objective 3:

5% of All Students will demonstrate a proficiency increase in English Language Arts by 05/30/2014 as measured by State and Local Assessments.

Strategy1:

Timely and Additional Interventions - Timely and additional interventions will be provided for eligible students. These will include enhanced and extended learning opportunities specifically suited for students that struggle.

Research Cited: Vogt, MaryEllen and Jana Echevarria. 99 Ideas and Activities for Teaching English Learners with the SIOP Model. (2008). Pearson Education, Inc.

All teachers will continue with SIOP professional development throughout the school year.

Activity - Intervention Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention course taught by highly qualified teachers in that subject area. The course is designed to help students that struggle in that subject area. The students are monitored throughout the semester to determine progress and placement.	Academic Support Program	09/03/2013	05/30/2014	$142000 - Title I Schoolwide	Literacy Coordinator

Activity - After School Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified teachers assist students in core area subjects after school.	Academic Support Program	09/23/2013	05/30/2014	$4570 - Title I Schoolwide	Tara Haddad

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Activity - Early Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program designed for incoming freshmen students that have been identifed as at-risk by their previous middle school. The program helps students transition into the high school by providing various study skill strategies along with team building activities. The students are introduced to the ninth grade teachers and each core area provides building blocks needed to succeed in the ninth grade.	Academic Support Program	07/08/2013	07/24/2013	$6120 - Title I Schoolwide	Tara Haddad and ninth grade teachers.

Activity - Lunch Time Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified teachers assist students with class work and homework during with the students lunch period.	Tutoring	09/16/2013	05/30/2014	$0 - No Funding Required	Tara Haddad and Counseling Staff

Measurable Objective 4:

5% of All Students will demonstrate a proficiency increase in English Language Arts by 05/30/2014 as measured by State and Local Assessments.

Strategy1:

English Language Learners Timely and Additional Assistance - Timely and additional interventions will be provided for eligible students. These will include enhanced and extended learning opportunites specifically suited for students that are identified as English Language Learners.

Research Cited: Vogt, MaryEllen and Jana Echevarria. 99 Ideas and Activities for Teaching English Learners with the SIOP Model. (2008). Pearson Education, Inc.

All teachers will continue with SIOP professional development throughout the school year.

Activity - After School Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified teachers assist students in core area subjects after school.	Academic Support Program	09/16/2013	05/30/2014	$0 - No Funding Required	Leila Kanso

Activity - Early Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program designed for incoming freshmen students that have been identifed as at-risk by their previous middle school. The program helps students transition into the high school by providing various study skill strategies along with team building activities. The students are introduced to the ninth grade teachers and each core area provides building blocks needed to succeed in the ninth grade	Academic Support Program	07/08/2013	07/24/2013	$6120 - Title I Schoolwide	Tara Haddad and ninth grade teachers

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Activity - Intervention Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention course taught by highly qualified teachers in that subject area. The course is designed to help students that struggle in that subject area. The students are monitored throughout the semester to determine progress and placement.	Academic Support Program	09/03/2013	06/12/2014	$0 - Title III	Leila Kanso

Narrative:

Before the start of the school year, the Edsel Ford leadership team worked with the District Director of Assessment, the Director of School Improvement, the new Priority School Teacher Leader and the two newly appointed Priority School Data Coaches to analyze MME data to determine the underlying causes of the Priority School designation. An examination of past years' achievement data in all five tested areas indicated that while Edsel Ford has demonstrated growth in some areas, many areas have remained stagnant (e.g. reading) or declined (science.) Z-scores indicate negative scores in every tested area, including graduation rates: math, -1.2423; reading, -2.2283; science, -2.4791; social studies, -1.8542; writing, -1.6657; and graduation rates, -1.367. Analysis also indicated that considerable achievement gaps exist in all tested areas for sub-groups, especially ELL and SWD. ED and African-American subgroups also struggle in some areas (ED in math and science, African-Americans especially in math). The 2012-2013 Accountability Scorecard showed that the bottom 30% in every tested area scored in the red, with 0% proficient. Students who fell in the bottom 30% of each tested area according to MME data were identified, and this information was shared with teachers. The leadership team also looked at additional data (8th grade MEAP results, StarMath and SRI scores, PLA and EXPLORE data) to determine which students compromise the bottom 30% of each grade level. This information was also communicated to teachers.

All of this data was used to initiate changes in the instructional program. A first step was to extend the school day by one hour so that intervention classes could be provided throughout the day to identified students (Reading Plus, Math Plus, and Science Plus classes taught by highly qualified teachers who have been successful in raising student achievement and who are receiving professional development in effective strategies for struggling students. One example is the introduction of SLOT - sustained learning over time - which continually reinforces basic concepts). Another initiative is improving classroom instruction for all students by increasing teacher capacity through intense on-site, embedded professional development. This PD is being offered to all teachers, core and extended core, who teach every grade level, in an effort to institutionalize interventions across all subjects and all grade levels (a weekly extra hour of PLC time for all staff provides additional time to examine student work, reflect on best practices, and plan for aligned implementation of effective strategies). Specific examples include differentiated instruction (SIOP), Reading Apprenticeship, and 6+1 Writing Traits (being introduced to all staff members, to be implemented in every classroom); formative assessment (again, a school-wide activity for every teacher), and specific subject-area interventions. Additional training is being provided for co-teaching teams who provide support for ELL and SWD, including SIOP, language objectives and learning targets.

Data analysis indicates that reading and writing should be our primary focus. These two areas affect student achievement in every content area. Our three-year plan includes increased assessments at every grade level to provide continuous feedback regarding student achievement (additional administrations of the Scholastic Reading Inventory in grades 10 and 11; school-wide writing prompts/common assessments using 6+1 Traits rubrics; formative writing assessments/constructed responses in every subject area); a comprehensive program of PD that will be phased in over multiple years and that will create teacher cohort groups to provide ongoing support and ensure continued fidelity of implementation of initiatives, and careful and on-going analysis of interventions to measure their impact on student achievement (with special emphasis on identifying and monitoring students who fall in the bottom 30%). Additional initiatives will include training teachers to differentiate instruction to better meet the needs of all students, and to provide Culture and Climate training to teachers, so that they can build stronger relationships with all students.

Our instructional program (integration of the common core through differentiated instruction) will be phased in over three years. Year One:

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introduction of SLOT; launch of Close and Critical Reading; expansion of writing across the content areas (Reading Apprenticeship and 6+1 Traits of Writing); introduction and rationale of using formative assessment to measure depth of knowledge for teachers and students; development of Plan Do Study Act protocol by building leadership and department chairs to guide PLC and school improvement efforts; identification of school culture and climate issues and concerns. Year Two: expansion of SLOT across content areas; expansion of Close and Critical Reading and increasing levels of text complexity across core and extended core areas; incorporating various types of writing (e.g. informational, argumentative, ACT persuasive) across core and extended core areas; implementation of Plan Do Study Act protocol; staff training and implementation of culturally sensitive instruction and school climate initiatives building-wide; creation and implementation of formative assessments in every content area. Year Three: evaluate impact of differentiated instruction strategies (flexible grouping, academic vocabulary, scaffolding instruction, multiple learning styles) on student achievement relative to alignment with common core.
Successful implementation of our program will depend on content being taught in a logical and consistent order from grade to grade. We will ensure this through adherence to the Dearborn Education Curriculum (DEC), an online platform that houses our district curriculum, including pacing guides, teaching resources, and assessments. This evolving document ensures vertical and horizontal articulation across the district. The DEC helps schools monitor adherence to Common Core State Standards and other national benchmarks such as Next Generation Science Standards. The DEC guides teachers to ensure seamless progression from grade to grade. Edsel Ford also has several internal checks and balances in place (teacher evaluation, administrator walkthroughs, department chair monitoring, etc...) to ensure that there is consistency in instructional practices and adherence to the standards across grade levels.
These measures, in addition to our analysis of sequential standardized test data that tracks student progress towards being proficient across subject areas (e.g. 8th grade SRI, MEAP, StarMath and EXPLORE; 9th grade SRI, StarMath and EXPLORE; 10th grade SRI and PLAN/Pre-ACT, 11th grade MME and ACT) ensures that there is organized consistency in program implementation, initiatives, and interventions from grade to grade.

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

Goal 1:
All students will improve their math proficiency.

Measurable Objective 1:
45% of All Students will demonstrate a proficiency in Mathematics by 05/02/2016 as measured by State and local assessments.

Strategy1:
Sheltered Instruction Observation Protocol (SIOP) - Through systemic and systematic professional development, teachers will use SIOP to support student learning. SIOP is designed to differentiate instruction, SIOP is a scientifically based research model that focuses on the development of Cognitive Academic Vocabulary and building of oral language designed for English language learners. The SIOP method is a program that was designed by Jana Echevarria, MaryEllen Vogt and Deborah J. Short. SIOP focuses on 8 specific components that assists in devlopiing student attainment of content and academic language. These 8 components include: #1 Lesson preparation #2

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Building student background #3 Developing comprehensible input #4 Strategies #5 Interaction # 6 Practice and application #7 Lesson Delivery #8 Review and assessment

Research Cited: Vogt, MaryEllen and Jana Echevarria. 99 Ideas and Activities for Teaching English Learners with The SIOP Model. (2008). Pearson Education,Inc.

This book was purchased for all teachers and will be used during professional development as a resource tool for implementation of SIOP strategies in all classrooms.

Echevarria, Jana, MaryEllen Vogy, and Deborha J. Short. The SIOP MOdel for Teaching Mathematics to English Learners. (2010). Pearson Inc.

This book was purchased for all teachers and will be used during professional development as a resource tool for implementation of SIOP strategies in all classrooms.

Activity - SIOP Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kellie Bugajski will present at staff meetings and professional learning community meetings. In addition, Kellie will develop and sustain Cohort #2.	Professional Learning	09/23/2013	05/05/2014	$2220 - Title I Schoolwide	Kellie Bugajski

Strategy2:

Formative Assessment - Formative assessment is a research based process that organizes assessment practices into an instructional framework that will improve student achievement. The seven strategies are structured around three formative assessment questions: #1 Where am I going? #2 Where am I now? #3 How can I close the gap? The framework is sequenced as to easily weave assessment for learning practices into daily teaching and assessement activities. Formative assessment has an effect size ranging from .4 to .7 standard deviations, larger then most effects of intended instructional programs which are usually considered impressive with a .25 effective size. The research has shown that the largest gain is for the lowest achievers.

Research Cited: Chappuis, Jan (2009). Seven Strategies of Assessment for Learning. Boston, MA.

Teachers will be provided with the research through professional development.

Teachers will be provided with the book Seven Strategies of Assessment for Learning and it will be used during Professional Learning Communities and Professional Development.

Pearson.Black,Paul and Wiliam, Dylan. Inside the Balck Box: Raising Standards Through Classroom Assessment. Phi Delta Kappan, v80 n2 p139-44, Oct. 1998.

Activity - Teacher Coaching and Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job-embedded, instructional coaching for individual support for all math teachers on Formative Assessment by Math Consultant Melissa Cragg.	Professional Learning	09/03/2013	01/24/2014	$6155 - Title I Schoolwide	Dana Addis

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Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dana Addis will provide professional development for the teachers via Professional Learning Communities and staff meetings. In addition, Cohort #1 will be sustained.	Professional Learning	08/27/2013	05/30/2014	$1332 - Title I Schoolwide	Dana Addis

Strategy3:

Differentiated Instruction - Teachers will differentiate instruction and assessment in math through various forms of student output, including constructed response, verbal assessments, demonstrations, and student-created projects that incorporate products. Teachers will incorporate muliple checks for undertanding into daily instruction.

Research Cited: Small, Marion and Amy Lin. Great Ways to Differentiate secondary Mathematics Instruction. (2010). Teachers College Press.

This book will be used in professional development.

Posamentier, Alfred., Jaye Daniel. & Krulik,Stephen. Exemplary Practices for Secondary Math Teachers (2007) ASCD.

The contents of this book will be used during professional development.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will go through the video series of Differentiated Instruction in Action at staff meetings and professional learning communities.	Professional Learning	08/27/2013	05/26/2014	$0 - No Funding Required	Dana Addis

Goal 2:

All students will improve their reading proficiency.

Measurable Objective 1:

61% of All Students will demonstrate a proficiency in English Language Arts by 05/02/2016 as measured by PLAN and ACT test.

Strategy1:

Formative Assessment - Formative Assessment is research based process that organizes assessment practices into an instructional framework that will improve student achievement. The seven strategies are structured around three formative assessment questions: 1. Where am I going?, 2. Where am I now? and 3. How can I close the gap? The framework is sequenced as to easily weave assessment for learning practices into daily teaching and assessment activities. Formative assessment has an effect size ranging from .4-.7 standard deviations, larger than most effects of intended instructional programs which are usually considered impressive with a .25 effect size. The research has shown that the largest gain is for the lowest achievers.

Research Cited: Chappuis, Jan (2009). Seven Strategies of Assessment for Learning. Boston, MA. Pearson Edu., Inc.

Teachers will be provided with the book titled Seven Strategies for Learning and it will be used during professional learning communities and professional development.

Black, Paul and Wiliam Dylan. Inside the Black Box: Raising Standards through Classroom Assessments. Phi Delta Kappan, v.80 n.2 p.139-44, Oct.1998.

Teachers will be provided with the research through professional development.

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dana Addis and Ellen Vorenkamp (from Wayne-Resa) will provide professional development for the teachers via professional learning communities and staff meetings. In addition, teachers of Cohort #2 will be provided sub days for professional development at Wayne-Resa.	Professional Learning	08/27/2013	05/30/2014	$2220 - Title I Schoolwide	Dana Addis

Strategy2:

Timely and Additional Interventions - Timely and additional interventions will be provided for eligible students. These will include enhanced and extended learning opportunities specifically suited for students that struggle.

Research Cited: Vogt, MaryEllen and Jana Echevarria. 99 Ideas and Activities for Teaching English Learners with the SIOP Model. (2008). Pearson Education, Inc.

All teachers will continue with SIOP professional development throughout the school year.

Activity - Intervention Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention course taught by highly qualified teachers in that subject area. The course is designed to help students that struggle in that subject area. The students are monitored throughout the semester to determine progress and placement	Academic Support Program	09/03/2013	06/12/2014	$142000 - Title I Schoolwide	Literacy Coordinator and Sue Beck

Activity - Early Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program designed for incoming freshmen students that have been identifed as at-risk by their previous middle school. The program helps students transition into the high school by providing various study skill strategies along with team building activities. The students are introduced to the ninth grade teachers and each core area provides building blocks needed to succeed in the ninth grade.	Academic Support Program	09/03/2013	06/12/2014	$6120 - Title I Schoolwide	Tara Haddad and ninth grade teachers.

Strategy3:

Differentiated Instruction - Teachers will incorporate to increase student achievement in reading comprehension across all content areas.

Research Cited: Marzano, Robert. Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction (First Edition, pg. 1-67). Boston, MA. Heinle.

Marzano, Robert. (2005). Building Background Knowledge for Academic Achievement. (First Edition pg. 1-81). Alexandria, VA. ASCD

Tomlinson, Carol Ann and Cindy A. Strickland. (2005) Differentiation in Practice; A Resource Guide for Differentiating Curriculum Grades 9-12. Alexandria, VA. ASCD

Differentiated Instruction DVD. (2008). ASCD

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Activity - Student Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be provided with professional development on grouping students to differentiate reading activities and instruction. Teachers will incorporate small group instruction into daily instruction and classroom reading activities. Specific activities will include Think-Pair-Share, Shared Reading and Writing, Group Presentations, Group Projects that actively involve students in discourse, text analysis, making predictions, summarizing, and critical thinking.	Professional Learning	09/03/2013	06/12/2014	$0 - No Funding Required	Literacy Coordinator

Measurable Objective 2:

5% of All Students will demonstrate a proficiency increase in English Language Arts by 05/02/2014 as measured by state and local assessments.

Strategy1:

Priority School Interventions - Edsel Ford has been designated as Priority School by the Michigan Department of Education (August 2013). The school, working in partnership with the district and MDE, has prepared a rapid turn-around proposal.

The district will support research-based rapid turn-around interventions. These will include extended instructional time, staff professional learning in interpreting and using student achievement data to change daily classroom instruction, implementing and effectively using formative assessment as an instructional tool, and changing the climate and culture of the school to increase staff knowledge and awareness of the challenges inherent in ensuring that every student's academic needs are being addressed. The district will also support on-site, embedded professional development for teachers and administrators by utilizing school and district resource staff (data coaches, literacy and numeracy coaches, teacher leader, Bilingual and Special Education coordinators) and outside consultants (West Ed/Reading Apprenticeship; 6+1 Trainers; Dr. Ellen Vorencamp from Wayne RESA, etc.). Edsel Ford will use district Priority School set-aside funds to provide substitutes so that teachers can attend trainings and in-services and participate in embedded, on-site professional development activities during the school day (peer observations, in-class modeling, timely and immediate feedback sessions, PLC, etc.).

Research Cited: Parrett, William H. Kathleen M. Budge. Turning High-Poverty Schools into High-Performing Schools. ASCD, 2012. A team of five Edsel Ford teachers plus two central office administrators attended a two-day summer institute offered through MIExcel (MSU/MDE) in August. These presenters provided intense an intense review of this resource, and also reviewed other best-practice, research-based strategies and interventions that have proven to be successful in turning around struggling schools. This book will be used throughout the coming school year with Edsel Ford staff to guide school reform efforts.

Activity - State of the School Instructional Audit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Black/Black Associates (Peggy Black) will conduct a comprehensive overview of data, course structure, and rigor of curriculum survey to assess the Edsel Ford instructional program.	Getting Ready	10/01/2013	11/15/2013	$12500 - Title I Part A	Peggy Black, Black/Black Associates, Data Coaches, Leadership Team

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Activity - Supplemental Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Edsel Ford will implement additional student achievement assessments to help monitor student academic achievement. These supplemental assessments will provide data that will guide teachers in offering more focused classroom instruction and targeted interventions. These supplemental assessments will be administered throughout the school year and will supplement existing formative and summative assessments. Data coaches will assist classroom teachers with interpreting results, determining indicated actions, and implementing changes to daily classroom instruction. Specific assessments will include NWEA MAP, NWEA Science, and Folio (an on- line writing assessment).	Academic Support Program	09/23/2013	04/30/2014	$55000 - Title I Part A	Edsel Ford Data Coaches; District Assessment Staff

Activity - Priority School Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Edsel Ford staff will participate in embedded and sustained professional learning during weekly extended day sessions, scheduled PLC, staff, and departmental meeting time, school day in-class modeling, local conferences and workshops, and scheduled school and district release time. Roving subs will be provided throughout the school year so that teachers can participate in embedded training during the school day (subs will provide release time so that teachers can participate in classroom observations, collaboration, data analysis, and feedback sessions). Professional development will address formative assessment (a continuation and expansion of training with Dr. Ellen Vorenkamp from Wayne RESA) and supplemental online assessment (NWEA MAP and Science assessments; a series of four workshops); Reading Apprenticeship (additional teachers will receive on-site training from WestEd consultants and district staff); 6+1 Writing Traits (implementation of 6+1 writing for instruction and assessment across the content areas); research based best practice interventions designed to address the needs of all learners (e.g. SIOP, project based learning/PBL; sustained silent reading); identifying learning targets to focus instruction and strengthening co-teaching to better meet the needs of all students, especially SWD (Dr. Margaret Black); intensive math professional learning (embedded classroom coaching with Melissa Cragg and a series of Six Star Saturday sessions on interventions that have been successful at Fordson High School); additional student achievement data analysis and collaboration time to inform student placement in intervention or enrichment classes, and supplemental planning time. The staff will also participate in Culture and Climate training with Baruti Kafele, author of Motivating Black Males to Achieve in School and in Life. Professional development support materials (book study sets; Reading Apprenticeship binders and classroom guides, make and take materials for Six Star Saturdays, etc.) will be provided for staff.	Professional Learning	08/26/2013	08/15/2014	$210000 - Title I Part A $35000 - Title I Part A	Data Coaches; RESA, district, and school staff; outside consultants (e.g. WestEd, Dr. Peggy Black, Dr. Ellen Vorenkamp, Melissa Cragg, Baruti Kafele).

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Activity - Data Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two new positions will be created, Edsel Ford Reading/Literacy Data Coach and Edsel Ford Math/Science Data Coach. Responsibilities will include providing push-in classroom support to teachers on creating and implementing formative assessments and interpreting and using student achievement data to identify student needs, focus instruction, and change classroom practice. These individuals will also be responsible to facilitate weekly guided collaboration time for staff and monitoring and assisting with the implementation of turn-around strategies, including PBL, SSR (sustained silent reading), SIOP, 6+1 Writing, and formative assessment as an instructional guide.	Academic Support Program	08/26/2013	06/30/2014	$250000 - Title I Part A	Math/Science Data Coach; Reading/Literacy Data Coach; Priority School Facilitator; district and school administrators; department chairs

Activity - Priority School Teacher Leader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Priority School Teacher Leader position will be created for the 2013-2014 school year. This individual will be responsible for providing technical assistance to school and district stakeholders to understand Edsel Ford's reform-redesign requirements, and to Incorporate elements of the reform-redesign plan into the school and district's improvement plans.	Implementation	08/26/2013	06/13/2014	$150000 - Title I Part A	Edsel Ford Priority School Teacher Leader, District Director of Compensatory Education and School Improvement

Goal 3:

All students will improve their writing proficiency.

Measurable Objective 1:

58% of All Students will demonstrate a proficiency increase in English Language Arts by 05/06/2016 as measured by State and Local Assessments.

Strategy1:

Formative Assessement in Writing - Formative assessment is a research based process that organizes assessment practices into an instructional framework that will improve student achievement. The seven strategies are structured around three formative assessment questions: #1 Where am I going? #2 Where am I now? #3 How can I close the gap? A rubric will be used to assess student work.
The framework is sequenced as to easily weave assessment for learning practices into daily teaching and assessement activities. Formative assessment has an effect size ranging from .4 to .7 standard deviations, larger then most effects of intended instructional programs which are usually considered impressive with a .25 effective size. The research has shown that the largest gain is for the lowest achievers.
Research Cited: Chappuis, Jan (2009). Seven Strategies of Assessment for Learning. Boston, MA.
Teachers will be provided with the research through professional development.
Teachers will be provided with the book Seven Strategies of Assessment for Learning and it will be used during Professional Learning Communities and Professional Development.

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Pearson.Black,Paul and Wiliam, Dylan. Inside the Balck Box: Raising Standards Through Classroom Assessment. Phi Delta Kappan, v80 n2 p139-44, Oct. 1998.

Activity - Professional Development for Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Literacy Coordinator will provide professional development for the teachers via Professional Learning Communities and staff meetings.	Professional Learning	09/09/2013	05/30/2014	$0 - No Funding Required	Literacy Coordinator

Narrative:

Program analysis and teacher survey feedback indicated that previous to the Priority School designation, most teachers primarily relied on classroom work to determine student achievement. Standardized test results were shared during department meetings, and common assessments had been developed by some departments, but this information did not have a large impact on classroom instruction.

This situation is being now being addressed through multiple channels. Classroom teachers are being trained in how to access, analyze, and interpret multiple sources of student achievement data. The school leadership team, including the two newly created Data Coaches, provide teachers with information (e.g. list of bottom 30% students in each class; student scores from the Scholastic Reading Inventory (administered at least two times a year to every student in grade 9, 10, and 11) and StarMath online assessments, administered in 8th and 9th grade to every student), in addition to disaggregated results from Explore, PLAN and pre-ACT testing. Teachers are also being trained in Reading Apprenticeship content area and constructed response formative assessment techniques (utilizing 6+1 Writing Traits rubrics). Additionally teachers (especially in math and science) are being introduced to additional formative assessment techniques, such as problem-based learning. Teachers have been given an extra hour of PLC time every week, time which is monitored to ensure that teachers are examining student work, sharing effective practices and planning collaboratively.

The implementation of these initiatives is being monitored by frequent classroom visitations (formal observations, multiple administrator walk-throughs, in-class modeling and coaching by school, district ,and outside consultants). Teachers are expected to use this data when they create their required annual evaluation goals, which require that 40% of each teacher's evaluation be based on student achievement data. Teachers track specific classroom interventions for each bottom 30% student. Teachers also communicate student achievement results to parents through the district Parent Connect online system. Progress reports are sent home every six weeks. To foster better home relationships, teachers are also heavily encouraged to make positive phone calls home. Teachers who teach the intervention classes monitor student progress throughout the semester to measure growth and make determinations regarding next semester placements.

Teachers analyze student achievement data and adjust instruction by utilizing pre-and post tests to determine what content needs to be re-taught, offering additional support through small group or one-on-one teaching (often through mini-lessons), providing tutoring opportunities and homework help throughout the day (before and after school and during lunch time), and using a variety of formative assessments (including constructed response) to track student growth. Greater access and understanding of assessment data also allows teachers to focus teaching on specific standards and to reinforce crucial components (sustained learning over time).

Edsel Ford is also providing support for co-teaching teams (classes with high concentrations of ELL or SWD students). Every teacher is being trained in methods to differentiate instruction for all students, and will have access to additional student achievement measures and results. The three-year plan incorporates on-going teacher training in using formative, summative, and standardized assessment data to inform and adjust instruction.

Our instructional program (integration of the common core through differentiated instruction) will be phased in over three years. Year One: introduction of SLOT; launch of Close and Critical Reading; expansion of writing across the content areas (Reading Apprenticeship and 6+1 Traits of Writing); introduction and rationale of using formative assessment to measure depth of knowledge for teachers and students; development of Plan Do Study Act protocol by building leadership and department chairs to guide PLC and school improvement efforts; identification of school culture and climate issues and concerns. Year Two: expansion of SLOT across content areas; expansion of Close and

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Critical Reading and increasing levels of text complexity across core and extended core areas; incorporating various types of writing (e.g. informational, argumentative, ACT persuasive) across core and extended core areas; implementation of Plan Do Study Act protocol; staff training and implementation of culturally sensitive instruction and school climate initiatives building-wide; creation and implementation of formative assessments in every content area. Year Three: evaluate impact of differentiated instruction strategies (flexible grouping, academic vocabulary, scaffolding instruction, multiple learning styles) on student achievement relative to alignment with common core.

Successful implementation of our program will depend on content being taught in a logical and consistent order from grade to grade. We will ensure this through adherence to the Dearborn Education Curriculum (DEC), an online platform that houses our district curriculum, including pacing guides, teaching resources, and assessments. This evolving document ensures vertical and horizontal articulation across the district. The DEC helps schools monitor adherence to Common Core State Standards and other national benchmarks such as Next Generation Science Standards. The DEC guides teachers to ensure seamless progression from grade to grade. Edsel Ford also has several internal checks and balances in place (teacher evaluation, administrator walkthroughs, department chair monitoring, etc...) to ensure that there is consistency in instructional practices and adherence to the standards across grade levels.

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PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

For the 2013-2014 school year, Edsel Ford High School has added one extra hour to every school day to immediately initiate its turnaround program. This means students will take an additional class (a seven-period day, and a seven-class schedule). Students who are not proficient in a core area (reading, writing, math, science, or social studies) will take an intervention class. These classes, Math Plus, Science Plus, or ELA Plus (reading and writing across the content areas) will be scheduled throughout the school day, and will be taught by core area teachers who will receive support and training in specific interventions, including Reading Apprenticeship, Six + 1 Writing Traits and SSR, and math strategies to support struggling students. Supplemental instructional materials will be provided (e.g. leveled classroom libraries of fiction and informational text reading selections; hands-on supplies for project based learning activities; math manipulatives). Additional testing (SRI, NWEA, increased formative assessments) will be used to continuously monitor student progress. SRI will be administered at least twice a year to all students, with more often (twice a semester) administrations to students who are not proficient. NWEA is being introduced this year, so base-line assessments will take place mid-year (at semester change, so that results can be used in determining next year's schedules). Formative assessments will be introduced and will be expected to be used in classrooms as part of daily instruction. Students who are proficient in all tested areas and who are on track to graduate will take an additional enrichment class, such as an on-site elective (e.g. music, art) or participate in dual enrollment or online courses (E2020 or Michigan Virtual High School). All students will be graded and will receive credit for these classes (elective credits that count towards graduation).
The decision was made to provide an additional hour so as to offer sustained, embedded, and relevant interventions and support for students who are not proficient. The extra class allows time for individualized testing and identification of specific learning targets for each student, additional time for focused instruction, and closer monitoring of progress. The school leadership team believes the extra class option yields greater results than after-school tutoring, test preparation, sustained silent reading, or other intervention activities. The extra classes will also act as incentives for students to become proficient across all content areas so as to increase their options for electives and off-campus/virtual experiences. The extra class will provide more time for focused instruction, time for additional formative, summative, and online assessment of individual student learning, more time to address specific standards, and also allow additional opportunities for teachers to build relationships with students.
On Wednesdays during the 2012-2014 school year, classes will be shortened and students will be dismissed one hour early so as to provide one additional hour of professional development and PLC time for staff every week. This time will be used to look at student work, assess progress, align instruction and interventions, and provide professional learning implementation checks and balances. These PLCs will be in

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addition to contractual staff meetings and professional development sessions provided by the district. Additionally, Edsel Ford teachers will participate in series of professional training sessions offered throughout the school year, incorporating sustained, embedded coaching, modeling, and feedback as part of the comprehensive Edsel Ford Professional Development Priority School plan. The extra hour per week will allow time for teachers to collaborate and receive timely and focused feedback regarding the rapid implementation of professional development initiatives.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.
Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.
Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

Edsel Ford will implement multiple strategies to encourage parents to become more involved in reform efforts. The school will no longer mail report cards home, but instead will require that parents come in person to pick up reports, hopefully during parent/teacher conferences (this was implemented for the first marking period in October, and attendance rose to over 60% - a considerable increase). Parent-teacher conferences allow time for teachers to update parents on school-wide interventions as well as provide student-specific progress reports. Parents will also be expected to monitor their child's progress on an on-going basis through Parent Connect, an online student data and communication system. The school offers hands-on training and technical support for parents to help with initial registration, site navigation, and accessing information. Additionally, Edsel Ford has instituted school-wide PBIS, and parent conferences are required when students reach high incidents of tardiness or absences. Parents need to work with school staff to ensure maximum attendance.

In order to build capacity in parenting skills, Edsel Ford will offer Chick Moorman's Parent Talk classes (a series of trainings on effective family communication). These classes will be offered on-site, during the school day. The classes will be open to all parents (specific parents of struggling students will receive special invitations; in some instances parent participation may be mandated as part of a behavior plan). Hopefully these efforts will contribute to improved school climate.

Additional strategies to engage parents in reform efforts include the introduction of a home/school contract for all 9th graders, outlining academic, behavior, attendance, and participation expectations and recruiting additional parents to serve as active members on the school improvement team.

Edsel Ford has recruited community partners to participate in turnaround. For example: partnership with Arab American Yemeni Scientists and Professionals (AAYSP) will provide translation at parent events to help build parent capacity to assist with Edsel Ford turnaround initiatives, facilitate motivational student TED talks, organize and fund student college visits, facilitate the mosque visits by building representatives to build support and understanding of turnaround initiatives to the broadest possible community base, and act as liaisons between the community and school.
Another community partnership is with the University of Michigan-Ann Arbor IGA department (Inter-group Dialogue and Youth Leadership) in order to promote diversity, understanding and acceptance of inter-group relations and youth empowerment. Ultimately, the goal is for students to promote social justice in their school environment and take on a more positive vocal and leadership role.
University of Michigan-Dearborn is partnering with Edsel Ford's student leaders to help improve school climate and culture by targeting issues such as bullying, discrimination, and improve communication among students.
The University of Michigan-Dearborn's Honorary Math and Science Committee is partnering with Edsel Ford to provide tutoring to our students and promote math and science to maximize student achievement.

ACCESS has partnered with Edsel Ford to provide funding for economically disadvantaged students to help with credit recovery costs. In addition, they provide support to our new immigrant student population to help in their transition to school and community.

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The school also has community engagement with the Rotary Club, Dearborn Education Foundation, Dearborn Chamber of Commerce, Gleaners, American Red Cross, Kiwanis and other organizations.

The district has assigned a Title I Resource Teacher to act as an additional level of support in engaging parents and the community in school reform efforts. Additionally, the school has held a series of open meetings (attended by School Board members and representatives from Central Office, including the Superintendent) to provide information on the school's Priority status and allow time for community questions and discussion. The school web site and other official communications (School Matters, newsletters, PR releases, etc.) all provide additional information and updates, and actively seek stakeholder support in turnaround efforts.
Other initiatives to increase family and community engagement include providing bus transportation for parents to increase participation in Open House and Conferences; positive phone calls home; robo-calling reminders (in English and Arabic) to remind parents and students of school activities, increased visits and dialogue at feeder schools, and increased visits and dialogue at community sites (e.g. quarterly presentations by the principals of Edsel Ford High School and feeder schools Salina Intermediate and Salina Elementary at a neighborhood mosque).

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PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.
Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvacEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

The district has granted Edsel Ford full autonomy in developing and implementing a school improvement plan that addresses specific priority school needs in terms of staffing, calendar, instructional time, and resource allocation. The district has also given Edsel Ford full autonomy in developing and implementing their school Title I plan and budget, and will monitor implementation to assure compliance with federal regulations. All decisions regarding the SIP and Edsel Ford Title I school-wide program have been made by the Edsel Ford priority school leadership team, which includes Scott Casebolt, the building principal.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.
Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.
Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

The Central Office Liaison for Edsel Ford is Kathleen McBroom, Director of School Improvement and Compensatory Education. Kathleen provides onsite assistance through technical training (e.g. navigating the Advanc-Ed web site), facilitation of professional development contracts, and monitoring of Priority School set-asides funds. Additionally, she meets with the school leadership team on a regular basis and acts as the liaison between Edsel Ford and district departments (including Transportation, Purchasing, and Human Resources).

The Edsel Ford priority school leadership team, along with Dr. Gail Shenkman, Associate Superintendent, and Kathleen McBroom, Director of School Improvement and Compensatory Education, have attended priority school informational and technical assistance sessions offered by the Michigan Department of Education. The team met with various representatives assigned to work with the school, including Karen White and Dr. Joanne Andries (MSU); Gloria Chapman (MDE); and Markita Hall from Wayne County RESA. Activities will include: completion and submission of the MI EXCEL Service Plan Documentation (October 1st); completion and submission of the Reform Design Plan (October 8th); facilitator-led Data Dig (October 2013); completion of the district-level Educational Resource Strategies diagnostic (November, 2013); a Survey of Enacted Curriculum (coordinated through Wayne RESA, date TBD), and implementation and on-going monitoring of the Reform plan.
Additionally, the district and Edsel Ford High School will work with Peggy Black and Associates to assist in reform initiatives.
The district will support all of these activities by providing meeting time and space, substitutes as needed, and technical and administrative assistance. Quarterly reports will keep School Board members informed of Edsel Ford's progress and help ensure that needed support and resources are made available.

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Dearborn Public Schools
Administrator Evaluation/Improvement Program

Superintendent

Brian Whiston

Board of Education

Pamela Adams

Hussein Berry

Aimee Blackburn

Joseph Guido

Mary Lane

Roxanne McDonald

James Schoolmaster

Members of the Evaluation Creation Committee: Andy Denison, Patricia Buoy, Jill Chochol, Youssef Mosallam, Glenn Maleyko, Shannon Peterson, Gail Shenkman

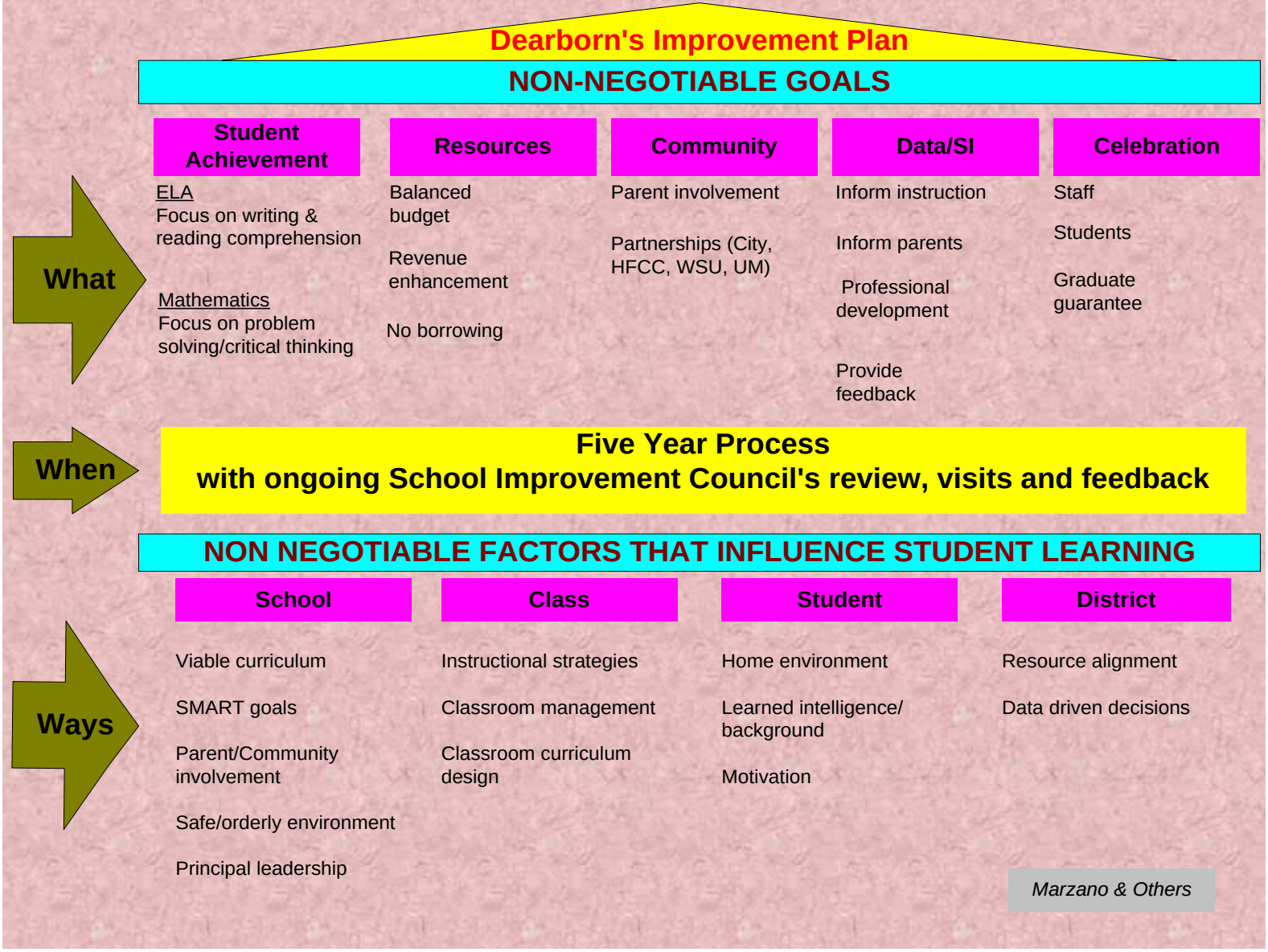
August 2012

Our Mission

The Mission of the Dearborn Public Schools, in partnership with families and the community, is to educate all students to high academic standards within a safe, stimulating environment and ensure they are prepared to become productive citizens.

Our Vision

- We see a school community that supports and builds on the strengths of each student, uses innovative instructional practices, and inspires students to think critically and creatively and practice collaborative behaviors in school and community.
- We see an educational partnership in which the school staff, families, and members of the community share the responsibility of educating each student in an atmosphere of trust and mutual respect.
- We see a continually changing teaching and learning environment that uses technology and research based best practices as a basis for developing and implementing sound educational programs and instructional practices.
- We see a school community that honors government mandates and insists its students achieve beyond those mandated expectations.
- We see a school community that respects, appreciates, and celebrates our diversity and similarities.
- We see a school community that integrates the Core Values, including Honesty, Responsibility, Respect for Self and Others, Integrity, Courtesy, and Citizenship into daily life.



The Twelve Influences on Student Learning.

1. Guaranteed and Viable Curriculum
2. Challenging Goals and Effective Feedback
3. Parent and Community Involvement
4. Safe and Orderly Environment
5. Collegiality and Professionalism
6. Strong Leadership
7. Instructional Strategies
8. Classroom Management
9. Classroom Curriculum Design
10. Home Environment
11. Learned Intelligence and Background Knowledge
12. Motivation

The successful work of the administrator will only be realized in the creation of a culture in which leadership:

- Is distributed among all members of the school community;
- Consists of open, honest communication;
- Is focused on the use of data, teamwork, research-based practices;
- Uses modern tools to drive ethical and principled, goal-oriented action.

This culture of disciplined thought and action is rooted in the ability of the relationships among stakeholders to build a trusting, transparent environment that reduces stakeholders' sense of vulnerability as they address the challenges of transformational change.

The Purpose of the Evaluation

The administrator performance evaluation process will:

- Serve as a guide for administrators as they reflect upon and improve their effectiveness as school leaders;
- Focus the goals and objectives of the District in supporting, monitoring and evaluating administrators;
- Guide professional development for administrators;
- Serve as a tool in developing coaching and mentoring programs for administrators.

Who Will Be Evaluated

All administrators will be evaluated annually in compliance with the Michigan Revised School Code that was modified on July 19th, 2011.

Administrator's Name:_____ School Year:_____

Step & Date *	ACTIVITY	The Administrator will:	The Evaluator will:	End Date
Step 1 (August)	**Orientation:** Distribute a complete set of materials to administrators at the General Administration Meeting	Examine the materials and follow the instructions	Conduct the Orientation	
Step 2 (Sep. 30)	**Pre-Evaluation Planning:** Using the rubric, the administrator will self-assess.	☐ Self-assess using the Rubric ☐ Formulate goals and work with Evaluator on finalizing these goals and pertaining artifacts.	Provide clarification if needed	
Step 3 (Oct.31)	**Meeting with the Evaluator:** Discuss the self-evaluation, goals, and the data to be gathered for the evaluation process. They agree on the evidence that will confirm the level of performance.		Discuss and agree on goals, data needed, and performance level	
Step 4 (Nov. 1st – Mar. 30)	**Data Collection:** Data may include the artifacts listed under each standard	Collect the data to use as evidence of accomplishing the goals	Mid Year Visit to the school to observe the environment and interact with teachers and other members of the school community	
Step 5 (May 1)	**Consolidated Performance Assessment**	Prepare a brief summary of the data and artifacts and submit the report to the evaluator by May 1st	Provide clarification if needed	
Step 6 (Jun. 15)	**Meeting Between Administrator and Evaluator**	Meet with the evaluator to discuss and receive his/her summary evaluation (prepared prior to this meeting) Update school profile and submit.	1. Work with the Administrator on the outcomes of the evaluation and the recommendations for the professional growth goals for next year 2. Present final report by June 15	

At the conclusion of the required steps this form and the Goal/s form will be completed and signed by the Administrator and the Evaluator. A copy of this page, part I (the goals), and the school profile will be forwarded to the HR file. Also, the mid year visit form and end of year evaluation form must be signed by the administrator and evaluator.
*All dates and timelines are recommended but not absolute pending individual situations.
*All year-end evaluations must be turned into Human Resources by June 15th.

Administrator's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Diagnosis and Planning

The administrator:	4 Highly Effective	3 Effective	2 Minimally Effective	1 Ineffective
a. Team	Recruits a strong leadership team and develops its skills and commitment to a high level.	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.
b. Diagnosis	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.	Carefully assesses the school's strengths and areas for development.	Makes a quick assessment of the school's strengths and weaknesses.	Is unable to gather much information on the school's strong and weak points.
c. Gap	Challenges colleagues by presenting the gap between current student data and a vision for college success.	Motivates colleagues by comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data.	Bemoans students' low achievement and shows fatalism about bringing about significant change.
d. Mission	Wins staff and student buy-in for a succinct, inspiring, results-oriented mission statement.	Produces a memorable, succinct, results-oriented mission statement that's known by all staff.	Distributes a boiler-plate mission statement that few colleagues remember.	Does not share a mission statement.
e. Target	Gets strong staff commitment on a bold, ambitious 3-4-year student achievement target.	Builds staff support for a 3-4-year student achievement target.	Expresses confidence that student achievement will improve each year through hard work.	Takes one year at a time and does not provide an achievement target.
f. Theory	Wins staff ownership for a robust, research-based theory of action for improving achievement.	Researches and writes a convincing theory of action for improving achievement.	Accepts colleagues' current notions of how student achievement is improved.	Says that hard work improves achievement – but shows doubts that progress can be made.
g. Strategy	Collaboratively crafts a lean, comprehensive, results-oriented strategic plan with annual goals.	Gets input and writes a comprehensive, measurable strategic plan for the current year.	Writes a cumbersome, non accountable strategic plan.	Recycles the previous year's cumbersome, non-accountable strategic plan.
h. Support	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.	Builds ownership and support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership or support.
i. Enlisting	Masterfully wins over resistant staff members who feared change and/or harbored low expectations.	Manages resistance, low expectations, and fear of change.	Works on persuading resistant staff members to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
j. Revision	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and revises the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.

A. Priority Management and Communication

The administrator:	4 Highly Effective	3 Effective	2 Minimally Effective	1 Ineffective
a. Planning	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
b. Communication	Successfully communicates goals to all constituencies by skillfully using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.
c. Outreach	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback or help.
d. Follow-Up	Has a foolproof system for capturing key information, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
e. Expectations	Has total staff buy-in on exactly what is expected for management procedures and discipline.	Makes sure staff know what is expected for management procedures and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Is constantly reminding staff what they should be doing in management and discipline.
f. Delegation	Has highly competent people in all key roles and is able to entrust them with maximum responsibility.	While maintaining responsibility, delegates appropriate tasks to competent staff members and checks on progress.	Doesn't delegate some tasks that should be done by others or delegates inappropriately.	Does almost everything him or herself or delegates almost all responsibilities.
g. Meetings	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
h. Prevention	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	Is effective at preventing and/or deflecting many time-wasting crises and activities.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.
i. Efficiency	Deals quickly and decisively with the highest-priority email and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.
j. Balance	Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.	Is healthy and focused by balancing work demands with healthy habits.	Is sometimes unfocused and inattentive because of fatigue and stress.	Is unproductive and irritable because of fatigue and stress.

B. Curriculum and Data

The administrator:	4 Highly Effective	3 Effective	2 Minimally Effective	1 Ineffective
a. Expectations	Ensures that all teachers buy into clear, manageable, standards-aligned grade-level goals.	Provides teachers with exactly what students should know and be able to do by the end of each grade level.	Refers teachers to district or national scope-and-sequence documents for curriculum direction.	Fails to give teachers clear direction of student learning outcomes for each grade level.
b. Baselines	Ensures that all teams use summative data from the previous year and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and asks them to assess students' current levels.	Refers teachers to previous-year test data as a baseline for current-year instruction.	Does not provide historical test data to teachers.
c. Targets	Ensures that each grade-level/subject area team is invested in reaching measureable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
d. Materials	Ensures that all teachers have high-quality curriculum materials, technology, and training on how to use them.	Provides teachers with effective curriculum materials and technology.	Supplies teachers with curriculum materials.	Fails to provide teachers with curriculum materials.
e. Interims	Ensures that high-quality, aligned, common interim assessments are given by all teacher teams at least four times each year.	Orchestrates common interim assessments to monitor student learning several times a year.	Suggests that teacher teams give common interim assessments to check on student learning.	Doesn't insist on common interim assessments, allowing teachers to use their own
f. Analysis	Orchestrates high-quality data/action team meetings after each round of assessments.	Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Suggests that teacher teams work together to draw lessons from the tests they give.	Does not suggest the need for analyzing student test results.
g. Causes	Ensures that date meetings to engage in a no-blame, highly productive search for root causes and hypothesis testing.	Asks that data meetings go beyond *what* students got wrong and delve into *why*.	Suggests that teachers focus on the areas in which students had the most difficulty.	Does not exercise leadership in looking for underlying causes of student difficulties.
h. Follow-Up	Ensures that all teachers are invested in using assessment data for effective re-teaching, tutoring, and other interventions.	Expects teachers to use interim assessment data for re-teaching and remediation.	Suggests that teachers use interim assessment data to help struggling students.	Does not provide expectation, time or leadership needed for teachers to effectively use
i. Monitoring	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors grades, attendance, behavior, or others variables to inform decisions.	Is inattentive to important school data.
j. Celebration	Builds positive culture, climate and efficacy by encouraging colleagues to celebrate and own measurable student gains.	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.	Congratulates individuals on successes.	Takes sole credit for improvements in school performance and misses opportunities to celebrate success.

C. Supervision, Evaluation, and Professional Development

The principal:	4 Highly Effective	3 Effective	2 Minimally Effective	1 Ineffective
a. Meetings	In all-staff meetings, gets teachers highly invested in discussing results, learning best strategies, and building trust and respect.	Uses all-staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and/or uses meetings for one-way lectures on policies.
b. Ideas	Ensures that the whole staff is current on professional literature and constantly exploring best practices.	Reads and shares research and fosters an on-going, school-wide discussion of best practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
c. Development	Orchestrates aligned, high-quality coaching, mentoring, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides staff development workshops that rarely engage staff or improve instruction.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.
d. Empowerment	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime locus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.
e. Support	Gives teacher teams the training, facilitation, and resources they need to make their meetings highly effective.	Ensures that teacher teams have facilitators so meetings are focused and substantive.	Has teacher teams appoint a leader to chair meetings and file reports.	Leaves teacher teams to fend for themselves in terms of leadership and direction.
f. Units	Ensures that teachers backwards-design high-quality, aligned units and provides feedback on drafts.	Asks teacher teams to cooperatively plan curriculum units following a common format.	Occasionally reviews teachers' lesson plans but not unit plans.	Does not review lesson or unit plans.
g. Evaluation	Visits 2-4 classrooms a day and gives helpful, face-to face feedback to each teacher within 24 hours.	Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits.
h. Criticism	Courageously engages in difficult conversations with below-proficient teachers, helping them improve.	Provides redirection and support to teachers who are less than proficient.	Criticizes struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.
i. Housecleaning	Counsels out or dismisses all ineffective teachers, scrupulously following contractual requirements.	Counsels out or dismisses most ineffective teachers, following contractual requirements.	Tries to dismiss one or two ineffective teachers, but is stymied by procedural errors.	Does not initiate dismissal procedures, despite evidence that some teachers are ineffective.
j. Hiring	Recruits, hires, and supports highly effective teachers who share the school's vision.	Recruits and hires effective teachers.	Hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates who are available.

D. Discipline and Family Involvement

The principal:	4 Highly Effective	3 Effective	2 Minimally Effective	1 Ineffective
a. Expectations	Collaborates with staff to create and implement clear, school-wide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes school-wide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
b. Effectiveness	Responds effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Responds quickly with disruptions to learning and looks for underlying causes.	Responds firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Attempts to deal with disruptive students but is swamped by the number of problems.
c. Celebration	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	Praises student achievement and works to build school spirit.	Praises well-behaved students and good grades.	Rarely praises students and fails to build school pride.
d. Training	Ensures that staff are skilled in positive discipline and sensitive handling of student issues.	Organizes workshops and suggests articles and books on classroom management.	Urges teachers to get better at classroom management.	Does little to build teachers' skills in classroom management.
e. Support	Is highly effective getting counseling, mentoring, and other supports for high-need students.	Identifies struggling students and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students.
f. Openness	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to parents and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns.
g. Curriculum	Informs parents of monthly learning expectations and specific ways they can support their children's learning.	Sends home information on the grade-level learning expectations and ways parents can help at home.	Sends home an annual list of grade-level learning expectations.	Does not send home the school's learning expectations.
h. Conferences	Orchestrates productive parent/teacher report card conferences in which parents and students get specific suggestions on next steps.	Works to maximize the number of face-to-face parent/ teacher report card conferences.	Makes sure that report cards are filled out correctly and provided to all parents.	Provides little or no monitoring of the report card process.
i. Communication	Communicates with home multiple times per month in multiple ways: newsletter, daily bulletin, teacher and school blogs, electronic grading program, email and phone.	Sends home a periodic school newsletter and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.
j. Safety-net	Provides effective programs for all students with inadequate home support.	Provides programs for most students whose parents do not provide adequate support.	Provides ad hoc, occasional support for students who are not adequately supported at home.	Does not provide assistance for students with inadequate home support.

E. Management and External Relations

The principal:	4 Highly Effective	3 Effective	2 Minimally Effective	1 Ineffective
a. Strategies	Implements proven macro strategies (e.g., looping, class size reduction) that boost student learning.	Suggests effective macro strategies (e.g., looping, team teaching) to improve student learning.	Explores macro strategies that might improve achievement.	Plays it safe and sticks with the status quo.
b. Scheduling	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
c. Movement	Ensures efficient, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently supervises student entry, dismissal, transitions, and meal times.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems.
d. Custodians	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Supervises staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
e. Transparency	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
f. Bureaucracy	Deftly handles bureaucratic, contractual, and legal issues so they never detract from, and sometimes contribute to, teaching and learning.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt teaching and learning.
g. Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
h. Compliance	Fulfills all compliance and reporting requirements and creates new opportunities to support learning.	Fulfills compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and district and other external requirements.
i. Relationships	Builds strong relationships with key district and external personnel and gets them excited about the school's mission.	Builds relationships with district and external staffers so they will be helpful with paperwork and process.	Is correct and professional with district and external staff but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support to get things done.
j. Resources	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.

The Rubric is based upon work by Kim Marshall and permission is given by him on the rubric to use and modify the information as needed.

School Profile: _____

This form is to be used by the Administrator to summarize their current building and share with the evaluator for discussions leading to the agreement on goals and artifacts. Both the Self Reflection instrument and data from the School Profile are to be used to create goals.

Years (Use 3 years of data)				Years in this specific role (3 years of data.			
Enrollment							
Number of teachers				Number of FTEs			
Number of paraprofessionals				Number of para-professional FTEs			
Number of ED students				% of ED enrollment			
Number of ELL students				% of ELL enrollment			
Number of SE students				% of SE enrollment			
Intervention FTEs (SSW, Resource Teachers, etc.)							

ACCOUNTABILITY ASSESSMENT GROWTH (last three years of MEAP ELA and Math data & MME data)

Please include at least three data sources from multiple years including overall AYP proficiency index percent proficient for Mathematics and English Language Arts.

You may also include additional data artifacts that are presented in a graphic manner. Examples of data that you may use in other categories include: DRA, ELPA, Common Assessment Data, Explore, Plan, SRI, or other assessment data that is being used in a systematic manner in the administrator's school/department.

Year (3 years)	AYP Proficiency Index Percent Proficient				Other:		Other:	
	Math	Reading	Writing	ELA	Pre	Post	Pre	Post
State Avg. Year.								

Data on subgroups:(add three years of data).

Reading					**Writing**			
SE					SE			
LEP					LEP			
Non-LEP					Non-LEP			
ED					ED			
All students					All students			

Math			
SE			
LEP			
Non-LEP			
ED			
All students			

School Improvement Process	
Number of staff members actively taking part on School Improvement Team	
Number of parents actively taking part on School Improvement Team	
Did you share your SIP with your parent group at your school?	
How often did your SI team meet last year?	
Do you keep agenda/minutes for these meetings?	
Did your SI team insure that the SI plan was followed and implemented?	

Attendance

Percent of students absent 10 days or more	
What steps have you taken to address truancy?	

Interventions for struggling students:

Area of intervention	Intervention	Success rate?

Discipline and Social programs:(Add 2 Years of Data)

Program		

What forms of evaluative feedback have you participated in? (i.e. 360 evaluation, parent surveys, staff surveys, …)

Suggested Artifacts to attach:

SIP feedback – mid year/end-of-year
Parent involvement initiatives
List of interventions
Sample Teacher Evaluation
Staff Survey
Professional Development calendar
SIP Evaluation Form (strategy list)
Technology Plan
Parent Survey

Optional Administrative Summary:

Please note the following regarding the weighting of the final evaluation rating determination. This is being implemented to comply with state legislation that was passed on July 19, 2011 regarding administrator evaluations. This is subject to change pending the recommendations of the Michigan Council on Educator Effectiveness.

2012-13- A significant Portion based on Student Growth Data as calculated in the school profile
2013-14 -- 25% based on student growth data as calculated in the school profile
2014-15-- 40% based on student Growth data as calculated in the school profile
2015-16 -- 50% based on student Growth data as calculated in the school profile

The Administrator Evaluation Committee will meet periodically to review the evaluation process and will make further specific recommendations regarding the tabulation of student growth data.

PART I - GOALS, TIMELINE, BRIEF SUMMARY ON EACH GOAL (Administrator)

Administrator Name: _____ School Year: _____

Position & Location: _____

Evaluator & Position: _____

Goal # ____ of _____ (completed based on the self evaluation and following a discussion with the evaluator**)**:

Please mark the standard/s pertaining to this goal with an X:

1. Diagnosis and Planning ☐ **2. Priority Management and Communication** ☐ **3. Curriculum and Data** ☐	**4. Supervision, Evaluation, and Professional Development** ☐ **5. Discipline and Family Involvement** ☐ **6. Management and External Relations** ☐

Key Activities/Strategies (What is needed to accomplish this goal):

Description of Activities/Strategies	**Timeline**	**Date Completed**

Data and Artifacts to demonstrate accomplishment of goal:

Description of Data/Artifacts Needed	**When made available? Who keeps the Data/Artifacts**

Administrator's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Mid Year Visit Findings (The Evaluator will conduct visits to the school in the period from December to April and will complete the following assessment based on walkthroughs, observations, discussions with teachers and parents, and a conference with the principal):

EVALUATOR COMMENTS

ADMINISTRATOR COMMENTS (optional).

Administrator's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Brief Summary - Due By May 1st (The Administrator will report on the accomplishment of goal):

Describe accomplishments in meeting this goal	**Describe aspects of the goal that remained unaccomplished with explanation(s)**

Administrator's Response/Comments:

Total Days Absent (Current School year to date):

_____Illness _____Care of Family _____Personal Business _____Conferences

_____District Related _____Other (Please Explain:_____)

Highly Effective ☐ Effective ☐ Minimally Effective ☐ Ineffective ☐

All teachers and administrators that I supervise in my area of responsibility have been evaluated in a timely manner according to the recommended guidelines in the evaluation documents.

☐ Yes ☐ No

Signatures

Administrator: _____ **Date:** _____

Evaluator: _____ **Date:** _____

Please note the following regarding the weighting of the final evaluation rating determination. This is being implemented to comply with state legislation that was passed on July 19, 2011 regarding administrator evaluations. This is subject to change pending the recommendations of the Michigan Council on Educator Effectiveness.

2012-13- A significant portion based on student growth data as calculated in the school profile
2013-14 -- 25% based on student growth data as calculated in the school profile
2014-15-- 40% based on student growth data as calculated in the school profile
2015-16 -- 50% based on student growth data as calculated in the school profile

The Administrator Evaluation Committee will meet periodically to review the evaluation process and will make further specific recommendations regarding the tabulation of student growth data.

Dearborn Public Schools

Teacher Evaluation Program

Revised 9/4/13

Dearborn Public Schools
Teacher Evaluation Program

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Foreword

The Dearborn Evaluation Program and supporting standards are the result of the collaboration and cooperation of Dearborn teachers, administrators, Board of Education members, and nationally recognized authorities in the field of effective teaching research. In a single document, we have expressed what we believe effective teachers do in their classrooms and what the most recent research reflects. The supporting standards consist of five standards and three evaluation plans. The ultimate goal is to increase student achievement through professional growth, coordinating efforts to educate students, and requiring accountability.

As research in the area of effective teaching continues, professionals learn more about teaching and its relationship to student learning. We have done our best to capture the dynamic and interactive processes of teaching. We expect our educators to incorporate the five standards into their current successful practices. As with any effort of this magnitude, this document will be reviewed and modified to ensure that it continues to reflect our best and most current thinking.

This document is an example of the commitment that Dearborn educators have to the improvement of public education in our community. All of those involved in the development of the Evaluation Program and supporting standards hope it will serve as a valuable tool in the continuous pursuit of equity and excellence.

_____
Brian J. Whiston
Superintendent

_____
Glenn M. Maleyko
Director of Human Resources

_____
Christine Sipperley, President
Dearborn Federation of Teachers

What the Dearborn Evaluation Program and Supporting Standards Are:

- They are a commitment to the growth and development of teachers and administrators.
- They are a statement that communicates our beliefs about effective teaching.
- They are a synthesis of teaching behaviors that promote student learning and are supported by research, learning theory, and expert opinion.
- They are a continuous source of information on effective teaching which will be reviewed and updated periodically.
- They are a resource for teachers and administrators to use in their roles as instructional decision makers.

What the Dearborn Evaluation Program and Supporting Standards Are Not:

- They are **NOT** an attempt to supercede Board-adopted curriculum or prescribe one way for all Dearborn teachers to teach.
- They are **NOT** an outline of elements of instruction that are expected every day in every lesson and in the same order in which they appear in the Standards.
- They are **NOT** a checklist to be used to assess teacher performance.

Overview of Teacher Evaluation Program

Standards for Effective Teaching

I. Classroom Environment
II. Preparation and Planning
III. Instruction
IV. Assessment
V. Communication and Professional Responsibilities

Plan I Individual Development Plan	**Plan II** Professional Growth Plan	**Plan III** Specific Staff Development Plan
Who: ▪ Probationary teachers ▪ Tenure teachers who choose format **Purpose:** ▪ To ensure that Standards for Effective Teaching are understood, accepted, and demonstrated ▪ To provide support in implementing the Standards ▪ To ensure that the Michigan Curriculum Framework and district curriculum are being taught ▪ To provide accountability for decisions to continue employment **What:** ▪ Formal observations and evaluation of performance ▪ Portfolio ▪ Teacher reflection and response **How:** ▪ Classroom observation with feedback ▪ Review of Portfolio ▪ Discussion of professional practices ▪ Mentor support	**Who:** ▪ Tenured teachers who are demonstrating the Standards for Effective Teaching **Purpose:** ▪ To enhance professional growth ▪ To improve student achievement ▪ To provide feedback on professional issues ▪ To focus on school improvement initiatives ▪ To ensure that the Michigan Curriculum Framework and district curriculum are being taught **What:** ▪ Observations to assess Standards ▪ Develop and implement Professional Growth Plan **How:** ▪ Ongoing informal discussion of teacher performance ▪ Teacher teams/individual teacher develop a Professional Growth Plan ▪ Collaboration between teacher teams/teacher and administrator ▪ Establish indicators of progress ▪ Administrative support of teacher teams/teacher ▪ Feedback to teacher teams/teacher	**Who:** ▪ Teachers in need of specific professional guidance in identified area(s) of the Standards for Effective Teaching **Purpose:** ▪ To enable a tenured teacher the opportunity to seek assistance in any Standard ▪ To provide a more structured process for a tenured teacher who may benefit from more support ▪ To provide due process for disciplinary action ▪ To ensure that the Michigan Curriculum Framework and district curriculum are being taught **What:** ▪ Three Phases 1. Awareness Phase 2. Assistance Phase 3. Disciplinary Phase **How:** ▪ Observation and feedback focused specifically on identified area(s) of needed improvement

Individual Development Plan

Plan I

Plan I
Individual Development Plan

Purpose

The Individual Development Plan is designed for all newly hired teachers. Teachers previously tenured in the State of Michigan will complete years one and two of the Individual Development Plan. Teachers hired prior to July 19, 2011 will complete four years of the plan for tenure. Teachers hired after July 19, 2011 will complete five years of the plan for tenure unless they are rated highly effective on three year-end evaluations, then the length of tenure would be four years. In order to continue in the Individual Development Plan, teachers must have successful evaluations.

The purpose of the Individual Development Plan is to:

1. introduce beginning staff to programs, procedures, policies, and expectations.
2. educate beginning staff on the Dearborn Public Schools' Standards for Effective Teaching.
3. provide training and support for new staff.
4. provide ongoing professional development experiences.
5. promote professional self-reflection.
6. evaluate performance for continuing employment.

Outline of Plan I - Individual Development

Teachers hired prior to July 19, 2011 will complete four years of the plan. All other teachers, regardless of experience, will complete five years of the plan unless they are rated highly effective on three consecutive Year End Evaluations, then it becomes four years. In order to continue in the plan, teachers must have successful evaluations.

Years One and Two

Multiple Formal Observations (minimum of two) each year (recommended prior to March 15).

Each formal observation must have a:

- Pre-observation conference
- Post-observation conference within a reasonable amount of time, preferably within ten working days, if not sooner.

Additional formal observations may be scheduled at the discretion of the administrator. Informal observations will be made throughout the year.

Recommended timelines for Formal Observations

Prior to 9/30 - Administrator distributes forms and reviews expectations, portfolio collections, and evaluation timelines with all probationary teachers. Teachers formulate their IDP and the Administrator meets with each teacher individually. The IDP should be submitted to HR by October 7th. **All first year probationary teachers must have an IDP in place by the first week of school or ASAP at the beginning of the school year.** Teachers will conduct an informal self-evaluation according to the performance rubric.

Prior to 12/15 - First required formal observation to be completed.

Prior to 3/15 - Second formal observation to be completed.

Prior to 4/30 - Year End Evaluation to be completed. The Year End Evaluation must include student growth as a significant factor.

Observation Requirements

Elementary – Multiple (minimum of two) formal observations, of sufficient duration that are no less than 40 minutes, to include classroom management and transition procedures.

Secondary – Multiple (minimum of two) formal observations of the same class period.

Portfolio - A cumulative professional portfolio will be created and maintained by the probationary teacher for years one and two. The administrator and mentor will review and discuss the portfolio with the teacher.

Mentor - The administrator will team the probationary teacher with an appropriate experienced teacher. This relationship will continue through year three for new teachers and year two for tenured teachers new to the district. They will follow district mentor procedures.

Outline of Plan I - Individual Development (continued)

Years Three, Four and Five

Individual Development Plan

The teacher and administrator will review and revise the Individual Development Plan in the areas of instruction, content, management, and professional development.

Multiple Formal Observations – (Minimum of two) prior to March 15

Each formal observation must have a:

- Pre-observation conference
- Post-observation conference

Recommended timelines for Formal Observations

9/30 – Formulate IDP
12/15 - The first formal observation to be completed.
Prior to 3/15 - The second formal observation to be completed.
Prior to 4/30 - The Year End Evaluation to be completed. The Year End Evaluation must include student growth as a significant factor.

Additional formal observations may be scheduled at the discretion of the administrator. Informal observations may be scheduled at the discretion of the administrator. Informal observations will be made throughout the year.

Mentor - The mentor/mentee relationship will continue throughout year three.

Plan I -- Individual Development Plan

Years One and Two

Required activities and recommended timeline for probationary teachers include:

An Individual Development Plan Meeting
Prior to September 30, a building administrator will meet with all probationary teachers as a group to review the Individual Development Plan expectations, professional portfolio collections, and evaluation timelines. The goals must include student growth data and Standards for Effective Teacher best practice professional growth. At this time, the administrator will provide teachers with copies of all evaluation forms. IDPs should be submitted to Human Resources by October 7th, 2013.

2013-14 Teacher Evaluation Weights to Comply with State Legislation

75% will be based on Observation Protocol and the 5 Standards for Effective Teaching.

This includes observations (formal and not formal), walkthroughs, other performance measures that are related to the teacher evaluation rubric which includes all 5 standards. Professional Responsibilities are included as one of the standards.

Student Growth Data (25%). The administrator and teacher will meet to determine growth measures that follow the weighted formula listed below.

A. 5% District growth based on state accountability measures

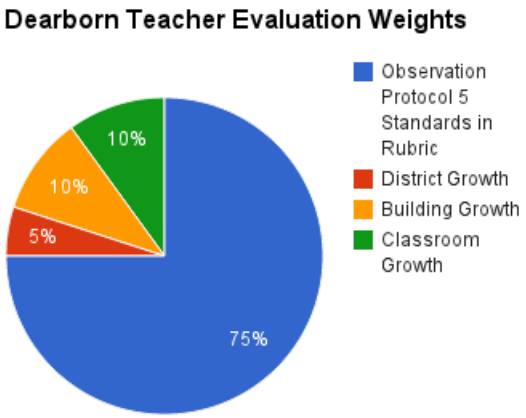
B. 10% Building Growth based on state or building or district common assessments (See Below)

Elementary -SRI, DRA & DRA task analysis, Star Math, 6 plus 1 traits, Building/District Common Assessments, NWEA, MEAP, Art, Music and & PE common Assessments.

Middle School -SRI, DRA, Star Math, 6 plus 1 traits, Building/District Common Assessments, NWEA, MEAP, Art, Music and & PE common Assessments, and Explore.

High School- Explore, Plan, MME, MEAP, SRI, Star Math, Common Assessments, AP exams, and Departmental Assessments.

C. 10% Classroom Growth based on State Assessments, District Common Assessments or Classroom Assessments (ex. Performance or product measures or other formative assessments, pre and post tests are required).



The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted at 25% of the evaluation ranking.

An Individual Development Plan
A building administrator will meet with each teacher to develop an Individual Development Plan based on the Standards for Effective Teaching (Individual Development Plan Form, page 12). The teacher may have multiple (minimum of two) goals, one sheet per goal.

Formal Observations
Multiple (minimum of two) observations will be conducted prior to March 15. The Year End Evaluation should be completed by April 30. Each of these observations will have a pre-observation conference. The teacher must complete and be ready to discuss the Pre-Observation Form with the administrator at these conferences (Pre-Observation Conference Form, page 13). At least one of the formal observations will be conducted before the end of the first semester.

Multiple (minimum of two) observations will be at least 40 minutes in duration. At the elementary level, two will include an observation of classroom management and transition procedures. At the secondary level, multiple (minimum of two) observations of the same class period. (Classroom Observation Form, page 15).

Plan I --- Individual Development Plan Years One and Two (continued)

Additional formal observations may be scheduled at the discretion of the administrator (Classroom Observation Form, page 14).

A post-observation conference must be conducted within a reasonable amount of time following each of the observations, preferably within 10 working days, or sooner. The purpose for the post-observation conferences is to:

1. review the lesson(s) with a focus on student learning.
2. reinforce the strengths of the teaching performance.
3. identify areas for improvement.
4. offer specific feedback on classroom management.
5. review the professional development portfolio.
6. direct the probationary teacher toward relevant professional development opportunities.
7. provide opportunities for self-reflection.

Evaluation forms will be completed by the administrator, with the teacher, following the conference (Post-Observation Conference Form and Year End Evaluation, Pages 15-17).

The administrator will make informal observations during the year, which will be used as sources of information for the Year End Evaluation.

A Professional Portfolio
A cumulative professional portfolio will be created and maintained by the probationary teacher for the probationary period. The probationary teacher will benefit from a teaching portfolio in that it can serve as a catalyst for substantive growth in one's teaching philosophy, methods, and goals. Also, the portfolio will provide administrators with concise, selective, evidence-based information from a wide variety of sources. This gives the novice instructor a highly individualized, credible, and factual document for the purpose of evaluation. The administrator, probationary teacher, and mentor will review and discuss the portfolio at each scheduled evaluative conference. (See page 18 for suggested portfolio components). The portfolio will be used as a source of data for the performance evaluation. Two portfolio reviews are to be completed prior to April 30th.

A Mentor
The administrator will team the probationary teacher with an appropriate experienced teacher for the mentoring process. The mentor/mentee relationship will continue through year three for new teachers and through year two for tenured teachers new to the district. The role of the teacher mentor is to guide and support the new teacher through the probationary period. (See page 20 for further information). Mentors and mentees must participate in a prescribed district mentor program experience.

Plan I --- Individual Development

Years Three, Four and Five

The required activities for probationary teachers after the initial two years will include:

An Individual Development Plan
For years three, four and five, the teacher and administrator will review and revise the Individual Development Plan. The focus of this plan will be in the areas of instruction, content, management, and professional development. The goals must include student growth data and Standards for Effective Teacher best practice professional growth. At this time, the administrator will provide teachers with copies of all evaluation forms.

Formal Observations
Multiple (minimum of two) formal observations will be conducted prior to March 15. The Year End Evaluation to be completed by April 30. Each of these observations will have a pre-observation conference. The teacher must complete and be ready to discuss the Pre-Observation Form with the administrator at these conferences. (Pre-Observation Conference Form, page. 13). At least one of the formal observations will be conducted before December 15. Additional formal observations may be scheduled at the discretion of the administrator (Classroom Observation Form, page 14).

A post-observation conference must be scheduled within a reasonable amount of time, preferably within ten working days, if not sooner. The purpose for the post-observation conferences is to:

1. review the lesson(s) with a focus on student learning.
2. reinforce the strengths of the teaching performance.
3. identify areas for improvement.
4. offer specific feedback on classroom management.
5. review the professional development portfolio, if appropriate.
6. direct the probationary teacher toward relevant professional development opportunities.
7. provide opportunities for self-reflection.

Evaluation forms will be completed by the administrator, with the teacher, following the conference (Post-Observation Conference Form and Year End Evaluation Form, see pages 15-17).

The administrator will make informal observations during the year, which will be used as sources of information for the Year End Evaluation.

Mentor
Throughout year three, the mentor-mentee relationship will continue. The mentor's role will be to guide and support the teacher as needed. (See page 20 for further information).

Plan I

Individual Development Plan Form

Individual Development Plan for: _____

Teacher Status: ☐ Probationary ☐1 ☐2 ☐3 ☐4 ☐5 (Check One)

☐ Tenured in Michigan ☐1 ☐2 (Check One)

Standard(s) Related to Goal *(Check all that apply):*

☐ I. Classroom Environment	☐ IV. Assessment
☐ II. Preparation and Planning	☐ V. Communication and Professional Responsibilities
☐ III. Instruction	

****Goal:** _____

Purpose of Goal: _____
Teacher's Plan: _____
Indicators of Progress including student growth data: _____
Administrative Support: _____

Teacher's Signature and Date: _____

Administrator's Signature and Date: _____

The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be a significant portion of the evaluation.

Plan I --- Individual Development Plan
Pre-Observation Conference Form

(Completed by the teacher and discussed with the administrator at the Pre-Observation Conference)

Teacher: _____	Subject: _____
Grade Level: _____	Period/Time and Date of Lesson: _____
Administrator: _____	

1. Identify the general characteristics of the class. (Standard I: Classroom Environment)

_____

2. List the objectives for the lesson(s). (Standard II: Preparation and Planning)

_____

3. Briefly describe the content and methods of the lesson(s) progress toward achieving the objectives. (Standard III: Instruction)

_____

4. State how you will measure the students' progress toward achieving the objectives. (Standard IV: Assessment)

_____

5. Briefly describe your communication and record keeping for the class. (Standard V: Communication and Professional Responsibilities)

_____

6. Please check the areas below in which you would like specific feedback from the administrator:

☐ I. Classroom Environment ☐ II. Preparation and Planning ☐ III. Instruction	☐ IV. Assessment ☐ V. Communication and Professional Responsibilities ☐ VI. Other

Plan I --- Individual Development Plan

Classroom Observation Form

(For administrator use during classroom observation)

Teacher _____		School _____
Date(s) _____	Area/Grade _____	Probation ☐1 ☐2 ☐3 ☐ 4 ☐ 5 (Check year)
Duration of Visit(s) _____		Number of Students _____
Lesson(s) Observed _____		

The Standards for Effective Teaching are the basis for the following comments:

I. Classroom Environment: _____
II. Preparation and Planning: _____
III. Instruction: _____
IV. Assessment: _____
V. Communication and Professional Responsibilities: _____

*****The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted as 25% of the evaluation.***

Plan I --- Individual Development Plan

Post-Observation Conference Form

(Completed by the administrator and discussed with the teacher at the Post-Observation Conference. This document serves as a mid-year evaluation document in compliance with state legislation for first year employees with an IDP.)

Teacher: _____

Administrator: _____ Evaluation Date: _____

Summarize the following areas from the Individual Development Plan:
Standards of Effective Teaching:

I. Classroom Environment: _____
II. Preparation and Planning: _____
III. Instruction: _____
IV. Assessment: _____
V. Communication and Professional Responsibilities: _____

Post-Observation Conference Form (continued)

The Professional Portfolio Review Dates:

☐ _____ Date reviewed

☐ _____ Date reviewed

Teacher Comments: _____
Administrator Comments: _____

Observed/Reviewed: ☐ Lesson Plan ☐ Student Engagement ☐ State Curriculum

Total Days Absent (School year to date): _____Illness _____Care of Family _____Personal Business _____Conferences____District Related

_____Other (Please Explain:_____)

District PD attended (list dates):_____

Teacher's Signature and Date: _____ _____

Administrator's Signature and Date: _____ _____

cc: Personnel file

The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted as 25% of the evaluation.

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Plan I --- Individual Development Plan

Year End Evaluation Form

Teacher _____

Administrator _____ Evaluation Date _____

Summarize the following areas from the Individual Development Plan:
Standards for Effective Teaching:

I. Classroom Environment: _____
II. Preparation and Planning: _____
III. Instruction: _____
IV. Assessment: _____
V. Communication and Professional Responsibilities: _____
VI. Student Growth Data included in evaluation*: _____

******The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted as 25% of the evaluation.***

Year End Evaluation Form (continued)

The Professional Portfolio Review Dates

☐ _____ Date reviewed

☐ _____ Date reviewed

Portfolio Comments/Recommendations: _____
Teacher Comments: _____
Administrator comments on Student Growth Data (Must be weighted at 25% of the overall evaluation). _____
Recommendation: _____

☐ **Ineffective** ☐ **Minimally Effective** ☐ **Effective** ☐ **Highly Effective** (Check one)

Recommended for Continued Employment?

☐ Yes ☐ No ☐ See Attachment(s) ☐ Recommended for tenure (if applicable)

Total Days Absent (Current School year to date):

_____Illness _____Care of Family _____Personal Business _____Conferences

_____District Related _____Other (Please Explain:_____)

District PD attended (list dates):_____

Teacher's Signature and Date: _____ _____

Administrator's Signature and Date: _____ _____

cc: Personnel file

***The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted as 25% of the*

evaluation. Goals should be discussed at the year-end evaluation meeting for the subsequent school year. The teacher should draft goals for the subsequent year.

Professional Development Portfolio Suggestions

Each portfolio contains items intended to provide a unique profile of an individual teacher. Therefore, each portfolio will be different.

A representative sampling might include some of the following:

- products: evidence of student learning
- description of course materials: syllabi, assignments, and handouts
- lesson plans and designs
- photos, pictures, tapes, disks
- parent connections: newsletters, notes, communication
- journal for self-reflection
- teacher and student accomplishments
- sample of teacher-generated tests/assessments
- anecdotal observations or comments
- a self-designed unit and related materials
- a one week sample of all printed materials distributed to student and parents
- parent feedback

Plan I – Individual Development Plan

The Mentor/Mentee Program

1. Leadership of the Mentor/Mentee Program is the responsibility of the Instructional Services.

2. A mentor will be an experienced professional with Dearborn Public Schools.

.

3. The use of experienced, successful teachers to mentor new teachers is mandated in the State of Michigan. It is an effective way to improve the induction of new teachers, promote best practices in teaching and encourage teachers to remain in the profession.

4. A pool of DFT members will be sought in each building to serve as mentors. Mentor assignments will be appointed by the building administrator.

5. Mentors and mentees will be required to attend two after school training sessions during the school year. The agenda and dates for the sessions will be determined by the leadership in Instructional Services.

6. Mentors and mentees are expected to attend a professional development session together, which supports the needs of new teachers and the specific classroom assignments.

7. Coaching new teachers to become reflective about their own teaching is a responsibility of the mentor teacher. Mentors and mentees are expected to complete a communication log to document contact time.

8. The critical and specialized role of teacher mentors should be acknowledged.

   - Mentors can commit to a new teacher for the three year term as required by the state.
   - Mentors will receive a $300 stipend for the school year, provided all conditions of mentoring have been met.

Professional Growth Plan

Plan II

Plan II -- Teacher Evaluation

Purpose:

Throughout a teacher's professional career, the teacher and administrator must work collaboratively each year to ensure the strengthening of the Standards for Effective Teaching. The purpose and benefit of yearly evaluation are threefold:

1. Demonstration of Standards for Effective Teaching
Demonstration of the Standards is an ongoing process and is assessed by the administrator through informal classroom observations and other school settings, i.e., faculty meetings, committee work, in-service training, parent conferences, parent communications, and/or co-curricular activities.

2. Continued Professional Growth Plan
Planning for Professional Growth is the second component. It is both proactive and collaborative. The teacher and the administrator collaborate to identify goals and develop a plan to attain the identified goals. Goals should be developed using the Standards for Effective Teaching and must also work toward building school improvement goals and District goals. While achieving the identified goals is the objective, it is the process of working toward those goals that demonstrates the individual's professional growth. Goals may be renewed from one year to the next if appropriate.

3. Continued focus on student achievement data is a critical way to inform instructional practice. Current legislation now obligates schools to utilize student growth and achievement data as one component of teacher evaluation. As a result, our discussions will be data-informed and data-driven. Student growth and achievement data is a part of this evaluation.

This Teacher Evaluation program combines both Professional Growth components and the examination of student achievement/growth data, in addition to other considerations required of public schools as a result of recent legislative adjustments.

Teacher evaluation is a complex process and one that requires commitment from all parties. The Dearborn Public Schools' model is one that promotes collegiality, collaboration, personal and professional growth. Determining a teacher's effectiveness requires an examination of a multitude of factors. Many of these are defined by the Standards for Effective Teaching, but there are variables in addition to the Standards that may be utilized to determine effectiveness, such as artifacts collected throughout the year like parent emails, phone call logs, administrative walkthrough data, student communications, etc.

The Teacher Evaluation Committee will gather input and meet periodically to examine this evaluation process in order to safeguard the integrity of our model framework.

Recommended timelines for Formal Observations

Prior to 10/1 - Administrator distributes forms and reviews expectations.
Prior to 10/25 - Initial Meeting to set goals
Prior to 4/30 - Multiple Formal Observations (Minimum of two)
Prior to 5-7 - Year End Evaluation to be completed.

Plan II --- Teacher Evaluation
(Components of the evaluation process)

Yearly teacher evaluation will include the following:

- At least two meetings between an administrator and teacher, referred to in this document as the *Initial Meeting* and the *Evaluation Meeting*.
- A teacher self-evaluation using the Standards for Effective Teaching.
- An administrator's completion of a teacher evaluation using the Standards for Effective Teaching.
- Student Growth/Achievement Goal(s) related to the School Improvement Plan, *(see examples below)*.
- Best Practice Professional Growth Goal(s), *(see examples below)*.
- The Year End Evaluation must be based on multiple (minimum of two) classroom observations and must include a review of lesson plans, state curriculum and student engagement. The Year End Evaluation must include student growth as a significant factor.

2013-14 Teacher Evaluation Weights to Comply with State Legislation

75% will be based on Observation Protocol and the 5 Standards for Effective Teaching.

This includes observations (formal and not formal), walkthroughs, other performance measures that are related to the teacher evaluation rubric which includes all 5 standards. Professional Responsibilities are included as one of the standards.

Student Growth Data/Goals (25%). The administrator and teacher will meet to determine growth measures that following the weighted formula listed below.

D. 5% District growth based on state accountability measures

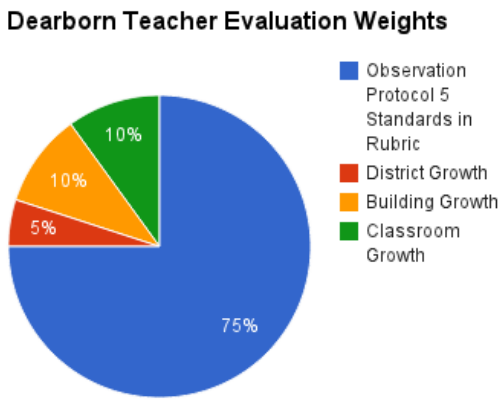
E. 10% Building Growth based on state or building or district common assessments (See Below)

Elementary -SRI, DRA & DRA task analysis, Star Math, 6 plus 1 traits, Building/District Common Assessments, NWEA, MEAP, Art, Music and & PE common Assessments.

Middle School -SRI, DRA, Star Math, 6 plus 1 traits, Building/District Common Assessments, NWEA, MEAP, Art, Music and & PE common Assessments, and Explore.

High School- Explore, Plan, MME, MEAP, SRI, Star Math, Common Assessments, AP exams, and Departmental Assessments.

F. 10% Classroom Growth based on State Assessments, District Common Assessments or Classroom Assessments (ex. Performance or product measures or other formative assessments, pre and post tests are required).



The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted at 25% of the evaluation ranking.

Best Practice Professional Growth – Goal(s) that articulate a willingness to enhance skills typically demonstrated by master teachers.

Examples may include, but are not limited to:

1. Learn and use Class A to inform instructional practice
2. Learn and use differentiated instruction in Algebra classes
3. Utilize technology to enhance instructional delivery
4. Integrate cross curricular initiatives

The goals must be directly linked to the Standards for Effective Teaching as published in this document, and agreed upon by both administrator and teacher.

If a teacher is rated ineffective on the Year End Evaluation, a Plan III awareness phase document must have occurred prior to April 30.

****If a teacher is rated minimally effective at the Year End Evaluation they will enter an awareness phase for the upcoming year. The Year End Evaluation evaluator will complete the awareness phase documents to begin at the start of the upcoming school year.***

*****If a teacher is rated minimally effective or ineffective on the Year End Evaluation. An IDP must be initiated.***

Activities/Methods

Methods/Strategies to reach goals may include at least one of the following:

- Action research
- Peer-coaching
- Video taping
- Self-assessment
- Mentoring
- College courses
- Simulations
- Workshops
- Visitation days
- Conferences
- Classroom observations
- Teacher academies
- Development of teaching materials/instructional units/discussion groups
- Other

Indicators of Progress:

• Student work portfolios • Professional portfolios • Videotapes of classes • Peer observation • Administrator observation • Parent responses • Written curriculum • Student responses	• Performance assessment • Reflective journal entries • Case study analysis • Benchmarks • Anecdotal records • Statistical measures • Other

The collected materials are the property of teachers.

Teacher Evaluation Components (continued)

Resources

- Resources will be formally approved as part of the teacher's Professional Growth Plan and may include:
  - Classroom materials
  - Student materials
  - Journals
  - Workshops
  - Resources
  - Books
  - Collegial time
  - Appropriate technology
  - Mentoring
  - Collegial support
  - Release time
  - Administrative support
  - Other

Revisions

In the event a Professional Growth Plan needs to be revised, all revisions must be reviewed with the administrator.

Plan II – Professional Growth
Teacher Evaluation Goal Outline Form

Teacher School Grade/Dept./Team

Initial Meeting Date _____ Evaluation Meeting Date _____

Standards for Effective Teaching addressed in this plan (Check all that apply)

☐ I. Classroom Environment ☐ II. Preparation and Planning ☐ III. Instruction	☐ IV. Assessment ☐ V. Communication and Professional Responsibilities

Student Achievement/Growth Goal(s): _____
Best Practice Professional Growth Goal(s): _____

******The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted at 25% of the evaluation ranking.***

Plan II --- Teacher Evaluation Goal Outline Form (continued)

Indicators of progress to be collected: _____
Resources needed for plan activities: _____

☐ See attachments:

Teacher's Signature and Date:

_____ _____

Administrator's Signature and Date:

_____ _____

The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted as 25% of the evaluation.

Plan II – Professional Growth

Conference Observation Form

Teacher: _____ Administrator: _____

Date (Time/Hour): _____ Duration of visit: _____

☐ 1st Observation ☐ 2nd Observation ☐ Additional Observation

Standard(s) Related to Goal *(Check all that apply):*

☐ I. Classroom Environment	☐ IV. Assessment
☐ II. Preparation and Planning	☐ V. Communication and Professional Responsibilities
☐ III. Instruction	

Teacher Comments: _____
Administrator Comments: _____

Observed/Reviewed: ☐ Lesson Plan ☐ Student Engagement ☐ State Curriculum

Teacher's Signature and Date: _____

Administrator's Signature and Date: _____

Plan II – Professional Growth

Year End Evaluation Form

(Completed by teacher and administrator and discussed at the final meeting)

Teacher School Grade/Dept./Team

Initial Meeting Date _____ Evaluation Meeting Date _____

Student Achievement/Growth Goal(s) Data: _____
Best Practice Professional Growth Goal(s) Indicators of Progress: _____
Other Indicators of Progress: _____

The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted as 25% of the evaluation.

Plan II --- Year End Evaluation Form (continued)

Teacher's comments: _____
Administrator comments on Student Growth Data (Must be weighted at 25% of the overall evaluation): _____
Administrator's comments: _____

☐ **Ineffective*** ☐ **Minimally Effective**** ☐ **Effective** ☐ **Highly Effective** (Check one)

Total Days Absent (Current School year to date)

_____Illness _____Care of Family _____Personal Business _____Conferences

_____District Related _____Other (Please Explain:_____)

District PD attended (list dates):_____

Teacher's Signature and Date:

_____

Administrator's Signature and Date:

_____

C. Personnel File

***If a teacher is rated ineffective on the Year End Evaluation, a Plan III awareness phase document must have occurred prior to April 30.*

****If a teacher is rated minimally effective at the Year End Evaluation they will enter an awareness phase for the upcoming year. The Year End Evaluation evaluator will complete the awareness phase documents to begin at the start of the upcoming school year.*

**** If a teacher is rated minimally effective or ineffective on the Year End Evaluation, then an IDP must be initiated.*

***********The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted as 25% of the evaluation.*

********** *Goals should be discussed at the year-end evaluation meeting for the subsequent school year. The teacher should draft goals for the subsequent year.*

Specific
Staff
Development Plan

Plan III

Plan III

Specific Staff Development

Purpose

The specific Staff Development Plan will provide a good faith effort to support and guide the teacher to meet the expectations set forth in the Dearborn Standards for Effective Teaching. The Specific Staff Development Plan has three purposes:

1. to enable a tenured teacher the opportunity to seek assistance in any of the district's Standards for Effective Teaching.

2. to provide a more structured process for a tenured teacher, who by the determination of the administrative supervisor, may benefit from more support, and/or

3. to provide due process for disciplinary action.

This more structured supervision is characterized by recognition on the part of the teacher and the administrator that the teacher needs assistance with one or more of the Dearborn Standards for Effective Teaching. This process may begin at any time.

The decision regarding implementation should be collaborative, but may be directive. Plan III, Specific Staff Development, is intended to provide the best possible likelihood for professional improvement. Because of the personal nature of this Plan, confidentiality is expected of all participants. Plan III consists of three phases:

1. **Awareness Phase**

2. **Assistance Phase**

3. **Disciplinary Phase**

The distinct differences between the Awareness Phase and the Assistance Phase are the length of time and the intensity of each phase.

Outline of Plan III - Specific Staff Development

Plan III is intended to provide the best possible likelihood for professional improvement. The decision to implement Plan III should be collaborative, but may be directive. This process may begin at any time. Confidentiality is expected of all participants.

Purposes

1. To enable a tenured teacher the opportunity to seek assistance in any of the district's Standards for Effective Teaching
2. To provide a more structured process for a tenured teacher who by the determination of the administrative supervisor, may benefit from more support
3. To provide due process for disciplinary action

Three Phases of Plan III

Awareness Phase

1. The concern is identified in writing
2. The administrator and teacher attempt to resolve the concern
3. The administrator reviews the progress and makes one of the following recommendations:
    - The teacher remains in Plan II
    - The teacher is placed into the Assistance Phase
    - Prior to placement in the Assistance Phase an additional administrator from central office will observe the teacher.

Assistance Phase

1. The administrator reviews the recommendations from Awareness Phase
2. A specific plan is developed and implemented
3. One of the following recommendations is made:
    - The concern is resolved and the teacher is returned to Plan II
    - The teacher remains in the Assistance Phase with revised goals and timelines
    - The concern is not resolved and the teacher is moved into the Disciplinary Phase

Disciplinary Phase

1. The administrator, teacher, and Dearborn Federation of Teachers' president or designated representative meet
2. The specific Standard(s), rule, or policy is identified in writing by the administrator, and the teacher is given an opportunity to respond. After discussion, the administrator indicates the next steps to be taken.

The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted as 25% of the evaluation.

Plan III --- Specific Staff Development

Awareness Phase

1. The administrator of the teacher identifies a concern in writing.
   (Identification of Concern Form, page. 38)

2. The administrator and the teacher set up a specific time to collaborate and attempt to resolve the concern.

3. At the conclusion of the Awareness Phase, the administrator will review the progress and will make one of the following recommendations:
   - The teacher begins an evaluation phase, OR
   - The teacher remains in Plan I or II, OR
   - In the event the concern is not resolved or is a disciplinary issue, the teacher is placed into either the Assistance or Disciplinary Phase. (Final Summary Form, page 38)

4. If a teacher is rated ineffective on the Year End Evaluation, an awareness phase document must have occurred by April 30. This is being done to give instructional staff the opportunity to make improvements.

5. If a teacher is rated minimally effective at the Year End Evaluation they will enter an awareness phase for the upcoming year. The Year End Evaluation evaluator will complete the awareness phase documents to begin at the start of the upcoming school year. This will give instructional staff enough notice to make improvements for the upcoming school year. It also provides enough opportunity to return to Plan II with improvements to performance.

6. The recommended time for the awareness phase should be 30 calendar days.

At this point, the teacher will be advised by the principal to discuss the situation with the DFT President or designated representative. The teacher or the administrator may request other representation in all subsequent meetings regarding the concern.

Assistance Phase

1. Review the recommendations from the Awareness Phase.
2. A specific plan will be developed which includes:
   (Plan of Assistance Form, page 39)
   - growth-promoting goals that are specific, measurable, action oriented, realistic, and time bound
   - strategies for resolution of the concern
   - timelines
   - indicators of progress
   - resources and support needed
3. The administrator and the teacher set up a specific time to review what progress has been made. (Plan of Assistance Progress Form, page 40)
4. **One** of the following recommendations will be made upon reviewing the teacher's progress: (Final Summary Form, page 41)
   - The concern is resolved and the teacher is returned to the Professional Growth Plan
   - The teacher remains in the Assistance Phase with revised goals and timelines
   - The concern is not resolved and the teacher is moved into the Disciplinary Phase.
5. The recommended timeline between each progress report is 30 calendar days. There are a total of three progress reports. The administrator can, at anytime, move directly to the disciplinary phase if it is determined that there are serious performance deficiencies and/or violations of standards, rules and/or policies.

Plan III --- Specific Staff Development (continued)

Note: Only areas of concern that have been identified in the Awareness Phase can be evaluated or considered in the Assistance or Disciplinary Phase. Collected data to be considered must relate to concerns identified in the Awareness Phase.

Disciplinary Phase

1. The Disciplinary Phase begins with a meeting between the administrator, teacher, and DFT President or designated representative. Other resource people may be involved, i.e., central office administrator(s) and/or DFT representative.

2. The administrator will identify in writing the specific Standard(s), rule, or policy in violation. (Disciplinary Phase, page 42) The teacher will be given an opportunity to respond. Following the discussion, the administrator will indicate the next steps to be taken, such as:
   - a specific remedial plan with timeline
   - placement of the teacher on paid administrative leave
   - requirement of specific training or evaluation by a professional
   - recommendation for non-renewal of contract
   - recommendation for tenure review by the Superintendent and Board of Education

3. The Disciplinary Phase only addresses ongoing performance concerns not corrected by the teacher under either the Awareness Phase or the Assistance Phase. The Disciplinary Phase is not intended as a restriction on the district's right to take appropriate disciplinary action for teacher misconduct without prior resort to either an Awareness Phase or an Assistance Phase.

Plan III --- Specific Staff Development

Awareness Phase --- Identification of Concern Form

Teacher: _____ Date: _____

Check appropriate category(ies):

☐ I. Classroom Environment	☐ IV. Assessment
☐ II. Preparation and Planning	☐ V. Communication and Professional Responsibilities
☐ III. Instruction	☐ VI. Other

Specific Concerns: _____

Next Meeting Date: _____

Teacher's Signature: _____

Administrator's Signature: _____

Cc: Personnel file

Plan III --- Specific Staff Development

Awareness Phase --- Final Summary Form

Teacher: _____ Date: _____

Specific Concerns: _____

Administrative Recommendation(s):

☐ Plan II
☐ Assistance Phase

Next Meeting Date: _____

Teacher's Signature: _____

Administrator's Signature: _____

Cc: Personnel file

- Prior to placement in the Assistance Phase an additional administrator from central office will observe the teacher.

Plan III --- Specific Staff Development

Assistance Phase --- Plan of Assistance Form

Teacher: _____ Date: _____

Check appropriate category(ies):

☐ I. Classroom Environment ☐ II. Preparation and Planning ☐ III. Instruction	☐ IV. Assessment ☐ V. Communication and Professional Responsibilities ☐ VI. Other

Specific Concerns: _____
Plan (Method/Strategies): _____
Proposed Timeline: _____
Indicators of Progress including student growth data: _____
Resources/Support Needed: _____

Next Meeting Date: _____

Teacher's Signature: _____

Administrator's Signature: _____

Cc: Personnel file

Revised 9/4/13

Plan III --- Specific Staff Development

Assistance Phase --- Plan of Assistance Progress Form

Teacher: _____ Date: _____

☐ First Meeting ☐ Second Meeting ☐ Third Meeting

Plan: _____
Resources and Strategies Used to Date: _____
Indicators of Progress including student growth data: _____
Resources/Support Utilized to Date: _____
Concerns: _____

*****The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted as 25% of the evaluation.***

Total Days Absent (Current School year to date):

_____Illness _____Care of Family _____Personal Business _____Conferences

_____District Related _____Other (Please Explain:_____)

District PD attended (list dates):_____

(Check one)

☐ Remain on Plan III ☐ Return to Plan II

Next Meeting Date: _____

Teacher's Signature: _____

Administrator's Signature: _____

Cc: Personnel file

Revised 9/4/13

Plan III --- Specific Staff Development

Assistance Phase --- Final Summary Form

Teacher: _____ Date: _____

Plan: _____
Resources and Strategies Used to Date: _____
Indicators of Progress including student growth data: _____
Resources/Support Utilized to Date: _____
Concerns: _____

The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted as 25% of the evaluation.

Administrative Recommendation(s):

☐ Plan II ☐ Remain in Assistance Phase ☐ Go to Disciplinary Phase

If Year End Evaluation - Check below

☐ **Ineffective** ☐ **Minimally Effective** ☐ **Effective** ☐ **Highly Effective**

Total Days Absent (Current School year to date):

_____Illness _____Care of Family _____Personal Business _____Conferences

_____District Related _____Other (Please Explain:_____)

District PD attended (list dates):_____

Teacher's Signature: _____

Administrator's Signature: _____

Cc: Personnel file

Revised 9/4/13

Plan III --- Specific Staff Development

Disciplinary Phase

Teacher: _____ Date: _____

Comments: _____

Teacher's Signature: _____

Administrator's Signature: _____

Cc: Personnel file

Standards for Effective Teaching

Standard I
Classroom Environment

Standard II
Preparation and Planning

Standard III
Instruction

Standard IV
Assessment

Standard V
Communication and Professional Responsibilities

Standard I - Classroom Environment.
The effective teacher maintains a classroom environment that enhances student learning.

Sample indicators appear below. The Highly Effective designation assumes all Effective attributes have been met.

Element	Level of Performance			
	Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
Teaching Enthusiasm	Very little communication of enjoyment and enthusiasm for teaching and students.	Little communication of enjoyment and enthusiasm for teaching and students.	Teacher maintains a welcoming and positive classroom environment	Teacher contributes to creating a welcoming and positive building culture.
Teacher interaction with students	Teacher interaction with students is negative, sarcastic or inappropriate. Students exhibit disrespect for teacher and one another.	Is fair and respectful toward most students and builds positive relationships with some.	Teacher-student interactions demonstrate genuine caring and respect. Students show respect for teacher as an individual.	Teacher creates and/or coordinates opportunities for students to demonstrate caring and respect through clubs, service projects, etc.
Instructional materials and resources	Instructional materials and resources are not used to enhance the classroom environment.	Instructional materials involve a mixture of good and mediocre learning materials.	Instructional materials and resources establish a positive environment and engage students mentally. Student contributions enhance displays.	Instructional materials and resources are created and shared. Student displays are coordinated with other classes /departments/buildings.
Expectations for learning	Modest expectations of student work are conveyed. Students demonstrate little pride in their work. They are expected to complete tasks, not motivated to do high quality work	Some students demonstrate pride in their work. They are expected to complete tasks, not motivated to do high quality work.	Both teacher and students establish a learning environment that reflects high expectations.	Teacher enables students to define high expectations and initiate improvement of their own work.
Commitment to diversity and equity	Teacher interaction with students reflects a disregard for diversity with inappropriate or insensitive comments. No allowance for individual viewpoints or perspectives.	Teacher interaction with students occasionally reflects a disregard for diversity with inappropriate or insensitive comments. Little allowance for individual viewpoints or perspectives.	Teacher interactions with students are appropriate and sensitive to diversity. Individual viewpoints and perspectives are encouraged.	Teacher initiates building and /or district activities to raise sensitivity to diversity.

Standard I - Classroom Environment (continued).
The effective teacher maintains a classroom environment that enhances student learning.

Sample indicators appear below. The Highly Effective designation assumes all Effective attributes have been met.

Element	Level of Performance			
	Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
Trusting environment	Creativity and discovery are not considered in lesson planning. Students are not given opportunities to participate in learning groups. Students are not encouraged to explore or consider multiple solutions/methods/activities.	Creativity and discovery are considered. Teacher attempts to get students actively involved but some students are disengaged.	Interactions and lessons promote exploration, creativity and discovery. Frequent regrouping of students encourages cooperation, respect and divergent thinking	Teachers create, model and share interactive lessons that promote exploration, creativity and discovery.
Classroom rules and expectations	Classroom rules have not been communicated to students. Students are unaware of classroom procedures.	Announces and posts classroom rules and consequences. Little or minimal student awareness of classroom procedures is evident.	Classroom rules have been communicated and standards of conduct are clear to all students.	Students participate in the process of determining classroom rules and procedures.
Safe accessible and orderly environment	Classroom physical environment Impedes learning and /or is unsafe. Environment restricts access to resources.	Classroom physical environment is not conducive to learning and /or is unsafe. Limited access to resources.	Classroom physical environment is safe, provides equal access to resources, and promotes learning.	Classroom procedures allow students to adjust physical environment to advance their own purposes and learning

Standard II - Preparation and Planning. The effective teacher plans for student learning.				
Sample indicators appear below. The Highly Effective designation assumes all Effective attributes have been met.				
	Level of Performance			
Element	**Ineffective**	**Minimally Effective**	**Effective**	**Highly Effective**
Content knowledge	Teacher does not display knowledge of content, content related current research and best practices. No interdisciplinary connections.	Teacher displays minimal knowledge of content, content related current research and best practices. Teacher makes few, if any, interdisciplinary connections.	Teacher displays knowledge of content, content related current research and best practices. Teacher makes interdisciplinary connections.	Teacher displays extensive knowledge in content area and current best practices (publication of articles, conference attendance, professional presentations, etc.) and incorporates expertise into interdisciplinary lesson planning and teaching.
Knowledge of students	Planning does not recognize important student variables such as characteristics of age group, skill level, or cultural heritage.	Planning does not consistently recognize important student variables such as characteristics of age group, skill level or cultural heritage.	Teacher displays an understanding of important student variables and uses this understanding to inform planning (grouping, interventions, activities, etc.).	Teacher assists and/or collaborates with other teachers in planning instructional activities that address student variables.
Knowledge of Cognitive Learning Levels	Lesson planning does not allow for different levels of cognitive learning.	Lesson planning rarely allows for different levels of cognitive learning.	Lesson planning incorporates activities and instruction that addresses multiple levels of learning.	Lesson planning that incorporates activities and instruction that address multiple levels of learning are developed and shared with other staff members.
Knowledge of resources	Resources to assist student learning are not used.	Resources to assist student learning are used infrequently. Technology is not used to enhance learning.	Teacher is able to select and access appropriate resources to assist student learning. Technology is used to enhance learning.	Teacher uses a variety of effective resources to assist students learning including visual, auditory and hands on activities. Technology is integrated into instruction and enhances the learning experience.
Lesson development	Lessons are not developed and lack clear objectives. District curriculum is not followed. Assessments have not been determined.	Lessons lack clear objectives. Relation to district or state curriculum is unclear or inaccurate. Assessments have not been determined.	Lesson plans are based on district and state curriculum. Instruction relates new information to previous learning. Appropriate assessments are planned.	Lesson plans demonstrate knowledge of the unit design approach and incorporate clearly defined content objectives, meaningful activities that integrate lesson concepts, and multiple assessments that provide meaningful and timely feedback.

Standard III - Instruction: The effective teacher provides instruction that enhances student achievement.

Sample indicators appear below. The Highly Effective designation assumes all Effective attributes have been met.

Element	Level of Performance			
	Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
Lesson clarity	Lesson presentation has no defined structure nor is based on district curriculum.	Lesson presentation has some structure and is only partially based on District/State Curriculum. Rarely is new information related to previous teaching.	Lesson presentation is clear, logical and based on district and state curriculum. Multiple techniques relate new information to previous teaching and accommodate student needs.	Model lessons are designed and shared with other teachers to improve understanding and practice across the curriculum.
Engagement	Student learning is not monitored. Instruction does not engage students in meaningful learning.	Teacher monitors learning but observations do not translate to adaptations in instruction.	Teacher monitors learning using a variety of strategies and adapts instruction based on student response to engage students in meaningful learning.	All students are engaged in rigorous instructional activities that reflect individual needs and interests and that are connected to real world experiences.
Questioning strategies	Questioning strategies are not apparent. Students are not expected to participate.	Questioning strategies focus on lower cognitive skills and do not encourage higher level thinking. Response time is not appropriate. Expectations for student participation are minimal.	Questioning strategies are varied, equitable and allow for appropriate response time. All students are expected to participate and demonstrate learning.	Students are taught self-questioning techniques that allow for higher levels of comprehension.
Instructional methods	Instructional methods do not support cognitive levels of instruction.	Attempts to differentiate instruction are evident; however, a wider variety of instructional methods are necessary to support all cognitive levels of instruction. Technology is rarely integrated.	Teacher implements a variety of methods to differentiate instruction. Technology is consistently integrated.	Instruction supports student-directed learning. Student participation in goal setting and development of organizational systems is evident.
Student-directed	Student-directed learning is not encouraged or supported in the classroom.	Students occasionally have the opportunity to make choices regarding learning activities.	Students frequently initiate learning and participate in goal setting.	Students consistently initiate learning. Students actively participate in goal setting and self-monitoring of progress towards goals is evident.

Standard IV - Assessment

Sample indicators appear below. The highly effective teacher uses assessment to provide feedback to students, design future instruction, and monitor progress toward curriculum goals.

Element	Level of Performance			
	Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
Use and interpretation of assessment.	Assessment is not used to evaluate student progress. Assessment does not guide instruction.	Assessments are rarely used to plan for groups and individuals and to evaluate student progress.	Performance and product assessments are used to plan for groups and individuals and to evaluate student progress. Teacher uses assessment data to guide instruction.	Teacher uses a variety of formal and informal assessments to document student progress. Teacher actively contributes to building or district efforts to analyze results and uses information to improve student achievement.
Design of assessment	Assessment design is not congruent with district, state, or national standardized tests.	Assessment design is somewhat congruent with district, state and/or national standardized tests.	Assessment design is mostly congruent with district, state and/or national standardized tests.	Teachers design exemplary assessments that address specific needs identified by district, state or national standardized tests.
Administration of Assessment	Does not or inconsistently observes established common and/or standardized assessment protocols and timelines.	Observes some established common and/or standardized assessment protocols and timelines.	Consistently observes all established common and standardized assessment protocols and timelines.	Helps create school procedures to ensure compliance with established common and standardized assessment protocols and timelines.
Communication of assessment	No assessment standards of performance are communicated to students.	Assessment standards of performance are communicated to students. There is inconsistency in time and lack of assessment variety.	Assessment criteria and standards are clearly communicated to students in a timely manner and in a variety of ways (rubrics, exemplars, etc.).	Teacher involves students in the development of assessment criteria and students routinely engage in self-assessment activities and monitor personal progress.
Student Growth and Assessment	There is no evidence that data was collected utilized or interpreted by the teacher. None of the data goals were met and some regression noted.	Data was collected but there is no evidence that it was used to drive instruction. None of the targeted growth goals were met. Regression was not noted.	Data was collected and used to drive instruction by modifying instructional decisions. Evidence from assessments show positive student growth in the target areas.	Data was collected and used to drive instruction and evaluate student progress on a continuous basis. Evidence from assessments show student growth and data is used to improve instruction.

Standard V - Communication and Professional Responsibilities: The effective teacher demonstrates positive communication skills and maintains professional and personal responsibilities.

Sample indicators appear below. The highly effective designation assumes all effective attributes have been met.

Element	Level of Performance			
	Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
Relationships	Positive relationships have not been developed or maintained with students, colleagues and/or parents.	Some positive relationships have been developed or maintained with students, colleagues, and/or parents.	Support and cooperation characterize relationships with students, colleagues and/or parents.	Teacher assumes a leadership role in developing positive professional relationships with students, colleagues, and/or parents.
Contributions	Little or no participation in school and district projects. Contractual obligations are not met.	Minimal participation in school projects. Teacher meets some contractual obligations.	Teacher participates in school and district projects, works collaboratively with colleagues, and meets contractual obligations.	Teacher takes a leadership role in school and district projects, or volunteers in school or district events above and beyond contractual obligations.
Record keeping	Records for maintaining student progress and procedural activities/duties are unorganized, incomplete and/or inaccurate.	Records for maintaining student progress and procedural activities/duties are organized, complete, and accurate; however, these are not communicated to parents in a timely and consistent manner.	Records for maintaining student progress and procedural activities/duties are accurate and timely, and routinely communicated to parents.	Records reflect student academic and social growth, and are reported to parents through a variety of venues. Teacher participates in district activities to monitor and evaluate record keeping effectiveness.
Professional growth	Teacher does not actively participate in professional development activities. There is little or no evidence of new learning in classroom instruction.	Teacher participates in district-sponsored professional development activities. There is Minimal evidence of new teacher-learning in classroom instruction.	Teacher seeks professional development opportunities to enhance knowledge and skills, actively participates and implements new knowledge/skills into lessons.	Teacher develops, presents and/or conducts professional development activities.
Professionalism	Professional obligations are not met in a timely manner. Teacher participates in team/department/building/district decision making.	Professional obligations are met, with occasional lapses in timeliness. Teacher meets with team/department/building/district cohorts when required.	Professional obligations are met in a timely manner. Teacher participates in team/departmental activities.	Teacher takes a leadership role in team/department/ building/district decision making.

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  Original Teacher Evaluation Committee Members (2004)

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